

Suggestions for Continuous Improvement

It should be noted that MEAC's standards set the *minimum* requirements that schools must meet in order to be accredited. MEAC encourages all of our schools to adopt a "Met-3² Mindset" and additionally implement their own internal assessment measures to ensure quality.

The Met-3 Mindset

- Identify the minimum requirements set at the local, state, federal and accreditation levels, then plan for going above and beyond.
- Strive for best practices in all areas of the program or institution's operations.
- Establish a regular and rigorous system of assessment and improvement for all areas of the program or institution's operations.
- Establish a regular and reliable system of professional development and continuing education for all administrative and educational personnel.
- Explore innovative ways of delivering the educational program, administrative and faculty structures/oversight, and business management.

Assessment Resources

There are numerous higher education resources available to assist in the development of your assessment systems:

- From a general higher education perspective, the Association for the Assessment of Learning in Higher Education publishes an extensive list of assessment topics: <https://www.aalhe.org/assessment-resources>
- From a Federal Student Aid perspective (but in a useful format that could be generalized to any area), the US Department of Education publishes FSA Assessments designed to guide in the development of, and compliance with, Title IV requirements: <https://ifap.ed.gov/ilibrary/document-types/fsa-assessments>

Questions to Ask

- What is the institution/program's plan for self-study and ongoing assessment?
- Who will lead the assessments and who will be involved?
- What schedule and timeline will the self-study and ongoing assessments follow?
- What resources are available or allocated to support the self-study and ongoing assessments?
- What issues have been identified with prior self-studies and assessments? Have these issues been adequately addressed and fully resolved?

² Met-3 refers to MEAC's Benchmark Scoring Rubric where Met-3 is "above and beyond".



- Are there accreditation pieces imbedded in the institution/program’s strategic plan that require attention before the next accreditation cycle begins?
- How does the institution/program use accreditation reports in its planning efforts?
- How will the institution/program demonstrate continued improvement?
- How will new leadership/staff be orientated to accreditation processes, requirements, and impact on how the school does its work?

Impact on MEAC Standards

MEAC may add to our standards when we identify areas for which schools aren’t consistently doing their own quality assurance and improvement. Conversely, when MEAC can clearly document that there isn’t any question if schools are assessing quality assurance and improvement (that is, it becomes so commonplace as to be absurd that any school wouldn’t meet the requirement), MEAC is able to reconsider how that area fits within our standards and gets evaluated.