



# **¿Qué espera la MSCHE con respecto a los Estándares 2, 7 y 14?**

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**MIDDLE STATES COMMISSION  
ON HIGHER EDUCATION**

# Objetivos para hoy...



- Examinar las expectativas de la Comisión para los estándares 2, 7 y 14 para documentar adecuadamente el Auto-estudio
- Recalcar la importancia del assessment para evidenciar cumplimiento con cada uno de los 14 estándares

# Expectativa general de MSCHE para Estándares 2, 7 y 14

- “It is the Commission’s intent, through the self-study process, to prompt institutions to reflect on those assessment activities currently in place (both for institutional effectiveness and student learning), to consider how these assessment activities inform institutional planning, and to determine how to improve the effectiveness and integration of planning and assessment.”

# Action Letter- UPR Carolina

## Most Recent Commission Action

**November 17, 2011:** To reaffirm accreditation and commend the institution on the quality of the self-study process. To request a progress report due October 1, 2013, documenting evidence of (1) further alignment of planning and resource allocation processes that link planning to decision-making and budgeting processes (Standard 2); (2) development of a comprehensive facilities plan (Standard 3); (3) further development and implementation of a comprehensive, organized, and sustained process for the assessment of institutional effectiveness (Standard 7); and (4) further implementation of an organized and sustained process to assess the attainment of learning goals at the program level, including evidence that student learning assessment information is used to improve teaching and learning (Standard 14). The Periodic Review Report is due June 1, 2016.

# Action Letter- UPR Utuado

## Most Recent Commission Action

**June 28, 2012:** To accept the monitoring report. To remind the institution of the monitoring report, due March 1, 2013, documenting evidence of further progress in the establishment of comprehensive and sustained plans for the assessment of institutional effectiveness and of student learning outcomes, with evidence that assessment results are used to improve the institution and teaching and learning (Standards 7 and 14), and to request that the monitoring report also include documentation of the institution's (1) implementation of its 2012-2017 Strategic Plan; (2) implementation of a budget process that is aligned with the institution's mission, goals, and new strategic plan; and (3) regular assessment of enrollment and the use of that assessment in the development of budget plans. A visit may follow submission of the monitoring report. The Periodic Review Report is due June 1, 2016.

## **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.

# **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.

# Standard 7:Expectativas de la MSCHE

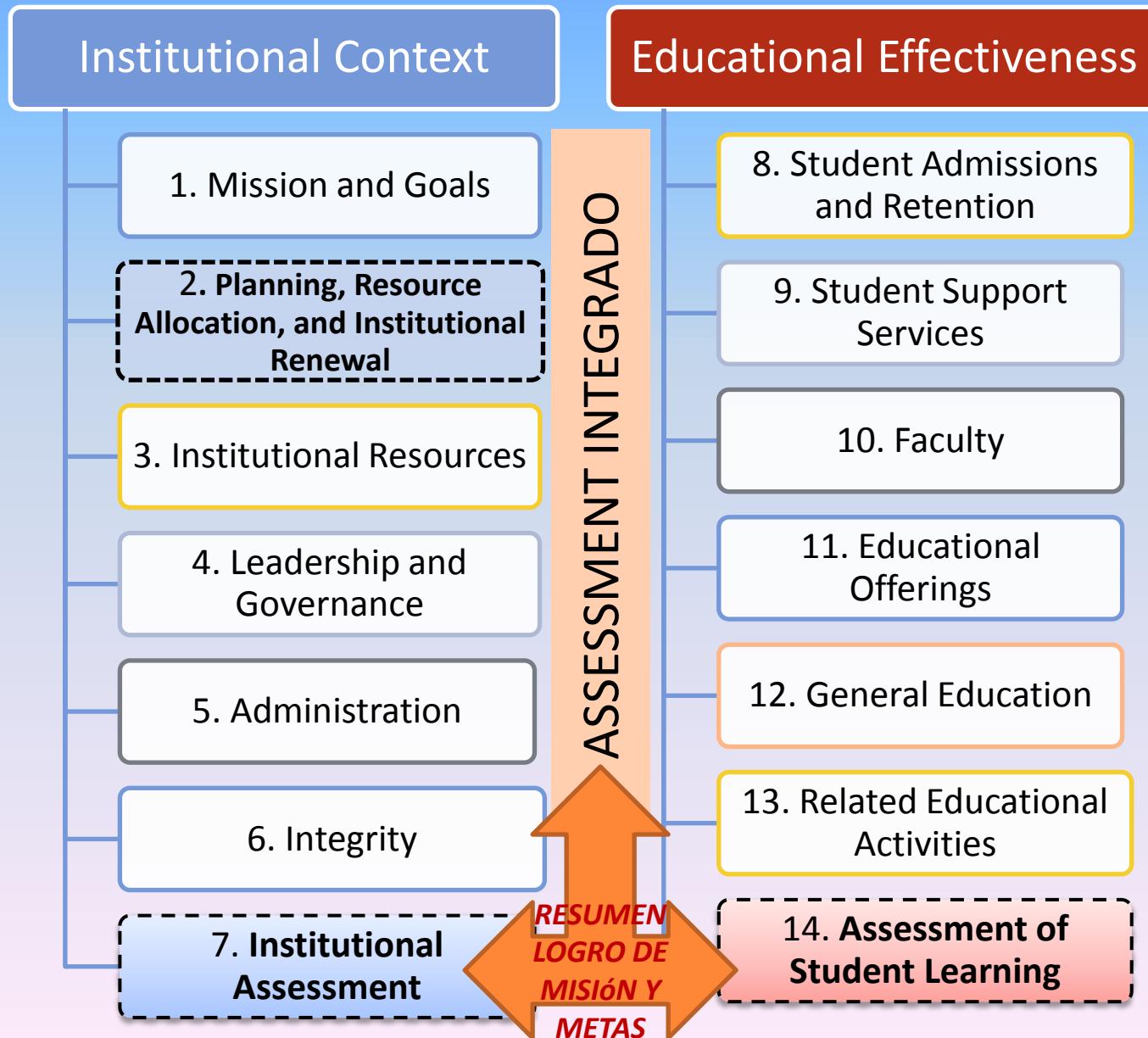
- Un proceso documentado, organizado y sostenido de avalúo para evaluar y mejorar todos los programas y servicios y la efectividad en el logro de la misión y metas de la institución y de los planes establecidos
- Un plan estratégico fundamentado en los resultados de ese proceso de avalúo
- Evidencia de que los resultados del avalúo se comparten y usan para hacer planes para mejorar, asignar recursos y renovar la institución





# **MSCHE Characteristics of Excellence in Higher Education**

## **Eligibility Requirements and Standards for Accreditation (2009)**



# La preguntas fundamentales en el proceso de Acreditación...

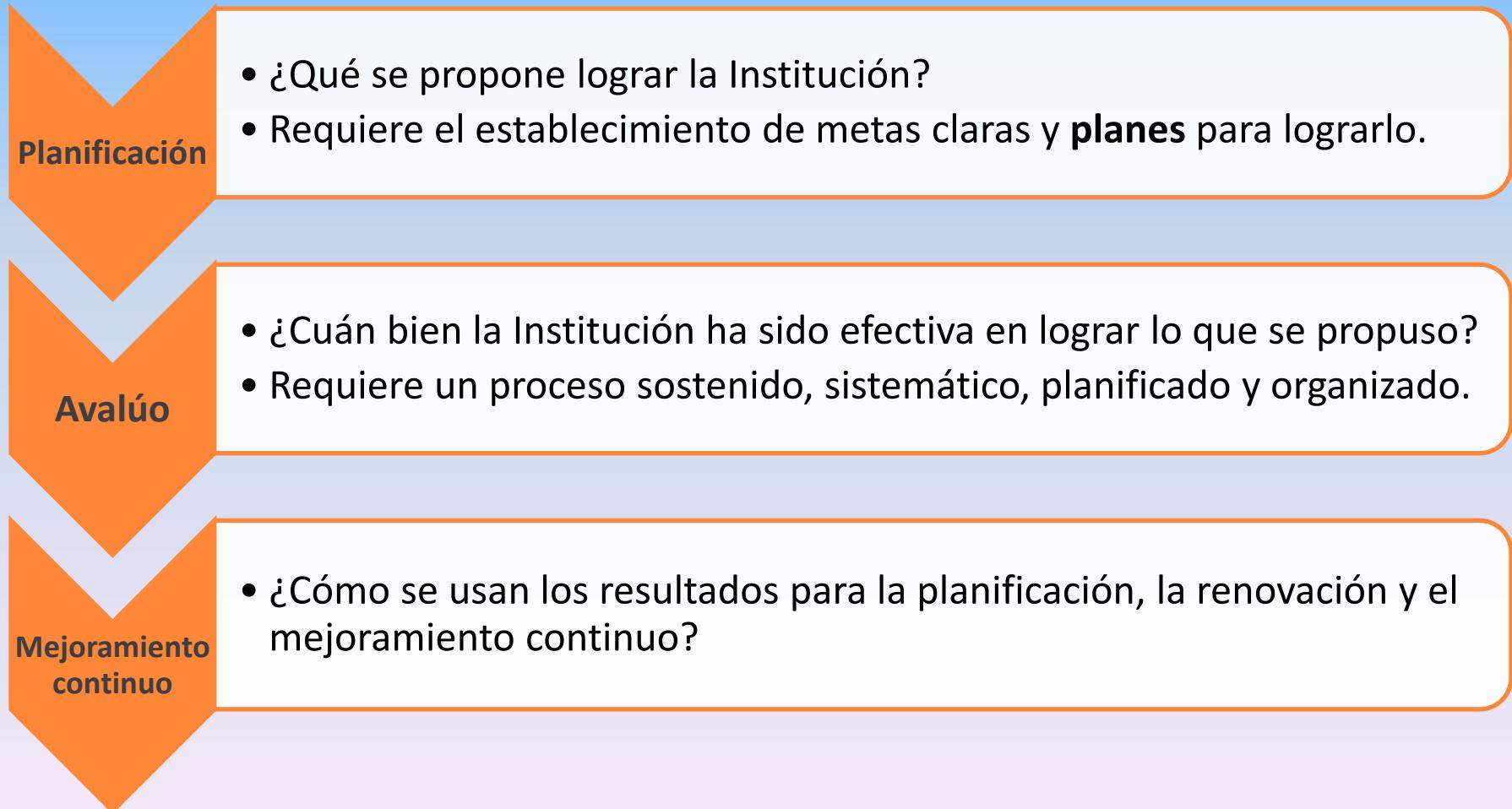


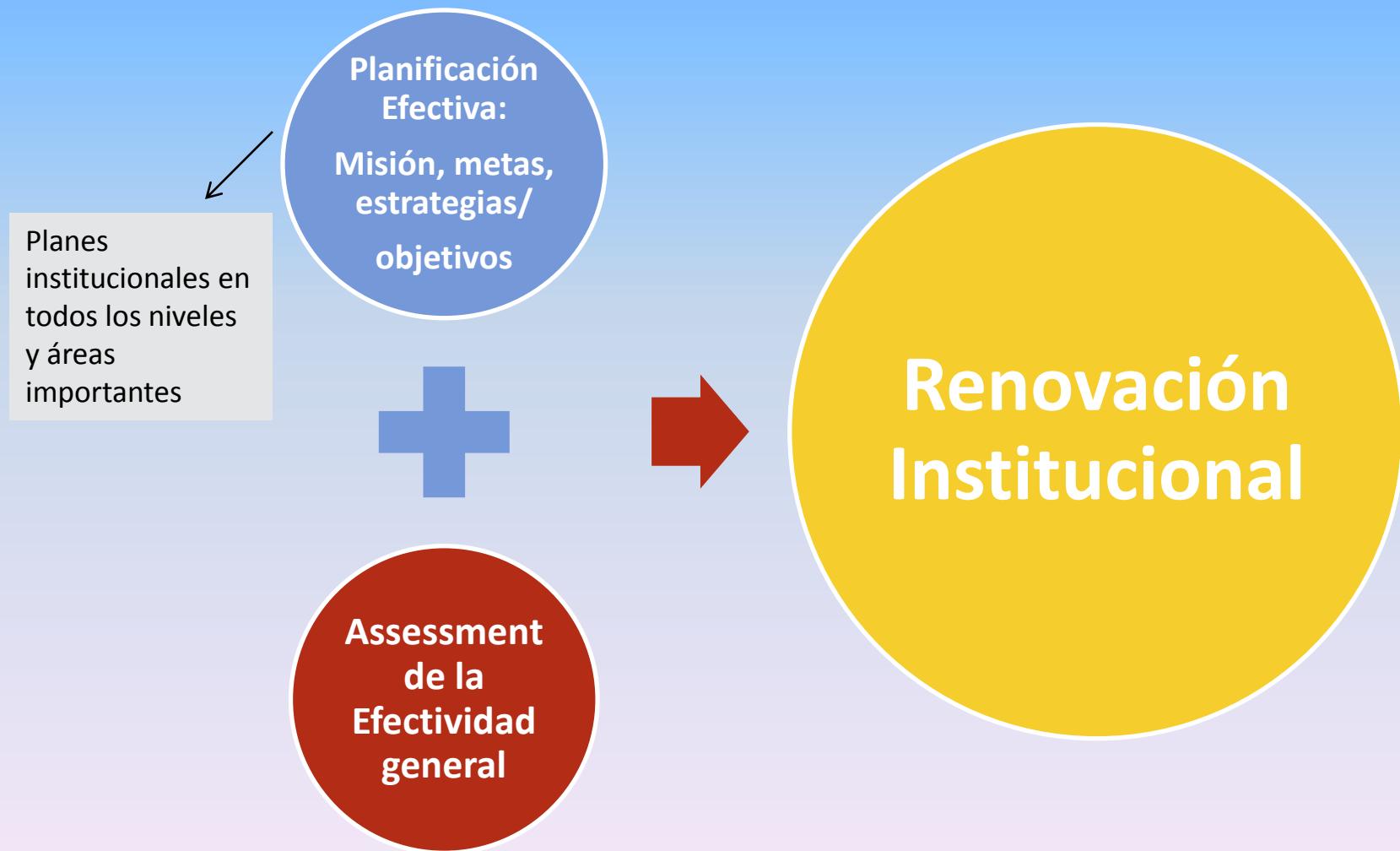
- *¿Está la UPR-Ponce cumpliendo con su misión y con el logro de sus metas?*
  - *¿Cuán bien, como una comunidad universitaria, estamos haciendo juntos lo que decimos que estamos haciendo?*
- 
- Para responder estas preguntas, el assessment es esencial y debe de estar integrado y documentado en cada estándar.
  - Para documentar cumplimiento con el Estándar 7 en el Auto-Estudio, se recomienda un resumen o conclusión general de la efectividad de la institución en lograr su misión y metas que se desprenda de la evidencia de avalúo presentada en cada uno de los demás 13 estándares.

# Four-Step Planning-Assessment Cycle



# ¿Qué espera la Comisión con respecto al Standard 7 (Institutional Assessment)?





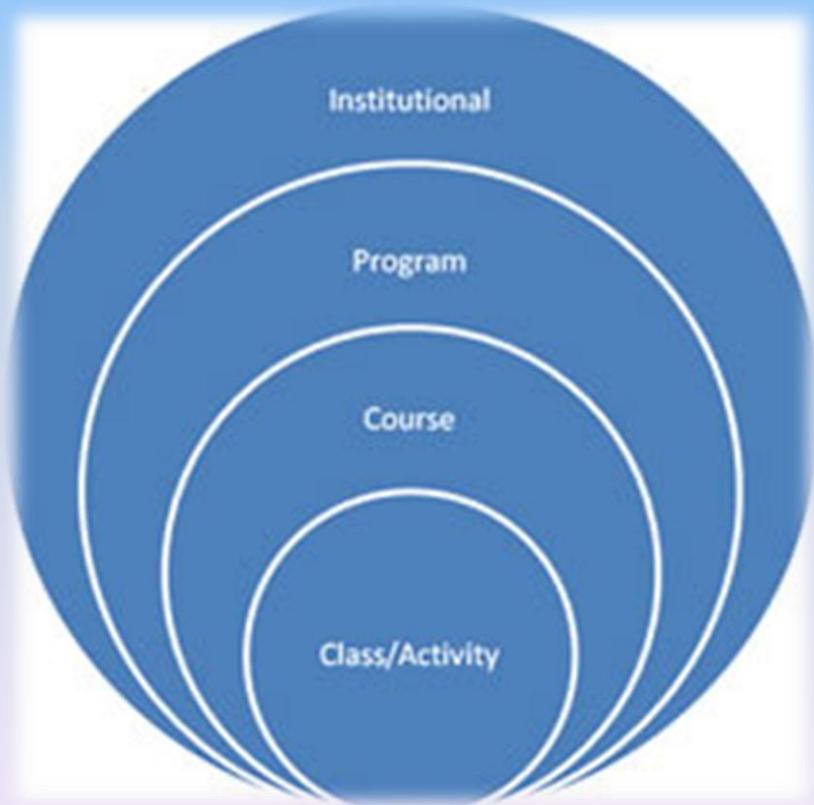


## Standard 14

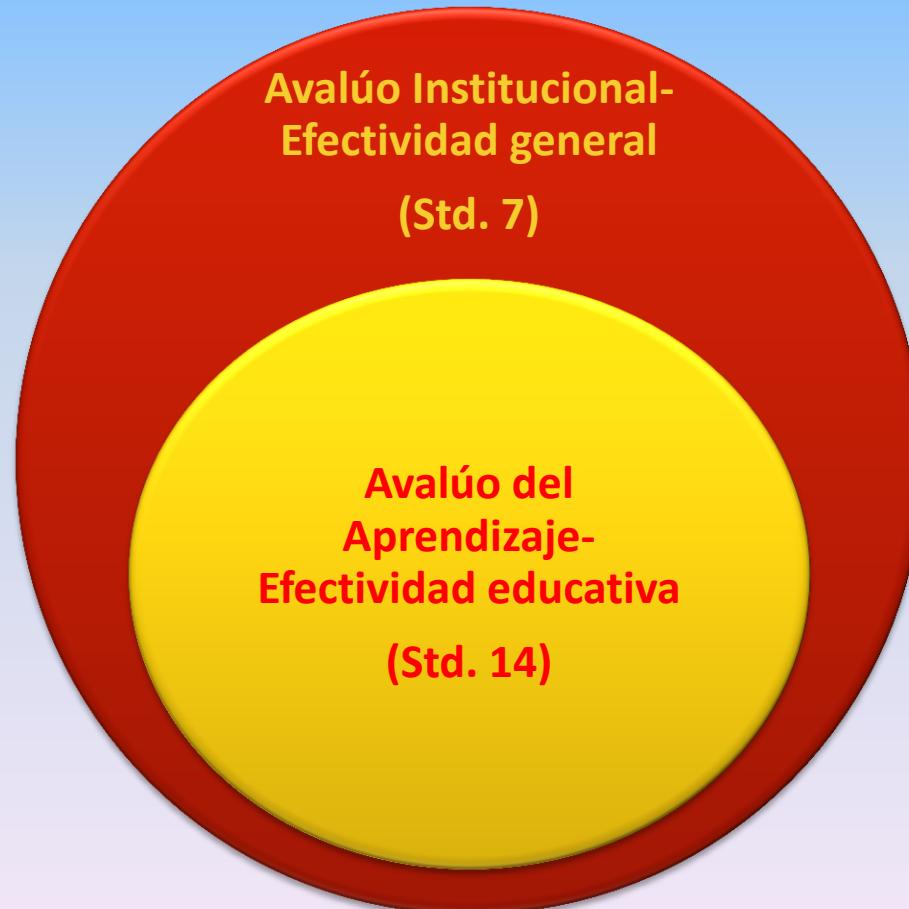
### Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

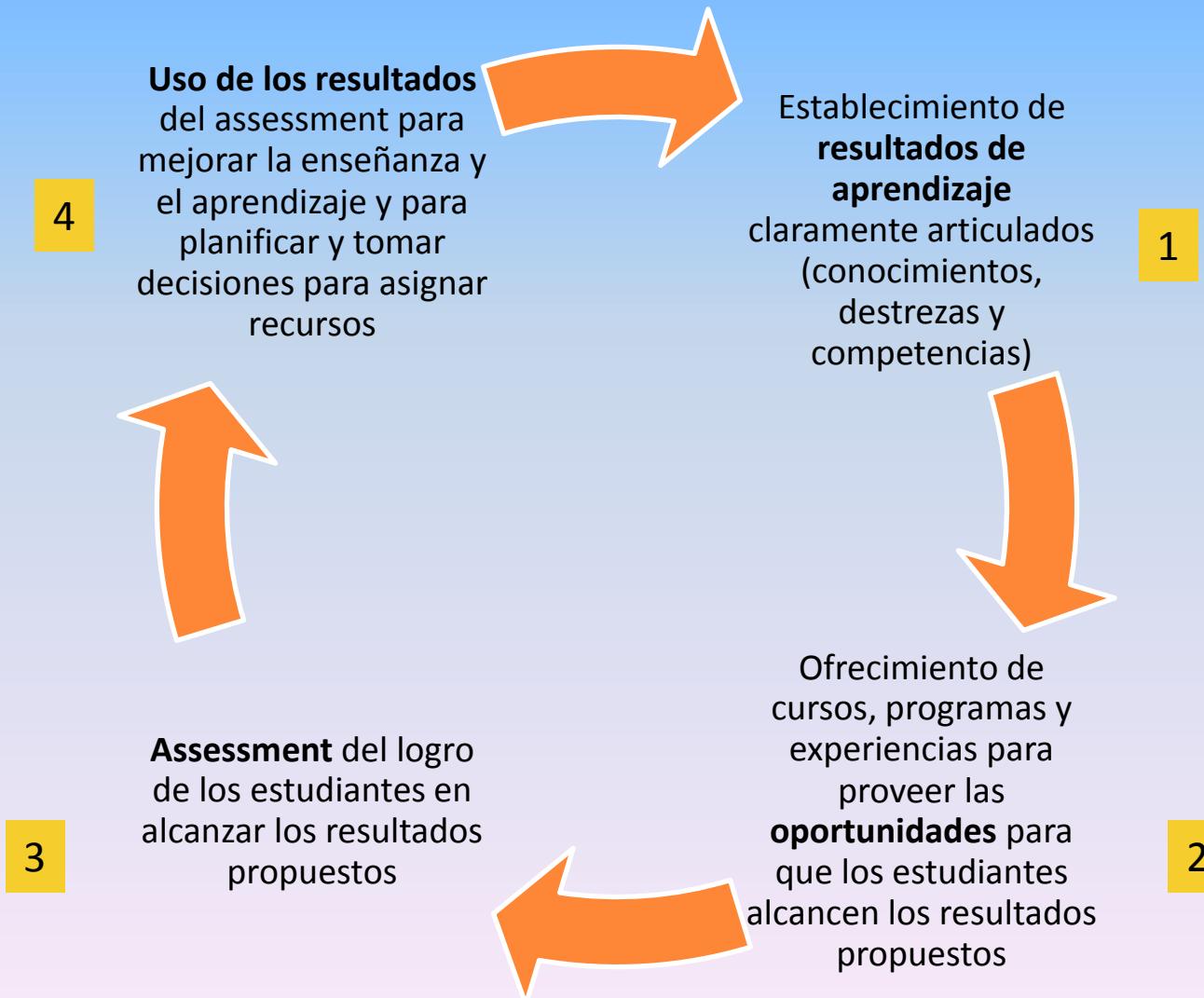
El assessment del aprendizaje es un componente importante del assessment de la efectividad institucional (Standard 7) y el foco principal del Standard 14.



# Efectividad Institucional



# Ciclo de Enseñanza- Aprendizaje- Avalúo



# Expectativas de la MSCHE



14

- Enunciados de resultados de aprendizaje estudiantil (SLO) claramente articulados en todos los niveles, integrados y congruentes con la misión institucional y con los estándares de educación superior y de las disciplinas.
- Implantación de un proceso de assessment **organizado, documentado y sostenido**.
- Apoyo institucional y participación de la facultad y administración.
- Existencia de guías claras, *timetable* realista y apoyo de recursos institucionales.

# Expectativas de la MSCHE...

- Uso de medidas relacionadas a las metas/resultados que miden que resulten utiles para ayudar a la facultad y al personal a tomar decisiones apropiadas para mejorar los programas y servicios, desarrollar planes y asignar recursos.
- Procesos costo-efectivos, particularmente en términos de tiempo de la facultad y el personal. A tales efectos, se utilizan medidas e indicadores ya existentes y se añaden otros necesarios. Procesos simples, no elaborados.
- Utilizan procedimientos e instrumentos precisos y confiables que produzcan resultados válidos para tomar decisiones. Uso de múltiples medidas y **evidencia directa** del aprendizaje estudiantil.

# El auto-estudio debe reflejar...



- Mecanismos para evaluar y revisar los procesos de assessment (assessment del assessment)
- Evidencia de que los estudiantes están logrando los resultados propuestos
- Mecanismos para compartir y divulgar los hallazgos del assessment y acciones tomadas
- Evidencia del uso de los resultados para mejoramiento continuo de la efectividad institucional (vínculo con el Standard 7)

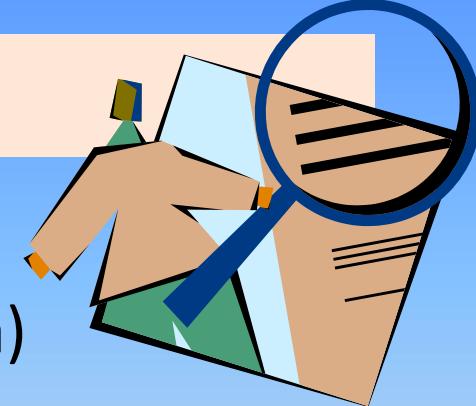
# Asuntos de interés para los evaluadores



- Distinción entre los procesos de avalúo de los programas acreditados y no acreditados
- Participación de la facultad en los procesos de assessment y toma de decisiones
- ¿Están los programas comprometidos con el avalúo de programa versus avalúo de cursos?
- Evidencia de proceso de avalúo de las competencias de educación general
- Evidencia de apoyo institucional
- ¿Cómo se manejan, organizan y procesan los datos del assessment una vez de recopilan?

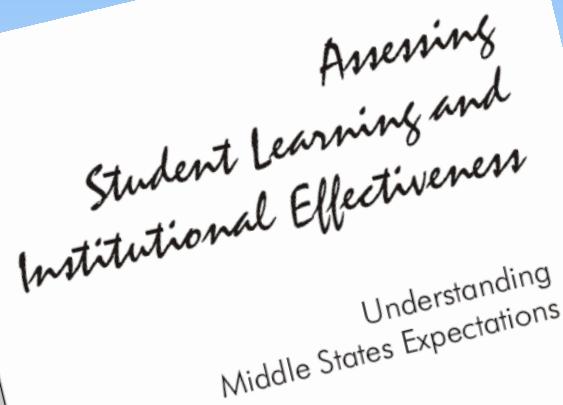


# ¿Cómo documentamos los procesos?

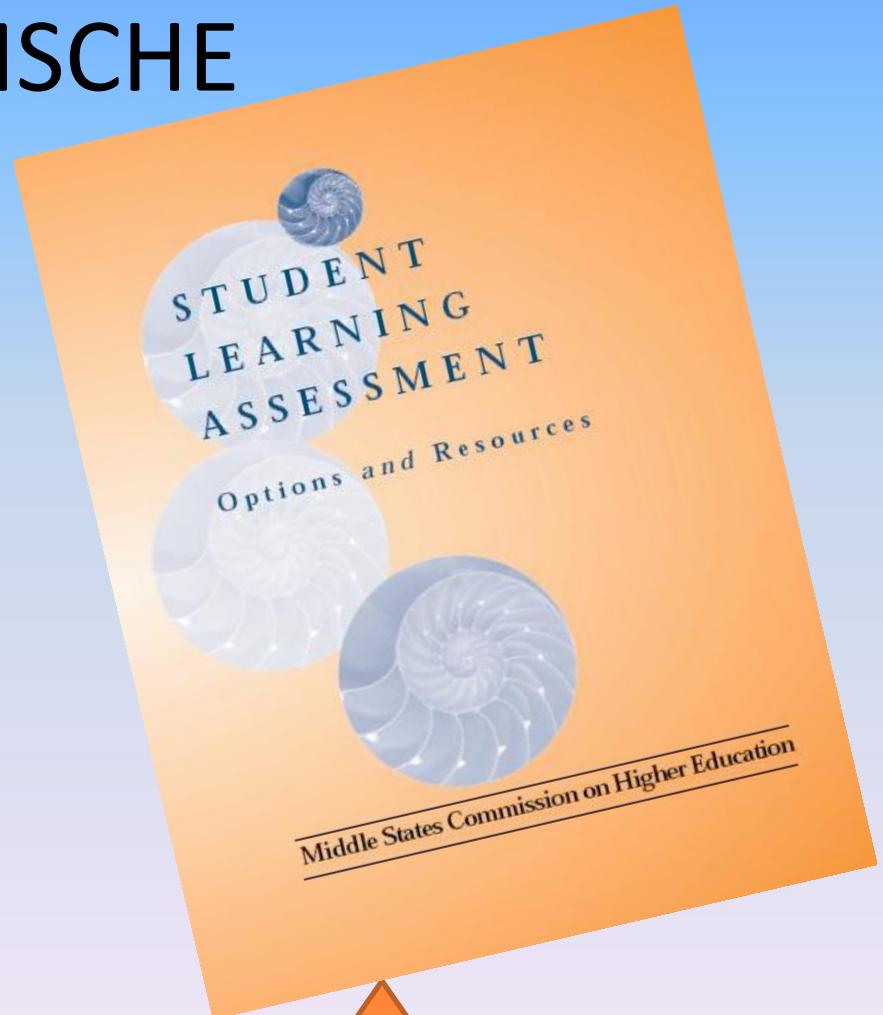


- Historia del avalúo
- Minutas de reuniones (participación, agenda)
- Actividades de divulgación
- Evidencia de talleres, conferencias
- Evidencia de recursos para avalúo (apoyo)
- Datos estadísticos (indicadores, resultados)
- Información que se divulga por diversos medios
- Planes e informes de avalúo
- Planes operacionales e Informes anuales
- Plan Estratégico y otros planes requeridos
- Informes de acreditación y evaluación; auditorías
- Evidencia de uso de resultados

# Estándares 7 y 14:Expectativas de la MSCHE



Middle States Commission on Higher Education



***Chapter 4: Understanding Middle States Expectations for Assessing Student Learning and Institutional Effectiveness***

# Rubric for Evaluating Institutional Student Learning Assessment Processes

This is intended for institutions to use as a tool to help them assess the status of their current assessment efforts in terms of Middle States' accreditation standards and expectations. This tool is **not** intended to be used by any evaluators or to prescribe specific Commission actions regarding the institution.

No plans	= No documented evidence that the institution has plans to do this.
No evidence	= The institution appears to be aware that it should do this, but there is no documented evidence that this is happening.
A few areas	= The institution has documented evidence that this is happening <b>in just a few areas</b> (for example, only in programs with specialized accreditation).
Some areas	= The institution has documented evidence—not just assurances—that this is happening <b>in some but not most areas</b> (for example, in a number of academic programs but not yet in general education)
Most areas	= The institution has documented evidence—not just assurances—that this is happening <b>in most but not all areas</b> .
Everywhere	= The institution has documented evidence—not just assurances—that this is happening <b>everywhere</b> .

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	<i>For academic programs, the general education curriculum, and institutional goals articulated in the mission statement, vision statement, or elsewhere:</i>	No plans	No evidence	A few areas	Some areas	Most areas	Everywhere
1	Institutional leaders demonstrate sustained—not just one-time or periodic—support for promoting an ongoing culture of assessment and for efforts to improve teaching.						
2	Clear statements of expected learning outcomes at the institutional, unit, program, and course levels have been developed and have appropriate interrelationships.						
3	Those with a vested interest in the learning outcomes of the institution, program, or curriculum are involved in developing, articulating, and assessing them.						
4	Statements of program-level expected learning outcomes are made available to current and prospective students.						
5	Course syllabi include statements of expected learning outcomes.						
6	Targets or benchmarks for determining whether student learning outcomes have been achieved have been established and justified; the justifications demonstrate that the targets are of appropriate college-level rigor and are appropriate given the institution's mission.						
7	Multiple measures of student learning, including direct evidence, have been collected and are of sufficient quality that they can be used with confidence to make appropriate decisions.						
8	The evidence of student learning that has been collected is clearly linked to expected learning outcomes.						
9	Student learning assessment results have been shared in useful forms and discussed with appropriate constituents, including those who can effect change.						
10	Student learning assessment results have been used to improve teaching and by institutional leaders to inform planning and budgeting decisions.						
11	In any areas in which the above are not yet happening, concrete, feasible, and timely plans are in place.						
12	Assessment processes have been reviewed and changes have been made to improve their effectiveness and/or efficiency, as appropriate.						
13	There is sufficient engagement, momentum, and simplicity in current assessment practices to provide assurance that assessment processes will be sustained indefinitely.						



Preguntas,  
inquietudes...