MSC Self-Study Report Standard 3 Highlights

STANDARD III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

1. The numerous and diverse educational offerings at the MSC are congruent and aligned with the institutional mission and are characterized by rigor and coherence.
2. All the programs are continuously evaluated, and programs use assessment results to continuously improve their academic offerings.
3. The MSC has a well-qualified, multidisciplinary faculty with strong teaching competencies and research lines; faculty members are fully committed to their students and to the health of the communities, they serve thus, working towards the MSC mission.
4. The MSC promotes and supports faculty development, as evidenced by the strategic goals, campus faculty development activities, and faculty development plans of the different MSC schools.
5. The institution's catalogs, publications, and websites are truthful in their contents and accurately portray the campus and its institutional offerings.
6. The academic programs are regularly evaluated and updated through the systematic use of assessment results; said programs comply with accreditation standards, regulations, and procedures.
7. The curriculums of the different education programs at the MSC use a variety of educational methods to enhance student-learning opportunities, such as didactic instruction, seminars, laboratory and clinical coursework, practicums/internships, and research based on competency models for skill development.
8. The MSC supports student learning opportunities with technology and information system infrastructures and a network of collaborations with community-based organizations and institutions, MSC clinical services, and research and training projects along with counselors, academic counseling, skills training, and tuition among others.
9. Research courses, projects mentored by the faculty, internships, and participation as part of a research team in collaborative research projects, among others, engage students, enabling them to foster the skills necessary for critical inquiry and scholarly research.

Recommendations and/or Areas of Improvement

1. All the official schools and academic programs are required to review and update their respective webpages so that they include the expected times of completion (minimum and maximum) of their academic offerings, the average student profile, and/or, the competencies that their alumni develop. Each school should assign a faculty member that will review the webpages at least twice per year.

Questions?
If you have any questions about the site visit, please **submit your question here**.

Accreditation: The Future of Innovation in Time of Crisis
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