



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

## Parte 2: Estándares 8 al 14

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# 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**



## **Standard 8**

# **Student Admissions and Retention**

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.



## Standard 8: Fundamental Elements

- admissions policies, developed and implemented, that support and reflect the mission of the institution;
- admissions policies and criteria available to assist the prospective student in making informed decisions;
- programs and services to ensure that admitted students who marginally meet or do not meet the institution's qualifications achieve expected learning goals and higher education outcomes at appropriate points;
- accurate and comprehensive information regarding academic programs, including any required placement or diagnostic testing;



## Standard 8: Fundamental Elements (cont.)

- statements of expected student learning outcomes and information on institution-wide assessment results, as appropriate to the program offered, available to prospective students;
- accurate and comprehensive information, and advice where appropriate, regarding financial aid, scholarships, grants, loans, and refunds;
- published and implemented policies and procedures regarding transfer credit and credit for extra-institutional college level learning;
- ongoing assessment of student success, including but not necessarily limited to retention, that evaluates the match between the attributes of admitted students and the institution's mission and programs, and reflects its findings in its admissions, remediation, and other related policies.



## Standard 9

# Student Support Services

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.



## Standard 9: Fundamental Elements

- a program of student support services appropriate to student strengths and needs, reflective of institutional mission, consistent with student learning expectations, and available regardless of place or method of delivery;
- qualified professionals to supervise and provide the student support services and programs;
- procedures to address the varied spectrum of student academic and other needs, in a manner that is equitable, supportive, and sensitive, through direct service or referral;
- appropriate student advisement procedures and processes;



## Standard 9: Fundamental Elements (cont.)

- if offered, athletic programs that are regulated by the same academic, fiscal, and administrative principles, norms, and procedures that govern other institutional programs;
- reasonable procedures, widely disseminated, for equitably addressing student complaints or grievances;
- records of student complaints or grievances;
- policies and procedures, developed and implemented, for safe and secure maintenance of student records ;
- published and implemented policies for the release of student information; and
- ongoing assessment of student support services and the utilization of assessment results for improvement.

# Standard 10 Faculty



The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.



## Standard 10: Fundamental Elements

- faculty and other professionals appropriately prepared and qualified for the positions they hold, with roles and responsibilities clearly defined, and sufficiently numerous to fulfill those roles appropriately;
- educational curricula designed, maintained, and updated by faculty and other professionals who are academically prepared and qualified;
- faculty and other professionals, including teaching assistants, who demonstrate excellence in teaching and other activities, and who demonstrate continued professional growth;
- appropriate institutional support for the advancement and development of faculty, including teaching, research, scholarship, and service;
- recognition of appropriate linkages among scholarship, teaching, student learning, research, and service;



## Standard 10: Fundamental Elements (cont.)

- published and implemented standards and procedures for all faculty and other professionals, for actions such as appointment, promotion, tenure, grievance, discipline and dismissal, based on principles of fairness with due regard for the rights of all persons;
- carefully articulated, equitable, and implemented procedures and criteria for reviewing all individuals who have responsibility for the educational program of the institution;
- criteria for the appointment, supervision, and review of teaching effectiveness for part-time, adjunct, and other faculty consistent with those for full-time faculty;
- adherence to principles of academic freedom, within the context of institutional mission; and
- assessment of policies and procedures to ensure the use of qualified professionals to support the institution's programs.

# Standard 11

## Educational Offerings



The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.



## Standard 11: Fundamental Elements

- educational offerings congruent with its mission, which include appropriate areas of academic study of sufficient content, breadth and length, and conducted at levels of rigor appropriate to the programs or degrees offered;
- formal undergraduate, graduate, and/or professional programs—leading to a degree or other recognized higher education credential—designed to foster a coherent student learning experience and to promote synthesis of learning;
- program goals that are stated in terms of student learning outcomes;



## Standard 11: Fundamental Elements (cont.)

- periodic evaluation of the effectiveness of any curricular, co-curricular, and extra-curricular experiences that the institution provides its students and utilization of evaluation results as a basis for improving its student development program and for enabling students to understand their own educational progress;
- learning resources, facilities, instructional equipment, library services, and professional library staff adequate to support the institution's educational programs;
- collaboration among professional library staff, faculty, and administrators in fostering information literacy and technological competency skills across the curriculum;
- programs that promote student use of a variety of information and learning resources;



## Standard 11: Fundamental Elements (cont.)

- provision of comparable quality of teaching/instruction, academic rigor, and educational effectiveness of the institution's courses and programs regardless of the location or delivery mode;
- published and implemented policies and procedures regarding transfer credit that describe the criteria established by the institution regarding the transfer credit earned at another institution. The consideration of transfer credit or recognition of degrees will not be determined exclusively on the basis of the accreditation of the sending institution or the mode of delivery but, rather, will consider course equivalencies, including expected learning outcomes, with those of the receiving institution's curricula and standards. Such criteria will be fair, consistently applied, and publicly communicated;



## Standard 11: Fundamental Elements (cont.)

- policies and procedures to assure that the educational expectations, rigor, and student learning within any accelerated degree program are comparable to those that characterize more traditional program formats;
- consistent with the institution's educational programs and student cohorts, practices and policies that reflect the needs of adult learners;
- course syllabi that incorporate expected learning outcomes; and
- assessment of student learning and program outcomes relative to the goals and objectives of the undergraduate programs and the use of the results to improve student learning and program effectiveness (see Standard 14: Assessment of Student Learning).

# Standard 12

## General Education



The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.



## Standard 12: Fundamental Elements

- a program of general education of sufficient scope to enhance students' intellectual growth, and equivalent to at least 15 semester hours for associate degree programs and 30 semester hours for baccalaureate programs; (An institution also may demonstrate how an alternative approach fulfills the intent of this fundamental element.)
- a program of general education where the skills and abilities developed in general education are applied in the major or concentration;
- consistent with institutional mission, a program of general education that incorporates study of values, ethics, and diverse perspectives;



## Standard 12: Fundamental Elements (cont.)

- institutional requirements assuring that, upon degree completion, students are proficient in oral and written communication, scientific and quantitative reasoning, and technological competency appropriate to the discipline;
- general education requirements clearly and accurately described in official publications of the institution; and
- assessment of general education outcomes within the institution's overall plan for assessing student learning, and evidence that such assessment results are utilized for curricular improvement.

# Standard 13

## Related Educational Activities

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.





# Programs/Activities

**Basic Skills**

**Non-credit Offerings**

**Experiential Learning**

**Certificate Programs**

**Branch Campuses,  
Additional Locations, and  
Other Instructional Sites**

**Distance Education,  
Distributed Learning,  
and Correspondence Education**

**Contractual Relationships and  
Affiliated Providers**



## Standard 13: Fundamental Elements (Basic Skills)

- systematic procedures for identifying students who are not fully prepared for college level study;
- provision of or referral to relevant courses and support services for admitted under-prepared students; and
- remedial or pre-collegiate level courses that do not carry academic degree credit.



## Standard 13: Fundamental Elements (Experiential Learning)

- credit awarded for experiential learning that is supported by evidence in the form of an evaluation of the level, quality and quantity of that learning;
- published and implemented policies and procedures defining the methods by which prior learning can be evaluated and the level and amount of credit available by evaluation;
- published and implemented policies and procedures regarding the award of credit for prior learning that define the acceptance of such credit based on the institution's curricula and standards;



## Standard 13: Fundamental Elements (Non-credit offerings)

- non-credit offerings consistent with institutional mission and goals;
- clearly articulated program or course goals, objectives, and expectations of student learning that are designed, approved, administered, and periodically evaluated under established institutional procedures;
- academic oversight assures the comparability and appropriate transferability of such courses, if courses completed within a non-credit or certificate program are applicable to a degree program offered by the institution;
- periodic assessment of the impact of non-credit programs on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals.



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# 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.



## Standard 14: Fundamental Elements

- clearly articulated statements of expected student learning outcomes, at all levels (institution, degree/program, course) and for all programs that aim to foster student learning and development, that are:
  - ✓ appropriately integrated with one another;
  - ✓ consonant with the institution's mission; and
  - ✓ consonant with the standards of higher education and of the relevant disciplines;



## Standard 14: Fundamental Elements (cont.)

- a documented, organized, and sustained assessment process to evaluate and improve student learning that meets the following criteria:
  - ❖ 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; and
    - ✓ include direct evidence of student learning;



## Standard 14: Fundamental Elements (cont.)

- ❖ support and collaboration of faculty and administration in assessing student learning and responding to assessment results;
- ❖ clear, realistic guidelines and timetable, supported by appropriate investment of institutional resources;
- ❖ sufficient simplicity, practicality, detail, and ownership to be sustainable; and
- ❖ periodic evaluation of the effectiveness and comprehensiveness of the institution's student learning assessment processes;



## Standard 14: Fundamental Elements (cont.)

- assessment results that provide sufficient, convincing evidence that students are achieving key institutional and program learning outcomes;
- evidence that student learning assessment information is shared and discussed with appropriate constituents and is used to improve teaching and learning; and
- documented use of student learning assessment information as part of institutional assessment.

# Tarea y reflexión en grupos



¿Dudas?



