



Los estándares de acreditación de la MSCHE en el contexto institucional: Análisis de fortalezas, retos y oportunidades

Parte 1: Estándares 1 al 7

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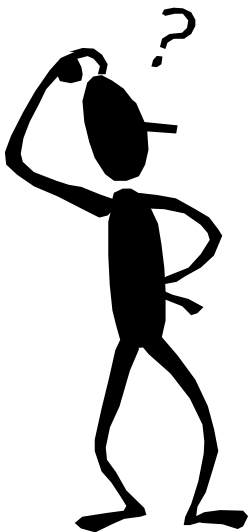


Objetivos

- Interpretar correctamente los estándares de excelencia de la MSCHE para elaborar el diseño y para documentar el autoestudio
- Utilizar los elementos fundamentales como guía para documentar y evidenciar cada estándar
- Analizar los estándares de la MSCHE en el contexto institucional

Para reflexionar en voz alta...

- ¿Qué son los estándares de acreditación?
- ¿Por qué es importante interpretarlos adecuadamente?
- ¿Para qué le sirven a las instituciones?



Son parámetros,
niveles o medidas de
comparación,
establecidas por la
agencia, que sirven
de guía para
evaluar la
excelencia de las
instituciones.





**Evidenciar y
documentar
adecuadamente los
14 Estándares**





MSCHE Characteristics of Excellence in Higher Education Eligibility Requirements and Standards for Accreditation (2009)

Institutional Context

1. Mission and Goals

2. Planning, Resource
Allocation, and
Institutional Renewal

3. Institutional Resources

4. Leadership and
Governance

5. Administration

6. Integrity

**7. Institutional
Assessment**

Educational Effectiveness

8. Student Admissions
and Retention

9. Student Support
Services

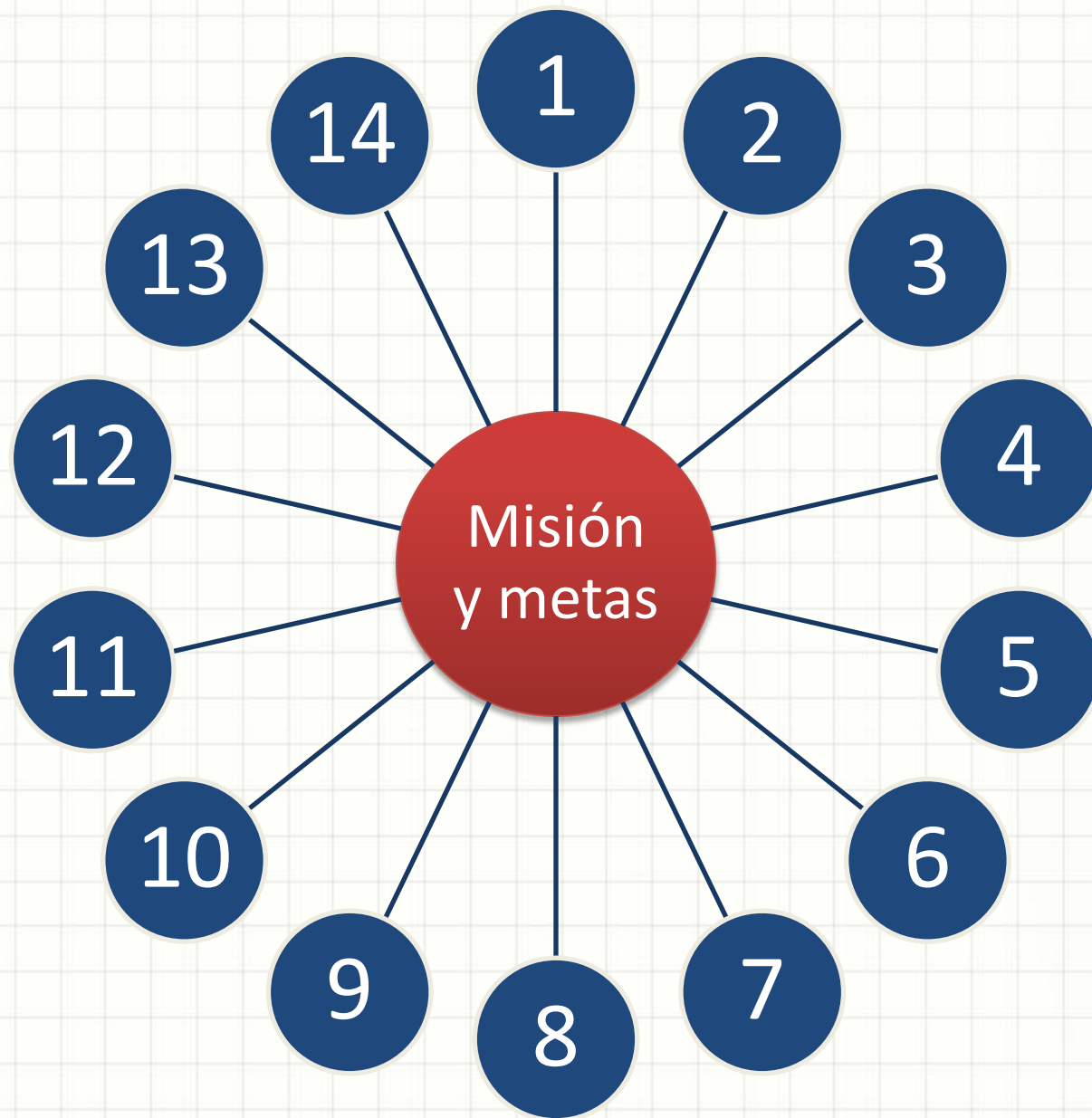
10. Faculty

11. Educational
Offerings

12. General Education

13. Related Educational
Activities

**14. Assessment of
Student Learning**





Formato de cada estándar

- **Breve descripción del estándar-** se expresa el estándar en una o dos oraciones
- ✓ **Contexto-** Texto narrativo que hace referencia al tema del estándar, a su contexto y valores; provee guía y definición; construye un puente hacia los elementos fundamentales
- ✓ **Elementos fundamentales-** explicación del estándar, características o cualidades que en conjunto constituyen el cumplimiento. Se usan como guía para el autoestudio.
- ✓ **Análisis y evidencia opcional-** provee evidencia adicional y opcional para demostrar cumplimiento

Monitoring Report (March 2012)

- After reviewing the UPR-Ponce Monitoring Report of March 2011 , the on-site visiting team's report, and the institutional response, the MSCHE acted to remove probation and to reaffirm accreditation of the institution. The Commission also requested that UPR-Ponce submit another Monitoring Report by March 1, 2012 to document further progress in (1) strengthening institutional resources and developing alternative forms of income, including institutional pro-forma budgets that demonstrate the institution's ability to generate a balanced budget for fiscal years 2012 through 2014, including the personnel, compensation, and other assumptions on which these budgets are based (**Standard 3**); (2) steps taken to ensure timely production of audited financial statements for FY 2011 and subsequent years (**Standard 3**); and (3) further steps taken to improve communication and shared governance, especially in documenting how campus input is solicited and considered in decision making at the system level; (4) evidence of further implementation of the UPR Action Plan, including evidence that the action plan is being assessed and data is used for improvements; (5) evidence that steps have been taken to assure continuity and stability of institutional leadership, particularly in times of governmental transitions; (6) evidence that communication between the Central Administration and the institution, is clear, timely, accurate, and made available to all constituents; and (7) evidence of further progress in implementing a procedure for the periodic objective assessment of the Board of Trustees (**Standard 4**).



Standard 1: Mission and Goals

The institution's **mission** clearly defines its purpose within the context of higher education and indicates whom the institution serves and what it intends to accomplish.

The institution's stated **goals**, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission.

The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness.



Fundamental Elements of Mission and Goals

- Clearly defined mission and goals that:
 - ❖ guide faculty, administration, staff and governing bodies in making decisions related to planning, resource allocation, program and curriculum development, and definition of program outcomes;
 - ❖ include support of scholarly and creative activity, at levels and of the kinds appropriate to the institution's purposes and character;
 - ❖ are developed through collaborative participation by those who facilitate or are otherwise responsible for institutional improvement and developments;



Fundamental Elements of Mission and Goals (cont.)

- ❖ are periodically evaluated and formally approved;
- ❖ are publicized and widely known by the institution's members;
- Mission and goals that relate to external as well as internal contexts and constituencies;
- Institutional goals that are consistent with mission;
- Goals that focus on student learning, other outcomes, and institutional improvement.

Entre las características de una buena misión están :



- ✓ debe ser breve y expresar claramente lo que la institución aspira a ser, qué la distingue y los valores que refleja.
- ✓ evitar el lenguaje "trillado" o "cliché" que pueda sonar "genérico" , demasiado ambicioso o "noble".
- ✓ hace hincapié en cuál es el énfasis de la institución (no en qué programas), o sea, si es en la enseñanza, la investigación, el servicio, los valores cristianos, la salud, etc.
- ✓ provee un sentido claro de dirección a la institución para desarrollar sus metas y objetivos para la planificación.
- ✓ sirve de guía a la hora de asignar recursos y establecer prioridades.

Misión UPR-Ponce



La Universidad de Puerto Rico en Ponce es una institución pública comprometida con el desarrollo de profesionales de una formación integral a través de la enseñanza efectiva y retadora asistida por la creación, la investigación, la divulgación, el servicio a la comunidad, experiencias educativas enriquecedoras y servicios de apoyo al estudiante.

**Certificación Núm. 2006-2007-51
Senado Académico UPRP**



Ejercicio 1

Recomendaciones de la MSCHE

- El informe sometido a la UPR-Ponce por parte de los evaluadores del *Periodic Review Report* el 1ro. de agosto de 2010 señala lo siguiente con relación a la misión:

*"The new mission statement is appropriate and clear, **but still appears somewhat generic**, as the MSCHE Visiting Team commented about its predecessor. What is it besides location that distinguishes Ponce from other UPR campuses? What contributions does UPR-Ponce make and aspire to make to the Puerto Rican economy and society? Does the institution's mission include being a leader in the growth and development of Ponce and southern Puerto Rico? Asking these and similar questions might help the institution formulate a more distinctive campus mission statement next time around".*

(MSCHE Team, 2010)

Recomendaciones de la MSCHE

Suggestion 1:

- *“As it enacts its newly revised mission and goals over the next several years, the campus should evaluate whether the current mission statement can be reformulated to convey its distinctive campus mission as the unit of UPR serving southern Puerto Rico”.*

(MSCHE Team, 2010)



Misión : Retos y oportunidades


- Revisar la misión a la luz de las recomendaciones de la MSCHE con la participación de la comunidad universitaria y de los cuerpos de gobierno
- Revisar las metas, los planes institucionales y las prioridades para la asignación de recursos para que respondan a la nueva misión
- Fortalecer el uso de la misión como guía para la planificación y la asignación de recursos
- Divulgar ampliamente la misión revisada



Standard 2: Planning, Resource Allocation, and Institutional Renewal


An institution conducts **ongoing planning and resource allocation based on its mission and goals**, develops objectives to achieve them, and **utilizes the results of its assessment activities for institutional renewal**. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.





Fundamental Elements of Planning, Resource Allocation, and Institutional Renewal

- ❑ Goals and objective or strategies, both institution-wide and for individual units that are clearly stated, reflect conclusions drawn from assessment results, are linked to mission and goal achievement, and are used for planning and resource allocation at the institutional and unit levels;
- ❑ Planning and improvement processes that are clearly communicated, provide for constituent participation, and incorporate the use of assessment results;



Fundamental Elements of Planning, Resource Allocation, and Institutional Renewal (cont.)

- ❑ Well defined decision-making processes and authority that facilitates planning and renewal;
- ❑ The assignment of responsibility for improvements and assurance of accountability;
- ❑ A record of institutional and unit improvement efforts and their results; and
- ❑ Periodic assessment of the effectiveness of planning, resources, and institutional renewal processes.

Characteristics of Best Practice in Strategic Planning (MSCHE, 2009)

Good planning...

- ◉ is broadly participatory.
- ◉ is mission-based.
- ◉ integrates academic, financial, human resources, and facilities planning.
- ◉ is measurable.
- ◉ is continuous.

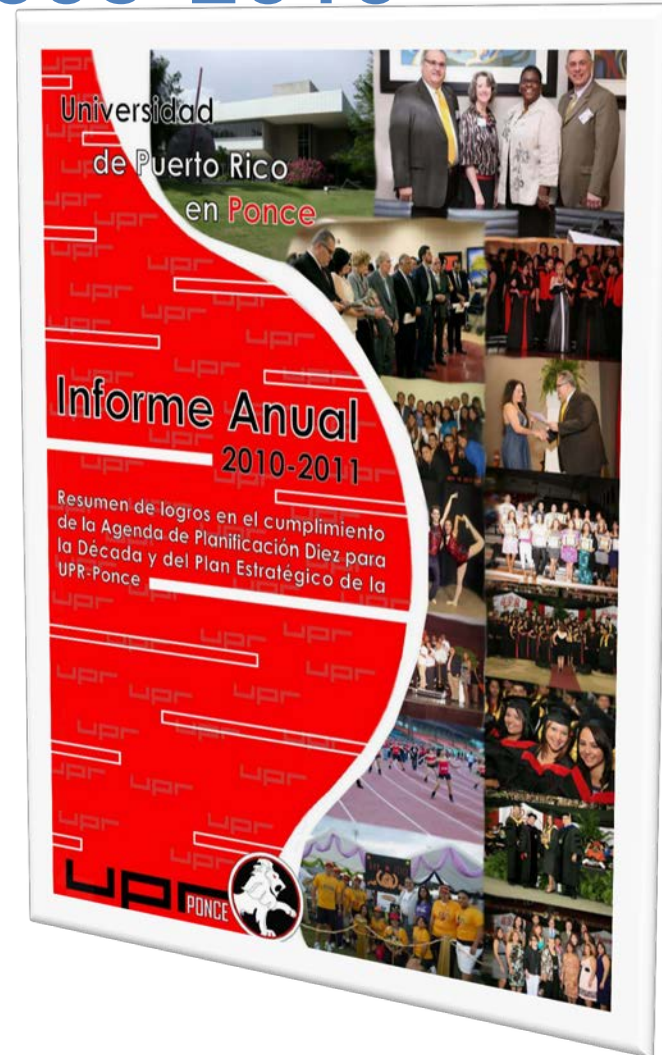


Ciclo de Mejoramiento Continuo



Ejercicio 2

Plan Estratégico 2006-2010





Planificación, asignación de recursos y renovación institucional: Fortalezas

- Una cultura sostenida de avalúo para proveer insumo para la planificación
- Una estructura de avalúo que facilita la toma de decisiones y la planificación (CERI)
- Un proceso presupuestario regulado por políticas definidas



Planificación, asignación de recursos y renovación institucional: Retos y oportunidades

- ◉ Revisar los procesos de planificación y toma de decisiones para vincularlos mejor al avalúo y a la asignación de recursos
- ◉ Revisitar los planes institucionales para atemperarlos a la nueva misión y metas
- ◉ Fortalecer el uso de datos, información y resultados del avalúo para establecer prioridades y para la renovación institucional en todos los niveles



Standard 3: Institutional Resources

The human, financial, technical, physical facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.



Fundamental Elements of Institutional Resources

- ❑ Strategies to measure and assess the level of, and efficient utilization of, institutional resources required to support the institution's mission and goals;
- ❑ Rational and consistent policies and procedures in place to determine allocation of assets;
- ❑ An allocation approach that ensures adequate faculty, staff, and administration to support the institution's mission and outcomes expectations;



Fundamental Elements of Institutional Resources (cont.)

- ❑ A financial planning and budgeting process aligned with the institution's mission, goals, and plan that provides for an annual budget and multi-year budget projections, both institution-wide and among departments; utilizes planning and assessment documents; and addresses resource acquisition and allocation for the institution and any subsidiary, affiliated, or contracted educational organizations as well as for institutional systems as appropriate;



Fundamental Elements of Institutional Resources (cont.)

- ❑ A comprehensive infrastructure or facilities master plan and facilities/infrastructure life-cycle management plan, as appropriate to mission, and evidence of implementation;
- ❑ Recognition in the comprehensive plan that facilities, such as learning resources fundamental to all educational and research programs and the library, are adequately supported and staffed to accomplish the institution's objectives for student learning, both on campuses and at a distance;



Fundamental Elements of Institutional Resources (cont.)

- ❑ An educational and other equipment acquisition and replacement process and plan, including provision for current and future technology, as appropriate to the educational programs and support services, and evidence of implementation;
- ❑ Adequate institutional controls to deal with financial, administrative and auxiliary operations, and rational and consistent policies and procedures in place to determine allocation of assets;



Fundamental Elements of Institutional Resources (cont.)

- ❑ An annual independent audit confirming financial responsibility, with evidence of follow-up on any concerns cited in the audit's accompanying management letter; and
- ❑ Periodic assessment of the effective and efficient use of institutional resources.



Ejercicio 3

Institutional Resources: Fortalezas

- Certificaciones emitidas por la Junta Administrativa y la Junta de Síndicos de la Universidad de Puerto Rico
- Guías generales emitidas por NACUBO (**National Association of Colleges and University Business Office**)
- Uso de Proyecciones para monitorear y evaluar el uso efectivo del presupuesto operacional (del fondo general)
- Evaluaciones satisfactorias por parte de la Oficina de Auditores Internos y de la Oficina del Contralor
- Políticas y regulaciones consistentes (Junta de Síndicos)


Institutional Resources: Retos y oportunidades

- Revisar el Plan Financiero de la Universidad de Puerto Rico en Ponce
- Desarrollar un *Plan de Mantenimiento de Planta Física*
- Maximizar los recursos institucionales para proveer los recursos físicos, humanos y tecnológicos necesarios para cumplir con la misión y metas de la institución
- Evidenciar mediante mecanismos ágiles el uso eficiente y efectivo del presupuesto consolidado
- Evaluar la implantación del Plan de Tecnologías
- Emisión de los Estados Financieros Auditados a tiempo
- Continuar fortaleciendo las fuentes alternas de recursos externos



Standard 4: Leadership and Governance

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.



Fundamental Elements of Leadership and Governance

- ❑ A well-defined system of collegial governance including written policies outlining governance responsibilities of administration and faculty and readily available to the campus community;
- ❑ Written governing documents, such as a constitution, by-laws, enabling legislation, charter or other similar documents, that:



Fundamental Elements of Leadership and Governance (cont.)

- ❖ Delineate the governance structure and provide for collegial governance, and the structure's composition, duties and responsibilities. In proprietary, corporate and similar types of institutions, a separate document may establish the duties and responsibilities of the governing body as well as the selection process;
- ❖ Assign authority and accountability for policy development and decision making, including a process for the involvement of appropriate institutional constituencies in policy development and decision making;
- ❖ Provide for the selection process for governing body members;



Fundamental Elements of Leadership and Governance (cont.)

- ❑ Appropriate opportunity for student input regarding decisions that affect them;
- ❑ A governing body capable of reflecting constituent and public interest and of an appropriate size to fulfill all its responsibilities, and which includes members with sufficient expertise to assure that the body's fiduciary responsibilities can be fulfilled;
- ❑ A governing body not chaired by the chief executive officer;



Fundamental Elements of Leadership and Governance (cont.)

- ❑ A governing body that certifies to the Commission that the institution is in compliance with the eligibility requirements, accreditation standards and policies of the Commission; describes itself in identical terms to all its accrediting and regulatory agencies; communicates any changes in its accredited status; and agrees to disclose information required by the Commission to carry out its accrediting responsibilities, including levels of governing body compensation, if any;



Fundamental Elements of Leadership and Governance (cont.)

- ❑ A conflict of interest policy for the governing body (and fiduciary body members, if such a body exists), which addresses matters such as remuneration, contractual relationships, employment, family, financial or other interests that could pose conflicts of interest, and that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution;



Fundamental Elements of Leadership and Governance (cont.)

- ❑ A governing body that assists in generating resources needed to sustain and improve the institution;
- ❑ A process for orienting new members and providing continuing updates for current members of the governing body on the institution's mission, organization, and academic programs and objectives;
- ❑ A procedure in place for the periodic objective assessment of the governing body in meeting stated governing body objectives;
- ❑ A chief executive officer, appointed by the governing board, with primary responsibility to the institution; and
- ❑ Periodic assessment of the effectiveness of institutional leadership and governance.

"Shared or collegial governance"

- *Es un balance delicado entre la participación de la facultad y el personal en los procesos de planificación y toma de decisiones y la responsabilidad de rendición de cuentas de los administradores.*

(Olsen, 2009)



Ejercicio 4



Liderato y gobernanza: Retos

Continuar evidenciando:

- *further steps taken to improve communication and shared governance, especially in documenting how campus input is solicited and considered in decision making at the system level*
- *evidence that steps have been taken to assure continuity and stability of institutional leadership, particularly in times of governmental transitions*
- *evidence of further progress in implementing a procedure for the periodic objective assessment of leadership and governance*



Standard 5: Administration

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.



Fundamental Elements of Administration

- ❑ A chief executive whose primary responsibility is to lead the institution toward the achievement of its goals and with responsibility for administration of the institution;
- ❑ A chief executive with the combination of academic background, professional training, and/or other qualities appropriate to an institution of higher education and the institution's mission;



Fundamental Elements of Administration (cont.)

- ❑ Administrative leaders with appropriate skills, degrees and training to carry out their responsibilities and functions;
- ❑ Qualified staffing appropriate to the goals, type, size, and complexity of the institution;
- ❑ Adequate information and decision-making systems to support the work of administrative leaders;
- ❑ Clear documentation of the lines of organization and authority; and periodic assessment of the effectiveness of administrative structures and services.



Ejercicio 5



Standard 6: Integrity

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.



Fundamental Elements of Integrity

- ❑ Fair and impartial processes, published and widely available, to address student grievances, such as alleged violations of institutional policies. The institution assures that student grievances are addressed promptly, appropriately, and equitably;
- ❑ Fair and impartial practices in the hiring, evaluation and dismissal of employees;
- ❑ Sound ethical practices and respect for individuals through its teaching, scholarship/research, service, and administrative practice, including the avoidance of conflict of interest or the appearance of such conflict in all its activities and among all its constituents;



Fundamental Elements of Integrity (cont.)

- ❑ Equitable and appropriately consistent treatment of constituencies, as evident in such areas as the application of academic requirements and policies, student discipline, student evaluation, grievance procedures, faculty promotion, tenure, retention and compensation, administrative review, curricular improvement, and institutional governance and management;



Fundamental Elements of Integrity (cont.)

- ❑ A climate of academic inquiry and engagement supported by widely disseminated policies regarding academic and intellectual freedom;
- ❑ An institutional commitment to principles of protecting intellectual property rights;
- ❑ A climate that fosters respect among students, faculty, staff, and administration for the range of diverse backgrounds, ideas, and perspectives;
- ❑ Honesty and truthfulness in public relations announcements, advertisements, and recruiting and admissions materials and practices;



Fundamental Elements of Integrity (cont.)

- ❑ Availability of factual information about the institution, such as the Middle States Commission on Higher Education annual data reporting, the self-study or periodic review report, the team report, and the Commission's action, accurately reported and made publicly available to the institution's community;
- ❑ Information on institution-wide assessments available to prospective students, including graduation, retention, certification and licensing pass rates, and other outcomes as appropriate to the programs offered;



Fundamental Elements of Integrity (cont.)

- ❑ Institutional information provided in a manner that ensures student and public access, such as print, electronic, or video presentation;
- ❑ Fulfillment of all applicable standards and reporting and other requirements of the Commission; and
- ❑ Periodic assessment of the integrity evidenced in institutional policies, processes, practices, and the manner in which these are implemented.



Ejercicio 6



Standard 7: Institutional Assessment

The institution has **developed** and **implemented** an assessment process that **evaluates its overall effectiveness** in achieving its mission and goals and its compliance with accreditation standards.



Fundamental Elements of Institutional Assessment

- Documented, organized, and sustained assessment process to evaluate and improve the total range of programs and services; achievement of institutional mission, goals, and plans; and compliance with accreditation standards that meets the following criteria:



Fundamental Elements of Institutional Assessment (cont.)

- ❑ A foundation in the institution's mission and clearly articulated institutional, unit-level, and program-level goals that encompass all programs, services, and initiatives and are appropriately integrated with one another (see Standards 1: Mission and Goals and 2: Planning, Resource Allocation, and Institutional Renewal);



Fundamental Elements of Institutional Assessment (cont.)

- ❑ Systematic, sustained, and thorough use of multiple qualitative and/or quantitative measures that:
 - ✓ maximize the use of existing data and information;
 - ✓ clearly and purposefully relate to the goals they are assessing;
 - ✓ are of sufficient quality that results can be used with confidence to inform decisions;



Fundamental Elements of Institutional Assessment (cont.)

- ❑ support and collaboration of faculty and administration;
- ❑ clear realistic guidelines and a timetable, supported by appropriate investment of institutional resources;
- ❑ sufficient simplicity, practicality, detail, and ownership to be sustainable;
- ❑ periodic evaluation of the effectiveness and comprehensiveness of the institution's assessment process;



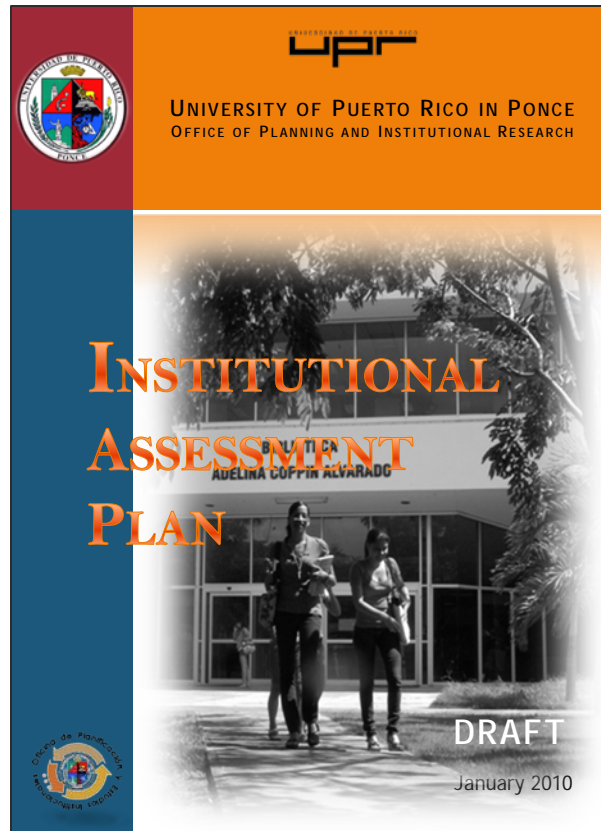
Fundamental Elements of Institutional Assessment (cont.)

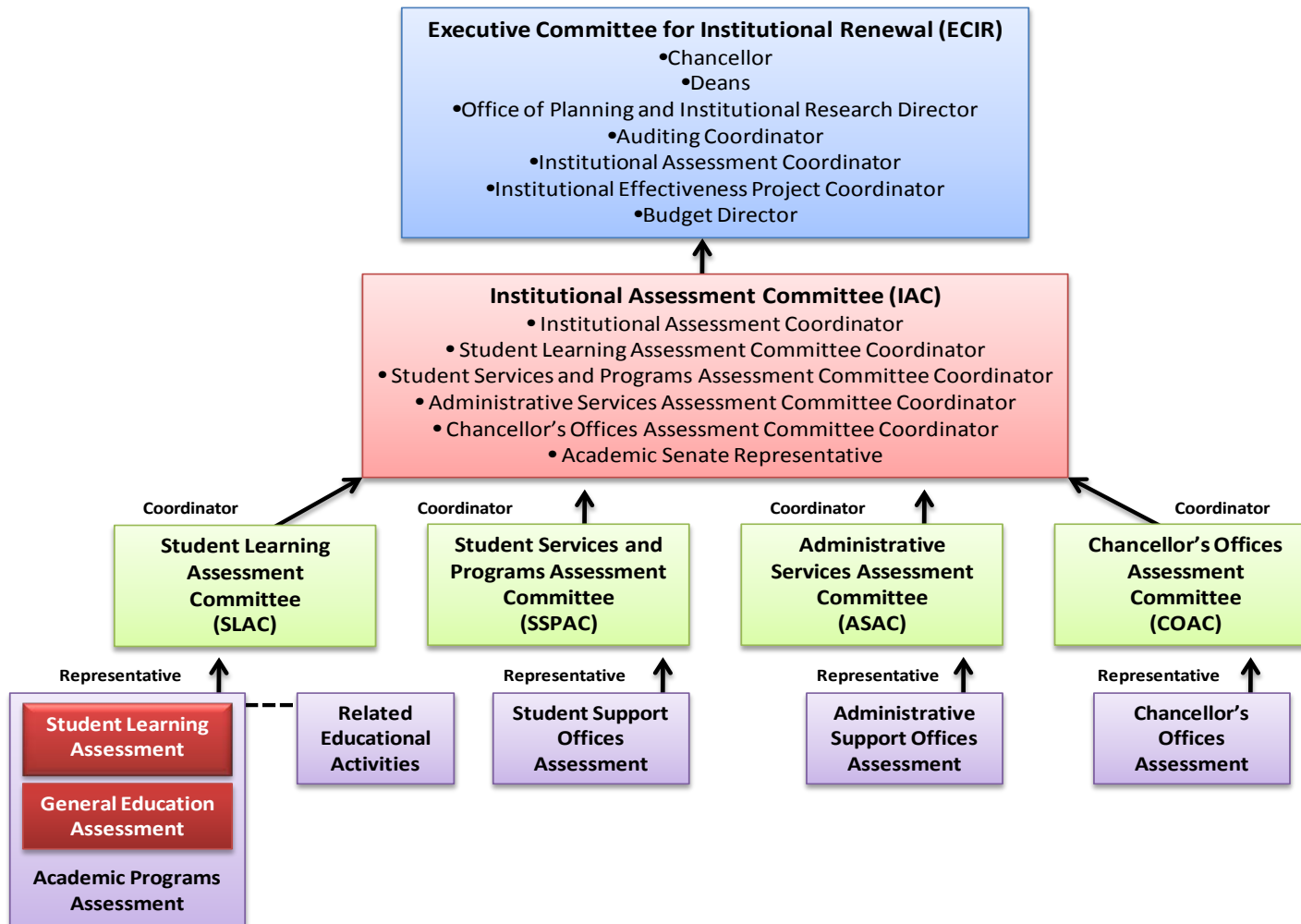
- ❑ evidence that assessment results are shared and discussed with appropriate constituents and used in institutional planning, resource allocation, and renewal (see Standard 2: Planning, Resource Allocation, and Institutional Renewal) to improve and gain efficiencies in programs,
- ❑ services and processes, including activities specific to the institution's mission (e.g., service, outreach, research); and written institutional (strategic) plan(s) that reflect(s) consideration of assessment results.



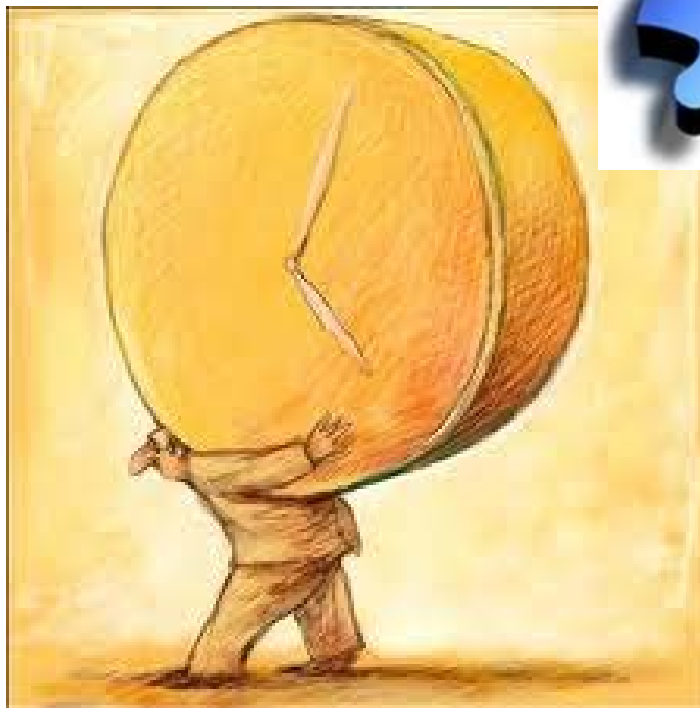
Ejercicio 7

Plan Institucional de Avalúo





¿Conclusión?



¿Dudas... comentarios?



