



TALLER 7 IMPLEMENTANDO EL DISEÑO: REDACCIÓN DEL INFORME DE AUTOESTUDIO



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12 de abril de 2013

EXPECTATIVAS PARA HOY...

- Implementar efectivamente el diseño del autoestudio para redactar los informes de los grupos de trabajo y el documento final
- Utilizar las estrategias discutidas para la etapa de redacción y revisión de los informes
- Evitar algunos errores más comunes que se cometen al redactar el autoestudio
- Aplicar las recomendaciones presentadas para escribir un informe que evidencie un examen riguroso de las fortalezas y retos de la institución en relación con los 14 estándares , así como las conclusiones y recomendaciones que se desprenden de dicho análisis

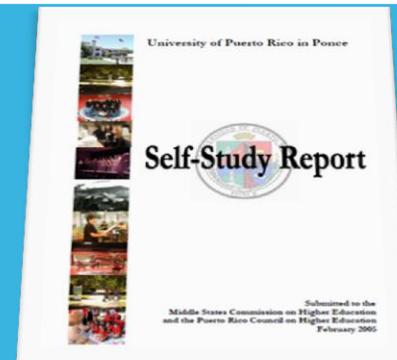
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¿CUÁL ES LA IMPORTANCIA DEL AUTOESTUDIO?

- Refleja un resumen del auto-análisis y de los futuros planes de la institución
- Establece la agenda para la visita de los miembros del equipo evaluador
- Es la primera impresión que recibe el equipo evaluador de la institución
- Lo principal: establece la agenda de planificación y de mejoramiento de la institución para los próximos años

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UN BUEN AUTOESTUDIO...

- Provee a los evaluadores con la información y el análisis que necesitan para:
 - entender y valorar la institución
 - evaluar la institución a la luz de los 14 estándares
- Contesta preguntas que “vale la pena preguntarse y provee recomendaciones que vale la pena seguir”
- Es un documento “vivo” de utilidad a la institución una vez culmina el proceso de reacreditación
- Es analítico, no descriptivo; no se hacen afirmaciones sin evidencias (“assessment embeded”)
- Evidencia la integridad de la institución



NUESTRA HISTORIA: DIEZ AÑOS DESPUÉS...

- ¿Cómo ha evolucionado la institución después de la pasada acreditación en el 2004-2005?
 - ✓ Revisar: *2005 Self Study, 2010 Periodic Review Report, Monitoring Reports* y otros informes
- ¿Cuál es nuestra historia desde la pasada visita: fortalezas, retos, oportunidades y amenazas con respecto a cada uno de los estándares? Cuáles retos se han enfrentado con éxito, cuáles aún requieren más atención?
- ¿Cómo los diferentes procesos y planes de la UPR-Ponce se conectan entre sí para el logro de la misión y las metas?



Writing the Self-Study Report

The goal of the self-study process is a report that fairly and honestly represents the institution, that avoids institutional politics and personal agendas, that warrants and receives broad support among campus constituencies, and that demonstrates institutional compliance with Commission standards. The process leading to that report is a series of written drafts, punctuated by periods of data collection, analysis, and review. The self-study design (described in Chapter 3) is the first document produced, to be followed by reports from the working groups and, finally, the self-study report itself.

MARCOS DE REFERENCIA...



UNIVERSITY OF PUERTO RICO IN PONCE

Institutional Self-Study Design

Submitted to:
Middle States Association of Colleges and Schools
Commission on Higher Education
June 2003

TODO EL ANÁLISIS E INVESTIGACIÓN ENMARCADO

Monitoring Report

UPR Ponce - Monitoring Report, March 2012

UPR Ponce - Response Letter, May 11, 2011

UPR Ponce - Report to the Faculty, April 2011

UPR Ponce - Monitoring Report, March 2011

UPR Ponce - Monitoring Report Addenda, March 2011

UPR Action Plan Revised - October 21, 2010

UPR Institutional Response to MSCHE Visiting Team Report - October 21, 2010

UPR Visiting Team Final Report - October 14, 2010

UPR Ponce - Monitoring Report to MSCHE, September 2010

UPR Consolidated Monitoring Report to the MSCHE, September 2010

MSCHE Periodic Review Report

Periodic Review Report, June 2010

Presentación Informe Evaluadores del PRR

UPR-Ponce Financial Reviewers Report, August 2010

UPR-Ponce Reviewers Report, August 2010

Recommendations to the Self-Study Report: Actions Taken and Action Plan, December 2008

Respuesta de la UPR-Ponce a la MSCHE aceptando los informes de los evaluadores

MSCHE Self Study Report

Self-Study Report submitted to MSCHE, February 2005

Report to UPR-Ponce from Evaluation Team of MSCHE, April 2005

MSCHE Publications

Characteristics of Excellence in Higher Education (2011 Version)

Handbook for Periodic Review Reports MSCHE

Governing Boards

Self-Study: Creating a Useful Process & Report (2nd Edition, 2007)

Team Visits: Conducting and Hosting an Evaluation Visit (2009 Edition)

MSCHE Institutional Profiles

2010-2011

2009-2010

2008-2009

2007-2008



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RECOPILOCIÓN DE DATOS Y EVIDENCIAS

Estándar:

Preguntas de investigación	Documentos para análisis (Evidencia disponible)	Otras estrategias para recopilar datos (Información adicional a generar)
•SS Design	<ul style="list-style-type: none">•Inventario de documentos SS Design•Estudios de egresados, graduandos, perfil de estudiantes de Nuevo Ingreso y otros, Informes anuales decanatos•MSCHE Student Learning Assessment: Options and Resources	•Encuestas, grupos focales, entrevistas, observación

NO PODEMOS ASUMIR QUE LOS EVALUADORES CONOCEN...

- La cultura institucional de la UPR Ponce y su contexto
- Las características de la UPR como sistema y las nuestras como unidad
- El lenguaje , las siglas y las abreviaturas que utilizamos cotidianamente
- La naturaleza de los programas que ofrecemos
- Nuestra historia con respecto a la planificación, el avalúo, la acreditación, etc.
- Las fortalezas y retos que tenemos como institución

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LO QUE NO PODEMOS HACER...



CONSIDERAR EN LA REDACCIÓN DE INFORMES



- Conocimiento de los estándares y de la encomienda
- Utilizar “lenguaje de acreditación”
- Formato y estilo uniforme del Informe (tablas, figuras, apéndices, certificaciones, “bullets”, “headings”, acrónimos, vocabulario)
- Discusión analítica de la investigación: hallazgos documentados, fortalezas, retos
- “Cross reference” a otras partes del informe
- Análisis cuidadoso de la conclusión (explicación que relaciona los hallazgos al estándar de la MSCHE) y de las recomendaciones para mejorar

ERRORES COMUNES A EVITAR EN EL AUTOESTUDIO

1. Datos e información inconsistente
2. Enfoque descriptivo versus enfoque analítico
3. Aseveraciones subjetivas, sin evidencia o fundamento acerca de la efectividad de aspectos institucionales
4. Falta de explicación de la procedencia de los datos
5. Uso de datos confusos o conflictivos y de “jerga estadística”
6. Generalizar las opiniones de un subgrupo particular al universo de la institución
7. Permitir a algún constituyente con autoridad en la institución tomar control del proceso e informe de autoestudio

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RECOMENDACIONES ADICIONALES

- Presente el “vaso medio lleno” y reconozca con transparencia y apertura lo que hay que mejorar
- Acuda a entrevistar a personas clave con “memoria histórica” con respecto a algún aspecto bajo evaluación
- No escriba en primera persona ni haga planteamientos sin evidencia
- Asegúrese del estilo y formato de las secciones, tablas y gráficas a utilizar
- Cite algunos buenos ejemplos de lo que plantea para apoyar y evidenciar cumplimiento
- No asuma que los evaluadores conocen nuestra historia y que leerán todos los informes institucionales
- No es momento de asignar culpas ni de “sacarse los trapitos al sol”
- Sea honesto al contestar las preguntas: incluya todos los puntos de vista
- Analice cuidadosamente las conclusiones y recomendaciones



ALGUNOS EJEMPLOS...

Standard 2: Planning, Resource Allocation, and Institutional Renewal

The institution has made great efforts to implement planning initiatives since its last accreditation visit in 1995, and has been successful in aligning its plan with its mission and goals. Nonetheless, the planning process should be further elaborated so that assessment, planning, and resource allocation are better articulated.

There are multiple examples of continuous institutional improvement efforts in the academic, administrative, and student service areas. Many of them are reported in Chapter 5, as well as other parts of this report; some examples are included in this section. In the academic area, the University has improved technological facilities to support the teaching-learning process, as established in its Strategic Plan. The acquisition and use of computer facilities and multimedia technology to enhance the teaching-learning process, funded with Title V Project and with institutional funds, are evidence of the institution's commitment to improving its educational effectiveness. Enhancement of faculty teaching-learning strategies has also been notable during the last five years. Three Multimedia Activity and Teaching Centers have been constructed and equipped with state-of-the-art projection systems that enable professors to use multimedia instructional equipment. Also, Title V has funded the establishment of a Faculty Technological Resource Center, as well as an Interdisciplinary Computerized Center with Internet access for student use. These initiatives have proved to be successful in increasing institutional retention

Financial Resources

Despite continuous fiscal challenges faced by the UPR-Ponce, the university has made great strides toward maintaining its financial position during the past decade. Enrollment planning and budget distribution, disciplined financial planning strategies, and identification of new ways to achieve operating efficiencies have all played a critical role in helping the university fulfill its mission and goals. A strong financial discipline has been established during the last years, which has become part of the institution's financial management policy.

Institutional Assessment Plan (IAP)

Academic year 2000-2001 marked the beginning of a new assessment era in UPR-Ponce. The Institution has taken great steps towards the development of a sustained assessment culture and has learned important lessons from past experiences which have helped to improve assessment endeavors. Since the UPR-Ponce adopted Nichols' assessment model in 2000-01 for the assessment of student learning and services, most areas of major institutional responsibility have developed and implemented individual assessment plans each year.

UPR-Ponce provides all high school students with timely and accurate information about the programs and services it offers. A professional counselor has been assigned to visit all high

INTEGRITY

UPR-Ponce promotes sound ethical practices and respect for individuals through its teaching, research, services, administrative practices, use of technology, and labor relations. It expects faculty, nonfaculty staff, and students to respect the responsibilities of scholarly life and to conduct their activities accordingly.

During the last five years, the institution has intensified its efforts towards the assessment of learning, and has created greater awareness in the faculty of the need to establish explicit learning goals for all courses and to ensure that they are achieved. Certification 130-1999-2000 of the

REVISIÓN DE INFORMES DE LOS GRUPOS DE TRABAJO

The steering committee should review the working groups' reports to ensure that all appropriate topics have been addressed. The steering committee then should determine if self-study questions have been appropriately answered and whether the working groups have developed and presented sufficient information and evidence to support the writing of the self-study report itself. If the steering committee finds insufficient topic coverage or inadequate demonstration of institutional compliance with Commission standards, relevant working groups should be asked to address these needs within specified time periods.

MSCHE, 2012



EL INFORME FINAL: DOS ESTRATEGIAS

The Writing Process

A concise, coherent self-study report is more than a collection of working group reports. If the steering committee chooses to have each working group write a chapter of the self-study report, the working group reports should be consistent in style, format, and structure. The final report should be edited for accuracy, consistency, and continuity. Alternatively, the report writers use the working group reports to provide the analysis of evidence that they use in writing the entire report.



BORRADOR INICIAL DEL INFORME POR EL CT

- Se comienza a producir una vez los grupos de trabajo rinden sus informes finales utilizando como guía el formato y estilo que estipula el Diseño
- El borrador del informe final lo escribe un pequeño grupo de redactores que forman parte del Comité Timón para la reacción de la comunidad universitaria
- El informe final no debe exceder de 200 páginas a doble espacio o de 100 a espacio sencillo (sin incluir los apéndices)



ORGANIZACIÓN DEL INFORME FINAL

Figure 18

Self-Study Report Format

Executive Summary and Certification Statement

- * A brief (1-5 pages) description of the major findings and recommendations of the study. For selected topics self-studies, the executive summary should also include an explanation of which standards are covered wholly or partially in the self-study and which in the document review.
- * The completed Certification Statement should be attached to the Executive Summary.

Introduction

- * A brief overview of the institution and description of the self-study process

For each standard or topic in the report:

- * A heading indicating the standard or topic under consideration
- * A description of the topic(s) under review and analysis of the evidence considered, with appropriate reference to the standards
- * Cross-references to relevant materials in other parts of the report
- * Analysis of relevant strengths and challenges, with appropriate reference to standards and fundamental elements
- * Recommendations for improvement

Conclusion

A summary of the major conclusions reached and recommendations offered in the report.

Note: Institutions are expected to include within, or as a companion document to, the self-study report a list of supporting documents that will be available to the visiting team. This list is sometimes annotated and frequently distinguishes between general institutional resource documents and documents pertinent to particular standards or self-study chapters. The listed documents should be available in a separate "document room," in paper or electronic form, for review by the team during its visit. For selected topics self-studies, the report of the generalist evaluator(s) must be accompanied by the institution's documentation roadmap.

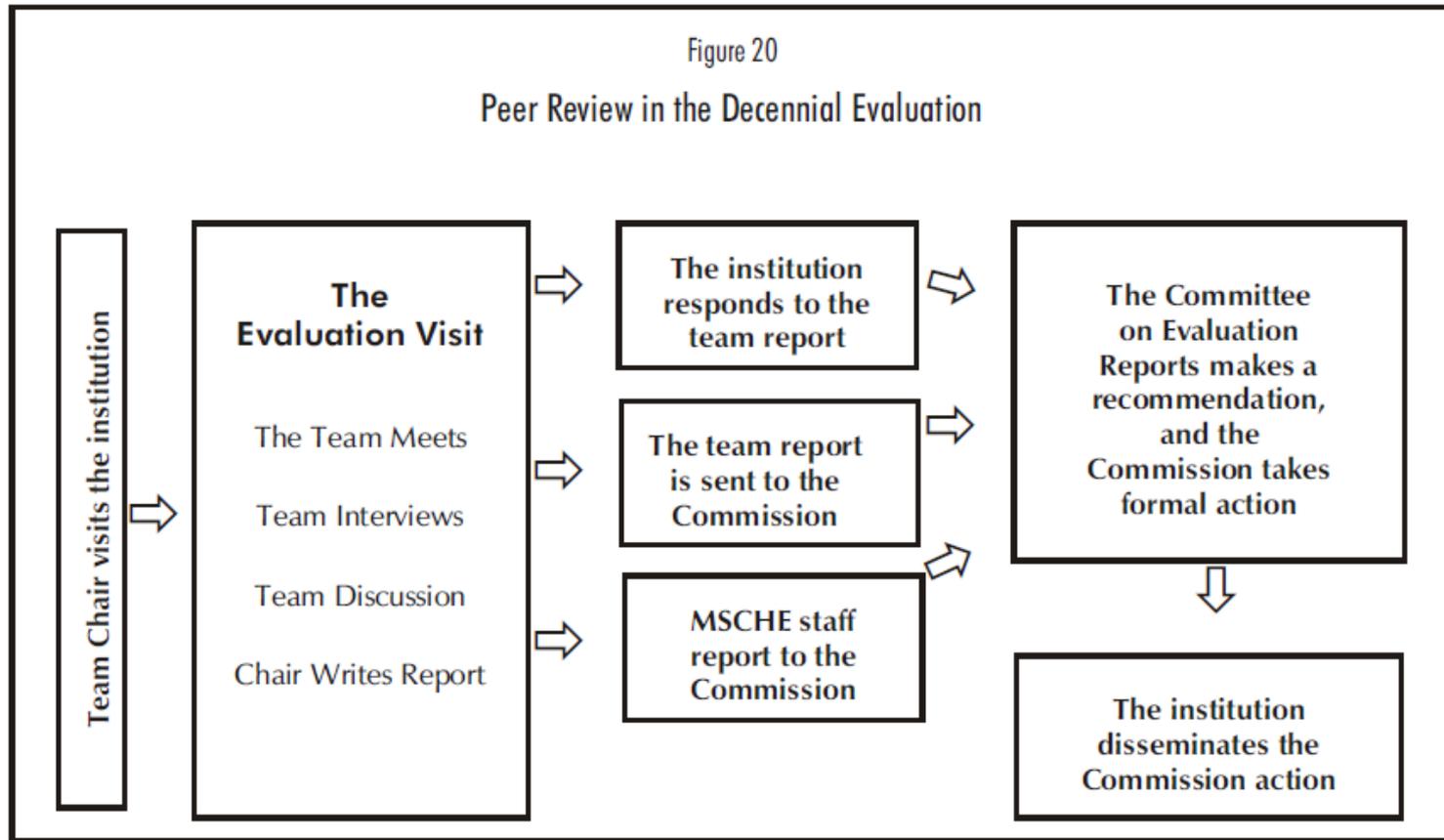
EL PROCESO DE ACREDITACIÓN DESPUÉS DE LA VISITA



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Figure 20

Peer Review in the Decennial Evaluation



Examples of Evaluation Team Commendations, Suggestions, Recommendations, and Requirements

Examples In the Team Report

Commendations

- The evaluation team commends the institution for developing and implementing a comprehensive outcomes assessment plan.
- The institution should be commended for its open and participative planning and budgeting process.

Suggestions

- Retention has been noted as a significant issue. In order to increase student retention, the institution may wish to review its programs for incoming students. The institution may also wish to consider developing new data-gathering systems to support retention reviews.
- The strategic planning process may be more successful if institutional research data are integrated into the planning process to facilitate judgments about the success of particular strategies.

Recommendations

- The institution should complete development of its learning outcomes assessment plan and process so that it will be able to evaluate and improve academic programs.
- The institution should complete a review and revision of its mission statement, which appears to be out-of-date when compared with current operations.

Requirement

- For the reasons explained in this report, the team finds that the institution does not fully comply with Standard 3 on institutional resources. The institution must immediately develop a long-term financial plan, and it should consider taking the following steps to strengthen its finances [specific steps are listed].

Examples in the Chair's Confidential Brief

The Brief sets forth the specific Commission actions proposed by the team. These are examples of possible actions based on the examples of "Recommendations" and "Requirement" above. They use the Commission's standardized language:

Recommendations

- Request that the PRR, due [date], document completion and implementation of a comprehensive plan for the assessment of student learning.
- Request that the institution submit a [progress letter or monitoring report], due by [a date no later than two years from the date of the action], documenting review and revision of the mission statement.

Requirement

- Warn the institution that its accreditation may be in jeopardy, and request a monitoring report, due in six months, documenting (1) steps taken to strengthen the institution's finances and (2) development of a long-term financial plan.

*¡Acepta los retos y
disfruta de la
euforia de la
victoria!
¡Éxito!*

