

University of Puerto Rico
Mayaguez Campus

MSCHE / CESPR

Accreditation Self-Study

Chancellor's

Leadership & Planning

Workshop


Dr. Anand Sharma

April 16, 2003



Accreditation & Its Purpose

- ◆ Accreditation requires meeting certain standards and criteria
- ◆ Assures quality in educational programs & institutions (benefits public, employers, students, graduate schools, etc.)



Two types of accreditations

Institutional vs. Specialized

- ◆ Institutional accreditors examine the college or university as a whole institution (MSCHE, CESPR)
- ◆ Specialized accreditors evaluate specific educational programs (ABET)



New Shift in Focus (ABET or MSCHE)

- ◆ Outcomes-based Criteria

 - Focus on Output, not just Input

 - What students learn as opposed to what they are presented in a curriculum

 - How can processes be set up to provide continuous improvement

- ◆ Assessment



Establishment of an Assessment Process

“ ... an ongoing process aimed at understanding and improving student learning.”

Thomas Angelo
Director, Assessment Forum
AAHE



A Compliance Approach

An External Motivator

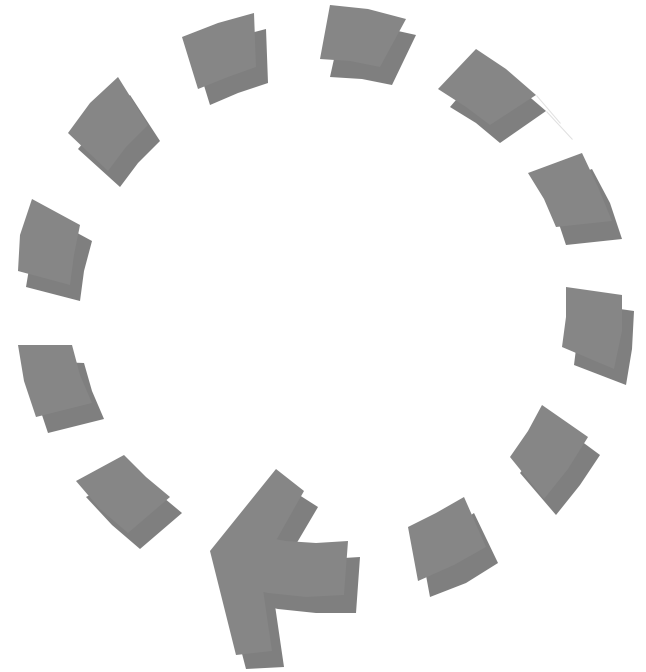
“ All too frequently higher education Institutions view the commitment to assessing their students’ learning and development as a periodic activity – most often driven by impending accreditation visit.”

Peggy L. Maki
Director of Assessment
AAHE

Institutional Curiosity

An Internal Motivator

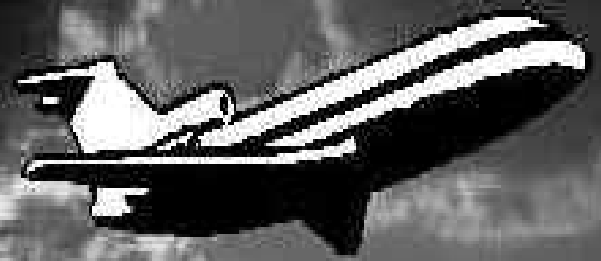
- ◆ Track students' educational experiences
 - ◆ What they learn?
 - ◆ How well they learn?
 - ◆ When they learn?





Flying In
The

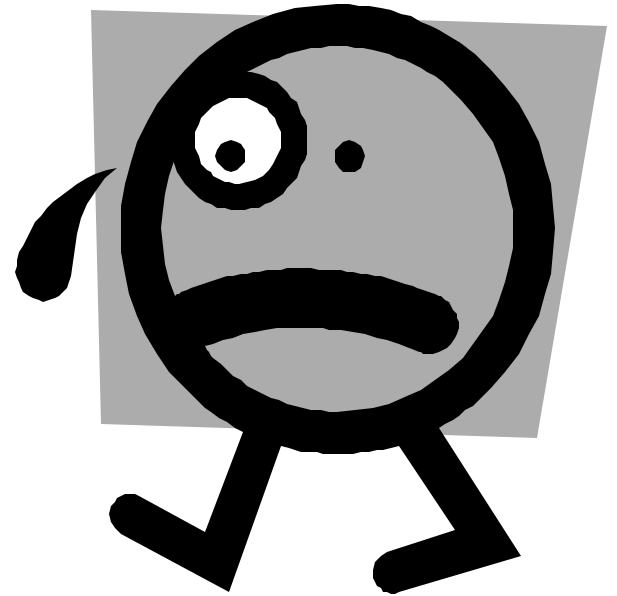
COMFORT ZONE



The Five Stages of Grief

- ◆ Denial
- ◆ Anger
- ◆ Bargaining
- ◆ Depression
- ◆ Acceptance

On Death and Dying
Elizabeth Kubler-Ross



External → Internal Transition





SEED Office

System for the Evaluation of EDucation

**Continuous Quality Improvement
CQI**

Workshops & Retreats

Assessment

Institutional Research of CoE

**Accreditations
(ABET, Middle States,
Council of Higher Education)**



ABET Visit: Nov 19-21, 2002

(Mar 7, 2003 Draft Statement)

“The institution’s systematic and innovative effort to introduce the culture of outcomes-based assessment to the College of Engineering community is especially noteworthy.”



Similarly.....

OUR PRESENT GOALS

- ◆ MSCHE / CESPR Accreditation Visit in Spring 2005 (*Short Term*)
Arecibo, Cayey, Mayaguez, Ponce, and Rio Piedras
- ◆ Simultaneously establish a Structure for Continuous Improvement of Student Learning Outcomes, and Processes (*Long Term*)



DIFFERENCES & CHALLENGE

- ◆ ABET versus MSCHE or CESPR
(perception of ownership *vs.* no ownership)
- ◆ Devise a system to keep the process and measuring instruments as simple as possible from the receiver's end



Middle States Accreditation

- ◆ Self-Study and Visit every 10 years
- ◆ Intermediate Periodic Report (PRR) every 5 years
 - Last Self-Study in April 1994 → Visit 1995
 - PRR → June 2000, submitted in June 2001
- ◆ Joint MSCHE / CESPR visit, Spring 2005
 - Memorandum of Agreement, December 1, 1995



MSCHE Reaffirmation of Accreditation

- ◆ Follow-up Report by Oct 1, 2003
 1. Development and implementation of a comprehensive institutional strategic plan.
 2. Development and implementation of a comprehensive outcome assessment plan including student learning outcomes.



Liaisons

- ◆ **George Santiago, Jr., Ph.D.**

Executive Associate Director CHEMSA

Liaison between UPR and MSA

- ◆ **Dra. Celeste Freytes**

UPR - Central Administration

Accreditation Coordinator



ACTIONS

- ◆ Selection of Self-Study Model: *Comprehensive with Special Emphasis*
 - Mission, Goals, and Objectives
 - Institutional Assessment
 - Assessment of Student Learning
- ◆ Chancellor appoints the Institutional Steering Team (*January 24, 2003*)
- ◆ Eleven (11) Task Forces in place to address the fourteen (14) Standards of Excellence



Standards of Excellence

STANDARD #	TOPIC
1&2	<ul style="list-style-type: none">◆ Mission, Goals, and Objectives◆ Planning, Resource Allocation, and Institutional Renewal
3	<ul style="list-style-type: none">◆ Institutional Resources
4-5	<ul style="list-style-type: none">◆ Leadership & Governance◆ Administration
6	<ul style="list-style-type: none">◆ Integrity
7	<ul style="list-style-type: none">◆ Institutional Assessment



Standards of Excellence

STANDARD #	TOPIC
8 & 9	<ul style="list-style-type: none">◆ Student Admissions◆ Student Support Services
10	<ul style="list-style-type: none">◆ Faculty
11	<ul style="list-style-type: none">◆ Educational Offerings
12	<ul style="list-style-type: none">◆ General Education
13	<ul style="list-style-type: none">◆ Related Educational Activities
14	<ul style="list-style-type: none">◆ Assessment of Student Learning



TASK FORCES

Standard #	Task Force Leader
1&2 (T1)	Dr. Noel Artiles
3 (T2)	Prof. Miguel Seguí & Prof. Marisol Oliver
4-5 (T3)	Dr. Andres Calderón
6 (T4)	Dr. Halley Sanchez
7 (T5)	Dr. Jayanta Banerjee
8&9 (T6)	Dr. David Padilla & Dr. Roberto Vargas
10 (T7)	Dr. Betsy Morales
11 (T8)	Dr. Sonia Bartolomei
12 (T9)	Prof. Mabel Ortiz
13 (T10)	Dr. Pedro Vázquez
14 (T11)	Prof. Hiram González



Tasks Accomplished

- ◆ Charge Questions developed
- ◆ Self-Study Design completed & mailed to:

Dr. George Santiago, Jr.

Executive Associate Director, MSCHE

Ms. Lourdes Andino Barbosa

Liaison, CESPR



Dr. George Santiago's Visit Agenda – May 12, 2003

- ◆ 9:00 am – 9:30 am Meeting with Dr. Jorge I. Vélez Arocho, Chancellor, UPRM (*Chancellor's Office*)
- ◆ 9:30 am – 10:00 am Meeting with Dr. Jorge I. Vélez Arocho, Chancellor, UPRM, Dr. Antonio Gonzalez Quevedo, Director, Office of Planning & Institutional Research, and Dr. Anand D. Sharma, Coordinator, UPRM-MSCHE Institutional Steering Team (*Chancellor's Office*)
- ◆ 10:00 am – 10:45 am Meeting with the Administrative Board of UPRM (*Chancellor's Office*)
- ◆ 10:45 am – 11:00 am B R E A K
- ◆ 11:00 am – 12:00 N Meeting with members of the UPRM-MSCHE Institutional Steering Team (*Celis 116*)
- ◆ 12:00 N – 1:00 pm Meeting with Faculty Representatives (10 - 12) with Lunch (*Celis 116*)
- ◆ 1:00 pm – 1:30 pm Meeting with Students (10 – 12) (*Celis 116*)



Tasks Ahead

- ◆ Design customized questionnaires for to address the charge questions
- ◆ Institutional Assessment Plan before October 2003
- ◆ Possibly conduct training workshops on assessment, and the development of assessment tools
- ◆ Self-Study Report
- ◆ Institutionalize the process



Required Support

- ◆ Reliable Budget
- ◆ Office Location
- ◆ Secretarial Support
- ◆ Deans - Identification of Committed Task Force Members



NEED HELP