

March 17, 2004

Memo

To: ALL Faculty and Members of the UDC Community
From: Self-Study Committee (M. Racine, Chair and H. Krauthamer, Co-Chair)
Re: Involvement with Self-Study for Middle States Accreditation

We need everyone's help with Self-Study for Middle States Accreditation. Please select one of the attached standards that interests you; return this form to the Self-Study Office (Building 39, Room 301N, Phone: 202-274-5633), and someone will contact you. Thanks!

Name: _____

Position: _____

Department /Unit: _____

Office Location: _____

Phone: _____

Email: _____

Standard (Subcommittee): _____

DO NOT COMPLETE BELOW SECTION.

- _____ Added to email list
- _____ Added to phone distribution list
- _____ Added to Bb organization
- _____ Added to Group in Bb organization
- _____ Added to subcommittee list
- _____ Added to phone list
- _____ Notified other members of subcommittee
- _____ Received *Characteristics* _____, *Designs* _____, *Bb Flier* _____, *1995 Self-Study* _____

Other comments:

14 Standards of Excellence

<http://www.msache.org/charac02.pdf>

Characteristics of Excellence: Standards for Accreditation

INSTITUTIONAL CONTEXT

Standard I: Mission, Goals, and Objectives

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

Standard II: Planning, Resource Allocation, and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission and uses 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 III: 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 IV: 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 V: Administration

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

Standard VI: 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 to academic and intellectual freedom.

Standard VII: Institutional Assessment

The institution has developed and implemented an assessment plan and process that evaluates

its overall effectiveness in: achieving its mission and goals; implementing planning, resource allocation, and institutional renewal processes; using institutional resources efficiently; providing leadership and governance; providing administrative structures and services; demonstrating institutional integrity; and assuring that institutional processes and resources support appropriate learning and other outcomes for its students and graduates.

EDUCATIONAL EFFECTIVENESS

Standard VIII: Student Admissions

The institution seeks to admit students whose interests, goals and abilities are congruent with its mission.

Standard IX: Student Support Services

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

Standard X: Faculty

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

Standard XI: Educational Offerings

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

Standard XII: General Education

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

Standard XIII: Related Educational Activities

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

Standard XIV: Assessment of Student Learning

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