

Appendix A

The Standards in Characteristics of Excellence in Higher Education

Institutional Context

Standard 1: Mission and Goals

The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.

Standard 2: Planning, Resource Allocation, and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Standard 3: Institutional Resources

The human, financial, technical, physical facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

Standard 4: Leadership and Governance

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Standard 5: Administration

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

Standard 6: Integrity

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

Standard 7: Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Educational Effectiveness

Standard 8: Student Admissions and Retention

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

Standard 9: Student Support Services

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

Standard 10: Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Standard 11: Educational Offerings

The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

Standard 12: General Education

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

Standard 13: Related Educational Activities

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

Standard 14: Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

Figure 3

A Self-Study Timetable

Approximate and Flexible Dates for a Spring Visit (Total: 2 ½ years)

<p>Summer before Academic Year 1</p> <ul style="list-style-type: none"> ➤ MSCHE reminds institution of the pending evaluation and invites it to The Self-Study Institute. 	<p>Spring-Summer Academic Year 2</p> <ul style="list-style-type: none"> ➤ MSCHE selects evaluation team members, and the institution approves the selection ➤ Steering Committee receives drafts text from working groups and develops a draft self-study report
<p>Fall, Academic Year 1</p> <ul style="list-style-type: none"> ➤ Self-Study Institute held to orient institutions beginning self-study ➤ Steering Committee Chair(s) and members chosen ➤ MSCHE staff liaison schedules self-study preparation visit to the institution 	<p>Fall, Academic Year 3</p> <ul style="list-style-type: none"> ➤ Campus community reviews draft self-study report ➤ Evaluation team Chair reviews draft self-study report ➤ Institution's governing board reviews draft self-study report ➤ Institution sends draft self-study report to evaluation team Chair, prior to Chair's preliminary visit ➤ Team Chair makes preliminary visit at least four months prior to team visit ➤ Institutions with a selected-topics self-study that elect to have a document review <i>prior to the team visit</i>: Conduct an early document review ➤ Institution prepares final version of the self-study report
<p>Spring, Academic Year 1</p> <ul style="list-style-type: none"> ➤ Institution chooses its self-study model ➤ Institution determines types of working groups that will be needed ➤ Draft self-study Design finalized, including charge questions for working groups 	<p>Winter or Spring, Academic Year 3</p> <ul style="list-style-type: none"> ➤ Institution sends final report to evaluation team and to MSCHE at least six weeks prior to team visit
<p>Spring, Academic Year 1 – Fall, Academic Year 2</p> <ul style="list-style-type: none"> ➤ MSCHE staff liaison conducts self-study preparation visit ➤ Staff liaison approves institution's self-study design 	<p>Spring, Academic Year 3</p> <ul style="list-style-type: none"> ➤ Team visit ➤ Institutions with a selected-topics self-study that elect to have a document review <i>during the team visit</i>: Conduct a concurrent document review ➤ Team report ➤ Institutional response
<p>Fall-Spring, Academic Year 2</p> <ul style="list-style-type: none"> ➤ Steering Committee oversees research and reporting by working groups ➤ Working groups involve the community ➤ Working groups submit reports 	<p>Summer or Fall after Academic Year 3</p> <ul style="list-style-type: none"> ➤ Committee on Evaluation Reports meets ➤ Commission action
<p>Winter, Academic Year 2</p> <ul style="list-style-type: none"> ➤ MSCHE selects the evaluation team Chair, and the institution approves the selection ➤ Chair and institution select dates for team visit and for the Chair's preliminary visit ➤ Institution sends a copy of the self-study design to the team Chair 	

July 08

Sp 09

July 09

Sp 10

Sp 10
Summer 10

July 10

Sp 11