

IDEA Student Ratings of Instruction (SRI) System

Alignment with MSCHE Standards*



Standard	Substandard	MSCHE Standard #	IDEA Item #	Student Ratings of Instruction Items
I. Mission and Goals	3. goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission	I.3	SRI System	Student Ratings of Instruction System
II. Ethics and Integrity	2. a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives	II.2	2	Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)
			16	Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
			21	Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
III. Design and Delivery of the Student Learning Experience	4. sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress	III.4	SRI System	Student Ratings of Instruction System
	5. at institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that: a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field; b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; and c. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills.	III.5.a-c	20	Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
			21	Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
			22	Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)
			23	Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
			24	Acquiring skills in working with others as a member of a team
			25	Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)
			26	Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
27	Developing skill in expressing myself orally or in writing			

* Links to the [MSCHE Standards](#) and [IDEA](#) instruments

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Standard	Substandard	MSCHE Standard #	IDEA Item #	Student Ratings of Instruction Items
III. Design and Delivery of the Student Learning Experience (cont.)			28	Learning how to find, evaluate, and use resources to explore a topic in depth
			29	Developing ethical reasoning and/or ethical decision making
			30	Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view
			31	Learning to apply knowledge and skills to benefit others or serve the public good
			32	Learning appropriate methods for collecting, analyzing, and interpreting numerical information
	8. periodic assessment of the effectiveness of programs providing student learning opportunities	III.8	SRI System	<i>Student Ratings of Instruction System (USR and Aggregate Data)</i>
V. Educational Effectiveness Assessment (5)	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: a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals; b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals; c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;	V.2.a-c	SRI System	<i>Student Ratings of Instruction System</i>
	3. consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following: a. assisting students in improving their learning; b. improving pedagogy and curriculum; c. reviewing and revising academic programs and support services.	5.3.a-c	SRI System	<i>Student Ratings of Instruction System- individual faculty reports, Unit Summary Reports, Aggregate Data</i>

IDEA Administrator and Chair Feedback Systems Alignment with MSCHE Standards

Standard	Substandard	MSCHE Standard #	IDEA Item #	Administrator (FSA) and Chair (FSC/C) Feedback System and Items	
II. Ethics and Integrity	2. a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives	II.2	C-43	Promote inclusiveness and diversity among students and faculty	
			C-51	Facilitate positive relationships between faculty and the clerical/technical staff	
	5. fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees			C-5	Guiding the development of sound procedures for assessing faculty performance
				C-6	Facilitating successful recruitment and selection of promising faculty
				C-27	Fairness
				C-29	Consistency
				33	Allocate faculty responsibilities in an effective and equitable manner
				34	Reduce, resolve, and/or prevent conflict among departmental faculty members
				35	Assist faculty in developing their own goals and priorities
				40	See to it that faculty members are working up to capacity
				41	Look out for the personal welfare of individual faculty members
				42	Let faculty members know what is expected of them
				43	Promote inclusiveness and diversity among students and faculty
				44	Make sure the work of the faculty is coordinated
	9. periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented	II.9	FSA/FSC	<i>Personal Characteristics</i>	

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<p>III. Design and Delivery of the Student Learning Experience</p>	<p>2. Student learning experiences that are designed, delivered, and assessed by faculty and/or other professionals who are a. rigorous and effective in teaching , assessment of student learning, scholarly inquiry, and service as appropriate to the institution's mission, goals, and policies; b. qualified for the positions they hold and the work they do; c. sufficient in numbers; d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation; e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;</p>	<p>III.2.a-e</p>	C-2	Fostering good teaching in the department
			C-9	Stimulating research, scholarly activity, and/or creative endeavors in the department
			C-12	Fostering the development of each faculty member's special talents or interests
			C-16	Facilitating curriculum development
			C-20	Ensuring the assessment of student learning outcomes is meaningful and ongoing
			C-33	Allocate faculty responsibilities in an effective and equitable manner
			C-39	Try out new ideas with faculty
			C-40	See to it that faculty members are working up to capacity
			C-42	Let faculty members know what is expected of them
			C-44	Make sure the work of the faculty is coordinated
			C-46	Let faculty members know when they have done a good job
			C-49	Maintain definite standards of performance
C-53	Provide feedback to faculty on their major activities			
<p>V. Educational Effectiveness Assessment</p>	<p>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: 1. define meaningful curricular goals with defensible standards for evaluating whether student are achieving those goals</p>	<p>V.2.a</p>	C-16	Facilitating curriculum development

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<p>V. Educational Effectiveness Assessment (cont.)</p>	<p>3. consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following: a. assessing student in improving their learning; b. improving pedagogy; c reviewing and revising academic programs and support services; d. planning, conducting, and supporting a range of professional development activities; e. planning and budgeting for the provision of academic programs and services; f. informing appropriate constituents about the institution and its programs; g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates; h. implementing other processes and procedures designed to improve educational programs and services;</p>	<p>V.3 a-h</p>	<p><i>FSA/FSC</i></p>	<p><i>Feedback Systems for Administrators and Chairs</i></p>
<p>VII. Governance, Leadership, and Administration</p>	<p>4. an administration possessing or demonstrating: a. an organizational structure that is clearly documented and that clearly defines reporting relationships; c. members with credentials and professional experience consistent with the mission of the organization and their functional roles; d. skills, time, assistance, technology, and information systems expertise required to perform their duties; e. regular engagement with faculty and students in advancing the institution's goals and objectives; f. systematic procedures for evaluating administrative units and for using assessment data to enhance operation</p>	<p>VII.4.a, c-f</p>	<p><i>FSA/FSC</i></p>	<p><i>Feedback Systems for Administrators and Chairs</i></p>
	<p>5. periodic assessment of the effectiveness of governance, leadership, and administration (5)</p>	<p>VII.5</p>	<p><i>FSC/FSC</i></p>	<p><i>Feedback Systems for Administrators and Chairs</i></p>