

STANDARD V: EDUCATIONAL EFFECTIVENESS ASSESSMENT

MSCHE CRITERIA	LIST OF REQUIRED EVIDENCE	EVIDENCE PROVIDED BY CUNY SYSTEM
1. Clearly stated student learning outcomes at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;	- Student learning outcomes both institution-wide (e.g., general education) and for individual programs and matrix showing their relationship to each other - Documentation of curriculum maps by degree/program levels	CUNY Pathways
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: - define student learning outcomes that are appropriate to higher education with defensible standards for assessing whether students are achieving those outcomes; - articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They collect and provide data on the extent to which they are meeting these goals; - support and sustain assessment of student learning outcomes and communicate the results of this assessment to stakeholders;	- Documentation of an implemented, systematic, and sustained process to assess student learning outcomes at all levels - Documentation of institutional and programmatic student learning goals and objectives - Data on student completion of educational goals - Documentation of communication of results of assessment to stakeholders.	CUNY Manual of General Policy Article 1 Academic Policy, Programs and Research Policy 1.06 Academic Program Review (PDF / Text)
3. Consideration and use of disaggregated assessment results for all student populations for the improvement of student learning outcomes, student achievement, and institutional and program-level educational effectiveness;	Analysis of student learning assessment results appropriate for all programs at institutional and unit levels for programs with more than twenty students enrolled (to protect student identity)	

	• List of assessment approaches used in educational effectiveness assessment by program and student learning outcome (or appropriate samples) • Analysis of four years of student achievement data, disaggregated by relevant populations, to help interpret educational effectiveness assessment results/summaries • Where applicable, post-completion job placement rates, disaggregated by program	
4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and	• Policies, procedures, or guidance for the process of development and approval of third-party providers that will assess student learning • List of agreements and/or contracts with third- party providers offering assessment services, as applicable • Sample agreements and/or contracts with third party providers offering assessment services, as applicable. (<i>Contracts by Accredited and Candidate Institutions for Education-related Services; Third-Party Providers Guidelines</i>) • Evidence (assessment instrument and analysis of collected data) of periodic assessment of third- party providers	
5. Periodic assessment of the effectiveness of assessment policies and processes utilized by the institution for the improvement of educational effectiveness.	• Evidence of the periodic assessment of assessment policies and procedures, the consideration of results, and follow-up when warranted	