

MSCHE Standards at a Glance

Standard I: Mission and Goals

- **Description:** The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.
- **Critical topics:** Knowledge of institutional mission, vision and values, participation in the revision and approval of the mission, UAGM unification/integration stages

Standard II: Ethics and Integrity

- **Description:** Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.
- **Critical topics:** knowledge of policies and processes per institutional area, types of contracts and contracts processes

Standard III: Design and Delivery of the Student Learning Experience

- **Description:** 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.
- **Critical topics:** student learning, academic offerings, faculty profile, unified general education components, graduation and completion rates, pandemic academic arrangements (changes or adjustments), academic offerings modalities

Standard IV: Support of the Student Experience

- **Description:** Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enables the quality of the learning environment, contributes to the educational experience, and fosters student success.
- **Critical topics:** Cupey's students profile, services offered and knowledge of processes, # of enrollment, knowledge of facts impacting enrollment, pandemic students services arrangements (changes or adjustments)

Standard V: Educational Effectiveness Assessment

- **Description:** 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.
- **Critical topics:** assessment of student learning, institutional assessment, assessment data published (web page), assessment processes

Standard VI: Planning, Resources, and Institutional Improvement

- **Description:** The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.
- **Critical topics:** strategic planning process, vectors and main goals, process of fiscal allocation, technological planning and resources, Cupey's additional locations, physical facilities

Standard VII: Governance, Leadership, and Administration

- **Description:** The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.
- **Critical topics:** besides what its name mentioned, organizational charts knowledge, who responds to who, process for administrators appointments, knowledge of Board of directors composition and duties, knowledge of specific administrators duties (CEO, CAO, VPA, CFO, SUAGM Chancellor, etc)