

MSCHE Standard V.5

MSCHE Standard V. No. 5

MSCHE Standard V- Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;
2. organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals.

Institutions should:

...

5. periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.

Source: https://www.msche.org/standards/#standard_5

PROGRAM: _____

REVIEWER: _____

City Tech PROGRAM LEVEL Assessment Evaluation Rubric					
	Beginning=1	Developing=2	Established=3	Exemplary=4	RATING
Overall Report Completeness	Many sections of the report are missing or very limited information is included; a large number of required elements are missing.	Some sections of the report are missing or very limited information is included; some required documents are missing.	Most sections of the reports are well developed and useful information is reported; most required documents are included.	Clear and comprehensive report with all required sections completed; all required documents included.	
Assessment Activities (since 2013)	Very few assessment activities are implemented such as only one SLO is assessed and/or only one activity is implemented; no use of direct measurements (using rubrics or exams with a test blueprint)	At least one SLO is assessed every academic year with at least one activity conducted per SLO; some implemented activities and assessment tools do not appear to adhere to assessment planning document; direct measurements are used.	Appropriate number of assessment activities are conducted for an appropriate number of SLOs. Most implemented activities and assessment tools are on target according to assessment planning; direct measurements are used.	Appropriate number of assessment activities are conducted for an appropriate number of SLOs. All implemented activities are on target with respect to assessment planning document; direct measurements are used.	
Assessment Sampling	Assessment results are not reliable with too few students assessed; or no documentation regarding courses used for assessment/sample size	Some assessment results are not reliable with most results based on a small sample that does not reliably represent the student population.	Some results are based on a small sample of students; discussion of courses and number of students assessed to ascertain adequacy of sample.	Assessment results are consistently based on appropriate sample of students with discussion of sample sizes and courses selected.	
Assessment Analysis and Evaluation	Little or no analysis of collected data; or overuse of "we met our target" or improvements to the "assessment instrument."	There is minimal evidence of analysis and evaluation of assessment activities and results. Analysis is of marginal use. Findings are not clearly summarized and recorded.	There is evidence of analysis of assessment results for most of the assessed SLOs. Findings are recorded, however they may lack discussion of faculty team evaluation and protocol.	Thoughtful analysis of assessment results for all assessed outcomes. Findings are meaningful. Clarity of evaluation of assessment results by faculty teams and protocol is clear.	
Use of Assessment Results - Improvement	No improvement actions are adopted; or overuse of "no changes needed at this time."	At least one improvement action was adopted as a result of assessment but it may not be clear how it/ they relate to assessment results (lacks rationale for improvement strategy)	Some improvement actions are adopted as a result of assessment that clearly relates to the assessment results and contains a rationale for improvement strategy	Multiple improvement actions have been adopted as a result of assessment, improvement actions are clearly related to assessment results and contains a rationale for improvement strategies	

DEPARTMENT/DISCIPLINE: _____

REVIEWER: _____

City Tech CRITICAL COURSE Assessment Evaluation Rubric					
	Beginning	Developing	Established	Exemplary	RATING
Overall Report Completeness	Many sections of the report are missing or very limited information is included; a large number of required elements are missing.	Some sections of the report are missing or very limited information is included; some required documents are missing.	Most sections of the reports are well developed and useful information is reported; most required documents are included.	Clear and comprehensive report with all required sections completed; all required documents included.	
Assessment Activities (since 2013)	Very few assessment activities are implemented such as only one SLO is assessed and/or only one activity is implemented; no use of direct measurements (using rubrics or exams with a test blueprint)	Assessment cycle is no longer than 3-years; some implemented activities and assessment tools do not appear to adhere to assessment planning document; direct measurements are included.	Appropriate number of assessment activities are conducted for an appropriate number of SLOs and cycle is no longer than 2-years; Most implemented activities and assessment tools are on target according to assessment planning document; direct measurements are included.	Appropriate number of assessment activities are conducted for an appropriate number of SLOs and cycle is no longer than 2-years. All implemented activities are on target with respect to assessment planning document; direct measurements are included.	
Assessment Sampling	Assessment results are not reliable with too few students assessed; or no documentation regarding sections used for assessment/sample size	Some assessment results since 2013 are not reliable with most results based on a small sample that does not reliably represent the student population.	Some results are based on a small sample of students; discussion of sections and number of students assessed to ascertain adequacy of sample.	Assessment results are consistently based on appropriate sample of students with discussion of sample sizes and sections selected.	
Assessment Analysis and Evaluation	Little or no analysis of collected data; or overuse of "we met our target" or improvements to the "assessment instrument."	There is minimal evidence of analysis and evaluation of assessment activities and results. Analysis is of marginal use. Findings are not clearly summarized and recorded.	There is evidence of analysis of assessment results for most of the assessed SLOs. Findings are recorded, however they may lack discussion of faculty team evaluation and protocol.	Thoughtful analysis of assessment results for all assessed outcomes. Findings are meaningful. Clarity of evaluation of assessment results by faculty teams and protocol is clear.	
Use of Assessment Results - Improvement	No improvement actions are adopted; or overuse of "no changes needed at this time."	At least one improvement action was adopted as a result of assessment but it may not be clear how it/ they relate to assessment results (lacks rationale for improvement strategy)	Some improvement actions are adopted as a result of assessment that clearly relates to the assessment results and contains a rationale for improvement strategy	Multiple improvement actions have been adopted as a result of assessment, improvement actions are clearly related to assessment results and contains a rationale for improvement strategies	