



# Self-Study Preparation Visit to

**UPR**  
**HUMACAO**



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October 19, 2020

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# Poll 1

Tell me about  
yourself and why  
you are here...

Dígame sobre usted  
y por qué está  
asistiendo a esta  
sesión...



# Poll 2

Why does an institution need/want accreditation?

¿Por qué es que una institución de educación superior necesita/desea acreditación?




# Why Accreditation?

- Accreditation is “review of the quality of higher education institutions and programs. In the United States, accreditation is a major way that students, families, government officials, and the press know that an institution or program provides a quality education.”

Council for Higher Education Accreditation  
(CHEA)

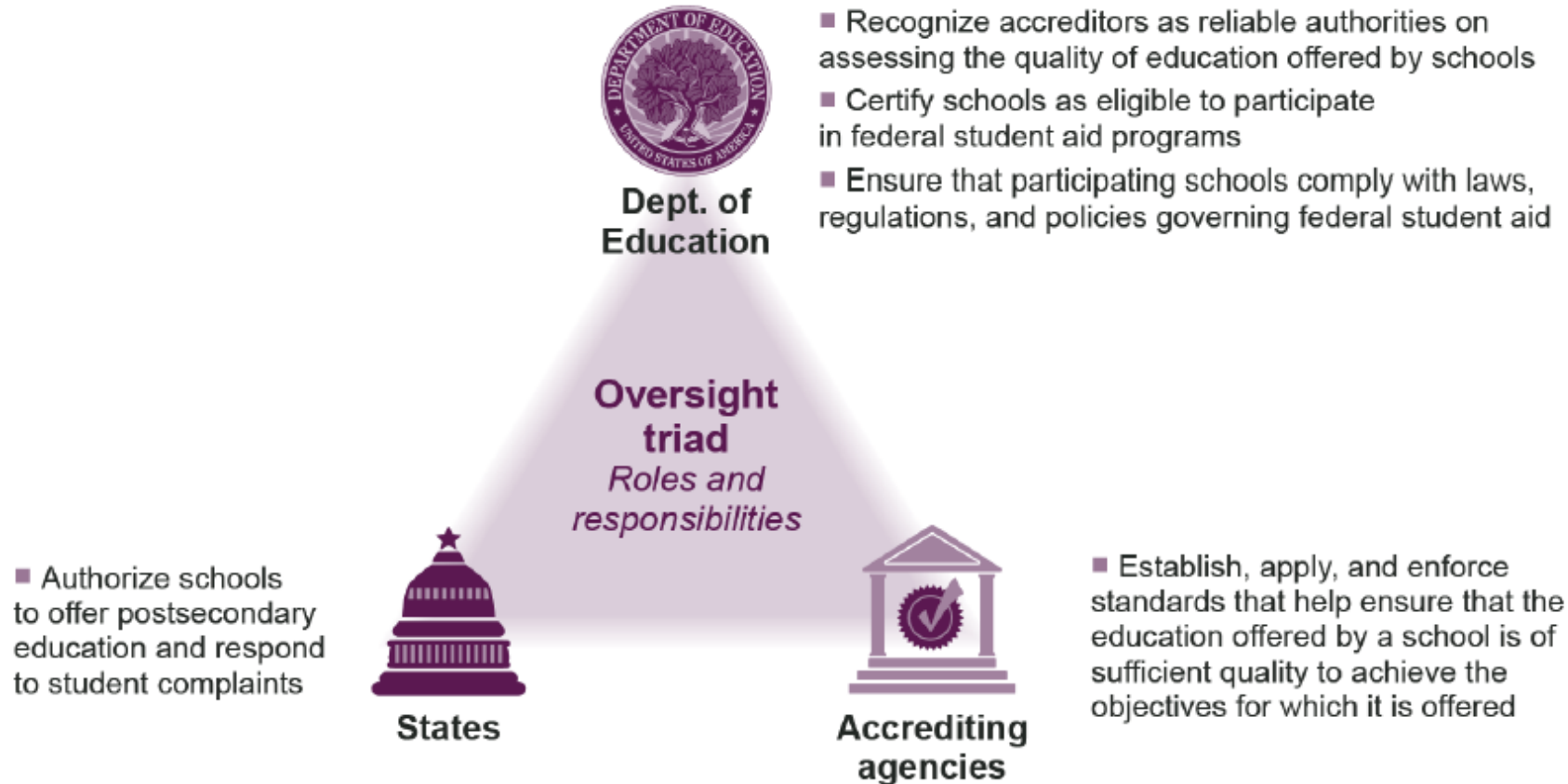


- 
- **Accreditation is intended to support these goals:**
    - strengthen and sustain higher education,
    - making it worthy of public confidence, and
    - minimizing the scope of external control.

**Accreditation demonstrates an institution's commitment to continuous self-assessment.**



# Roles and Responsibilities of the Members of the Regulatory Triad



Source: GAO analysis of relevant federal laws and regulations. | GAO-18-5

# Institutional Locations

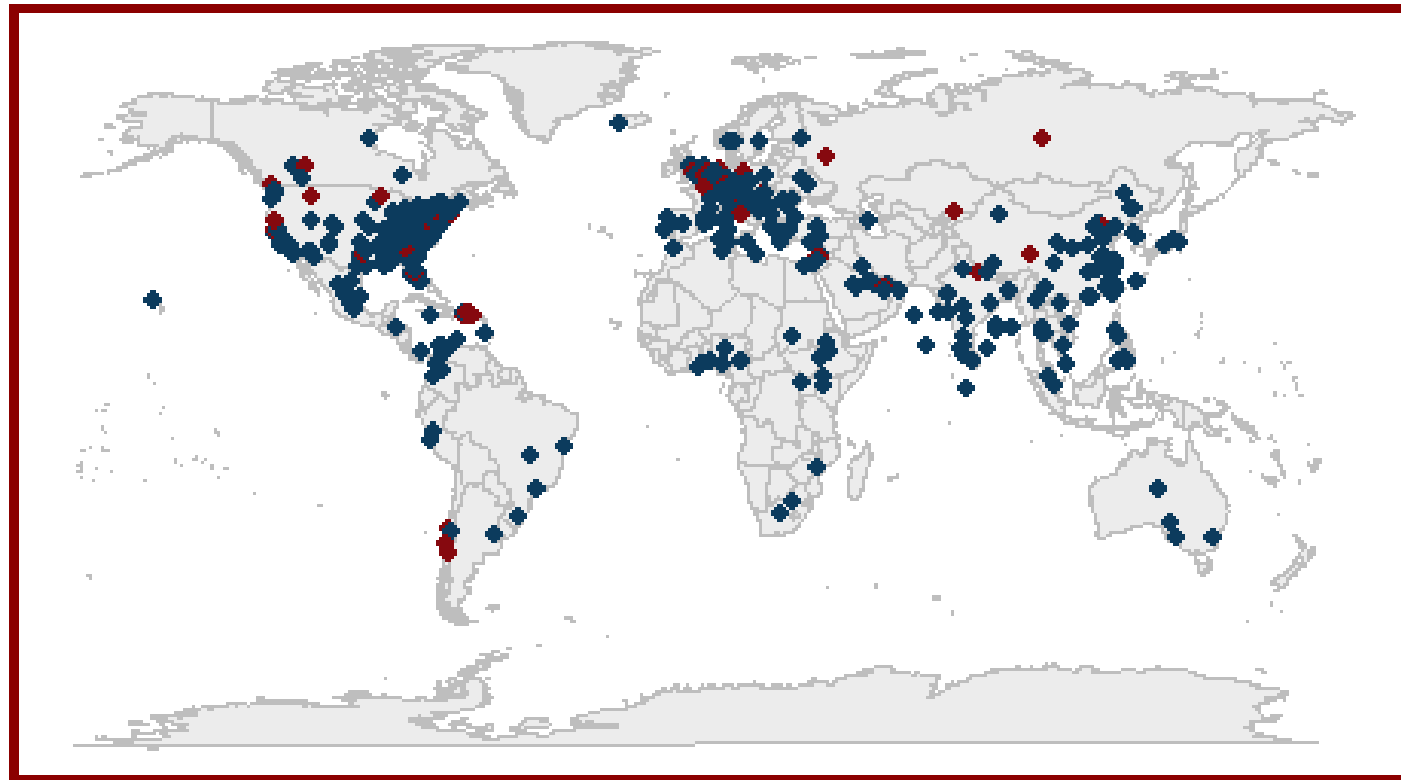
Middle States Commission on Higher Education





## Branch Campuses and Additional Locations

Middle States Commission on Higher Education



Type of Location    ◆ ADDITIONALLOCATION    ◆ BRANCHCAMPUS

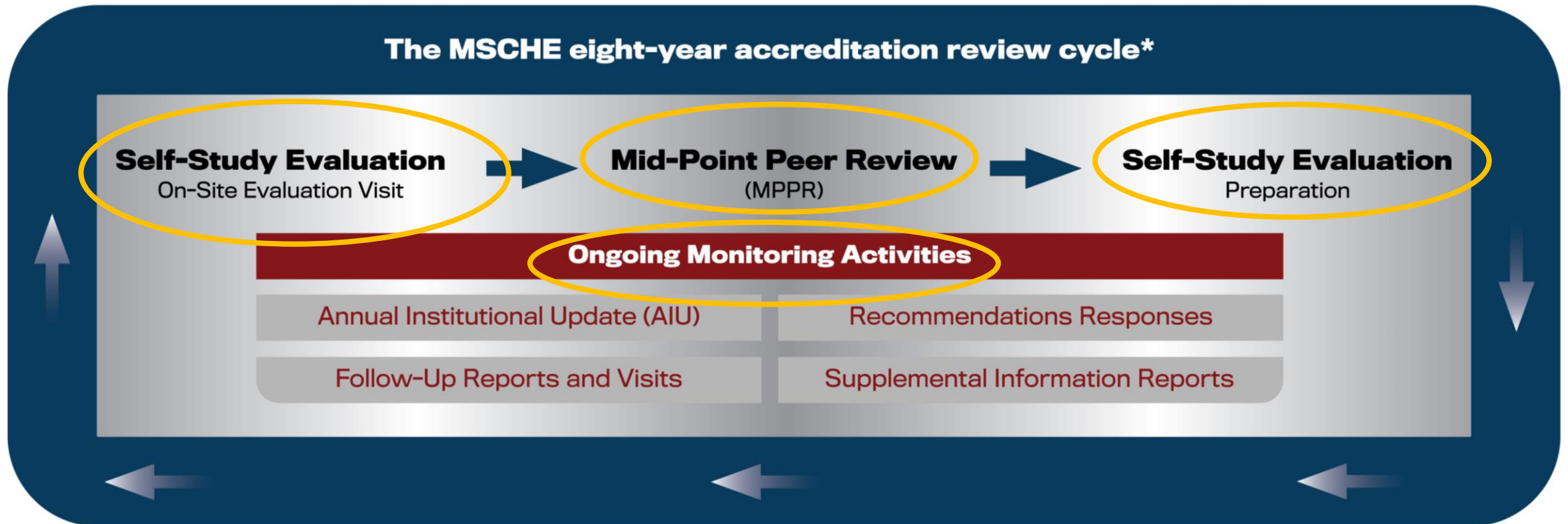
# Who is the Commission?



# MSCHE Mission

The Middle States Commission on Higher Education assures students and the public of the **educational quality** of higher education. The Commission's accreditation process ensures **institutional accountability, self-appraisal, improvement, and innovation** through **peer review** and the rigorous **application of standards** within the context of **institutional mission**.

# Accreditation Review Cycle and Monitoring For Institutions Seeking Reaffirmation



\*For a full description of the *Accreditation Review Cycle and Monitoring Policy and Procedures*, visit <https://go.msche.org/Accreditation-Review-Cycle-and-Monitoring>

# Multi- Level Analysis

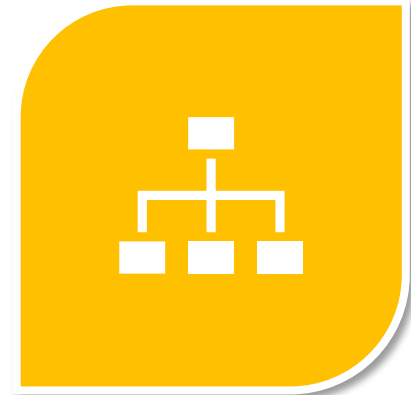
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**PEER EVALUATORS**



**COMMITTEE ON  
EVALUATION REPORTS**



**COMMISSION**

# MSCHE Accreditation



## **Standards for Accreditation and Requirements of Affiliation**

Change • Advocacy • Outcomes • Priorities • Rigor • Leadership • Trust • Evaluation • Fair • Success • Excellence • Consistent • Student • Self-Study • Institutions • Quality • Data • Self-Assessment • Accountability • Integrity • Change • Advocacy • Outcomes • Innovation • Mission • Higher Education • Students • Peer-Review • Priorities • Leadership • Equitable • Trust • Evaluation • Fair • Success • Excellence • Consistent • Improvement • Self-Study • Institutions • Quality • Data • Self-Assessment • Accountability • Integrity • Change • Advocacy • Outcomes • Innovation • Confidence • Mission • Higher Education • Students • Peer-Review • Leadership • Equitable • Trust • Evaluation • Fair • Success • Excellence • Standards • Improvement • Self-Study • Institutions • Quality • Self-Assessment • Accreditation • Accountability • Integrity • Change • Advocacy • Innovation • Diverse • Confidence • Mission • Higher Education • Peer-Review • Priorities • Rigor • Leadership • Equitable • Trust • Evaluation • Excellence • Consistent • Standards • Improvement • Self-Assessment • Accreditation • Accountability • Integrity • Data • Self-Assessment • Accreditation • Accountability • Integrity

**Standards for  
Accreditation**

**Requirements  
of Affiliation**

**Accreditation  
-Relevant  
Federal  
Regulations**

**Policy,  
Procedures,  
and  
Guidelines**

# Standards for Accreditation

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I. Mission and Goals

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II. Ethics and Integrity

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III. Design and Delivery of the Student Learning Experience

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IV. Support of the Student Experience

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V. Educational Effectiveness Assessment

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VI. Planning, Resources, and Institutional Improvement

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VII. Governance, Leadership, and Administration



# How Do We Internalize The Standards?

An accredited institution  
of higher education



has an appropriate **mission**  
(Standard I),



lives it with **integrity** (Standard II),



delivers an effective **student  
learning experience** (Standard III)  
and



supports the overall **student  
experience**, both inside and outside  
of the classroom (Standard IV).

An accredited institution  
of higher education



assesses its own **educational  
effectiveness** (Standard V),



uses **planning and resources to  
ensure institutional improvement**  
(Standard VI) and



is characterized by effective  
**governance, leadership, and  
administration** (Standard VII).

# Key Elements of the Standards

- Each standard is expressed in one or two sentences and is then followed by criteria.
- The criteria specify characteristics or qualities that encompass the Standard.



## Standard I

### Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

### Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. clearly defined mission and goals that:
  - a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;
  - b. address external as well as internal contexts and constituencies;
  - c. are approved and supported by the governing body;
  - d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes;
  - e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution;
  - f. are publicized and widely known by the institution's internal stakeholders;
  - g. are periodically evaluated;
2. institutional goals that are realistic, appropriate to higher education, and consistent with mission;
3. goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission; and
4. periodic assessment of mission and goals to ensure they are relevant and achievable.

# Requirements of Affiliation

1. Authorization to operate

2. Institution is operational, with students actively enrolled in degree programs

3. Has graduated at least one class before accreditation

4. Communicates with MSCHE in English

5. Compliance with government policies, regulations, and requirements

6. Compliance with applicable Commission, interregional, and interinstitutional policies

7. Mission statement and related goals

8. Systematic evaluation of all programs

9. Programs characterized by rigor, coherence, and assessment

10. Integrated institutional planning

11. Resources adequate to support educational purposes/programs and to ensure financial stability

12. Governance structure responsible for quality and integrity and accomplishment of mission

13. Governing body adherence to a conflict of interest policy

14. Governance and accurate institutional information

15. Core of faculty and/or other appropriate professionals



## STANDARDS

### REQUIREMENTS OF AFFILIATION

#### STANDARD I

#### STANDARD II

#### STANDARD III

#### STANDARD IV

#### STANDARD V

#### STANDARD VI

#### STANDARD VII

## STANDARDS

### Standards for Accreditation and Requirements of Affiliation

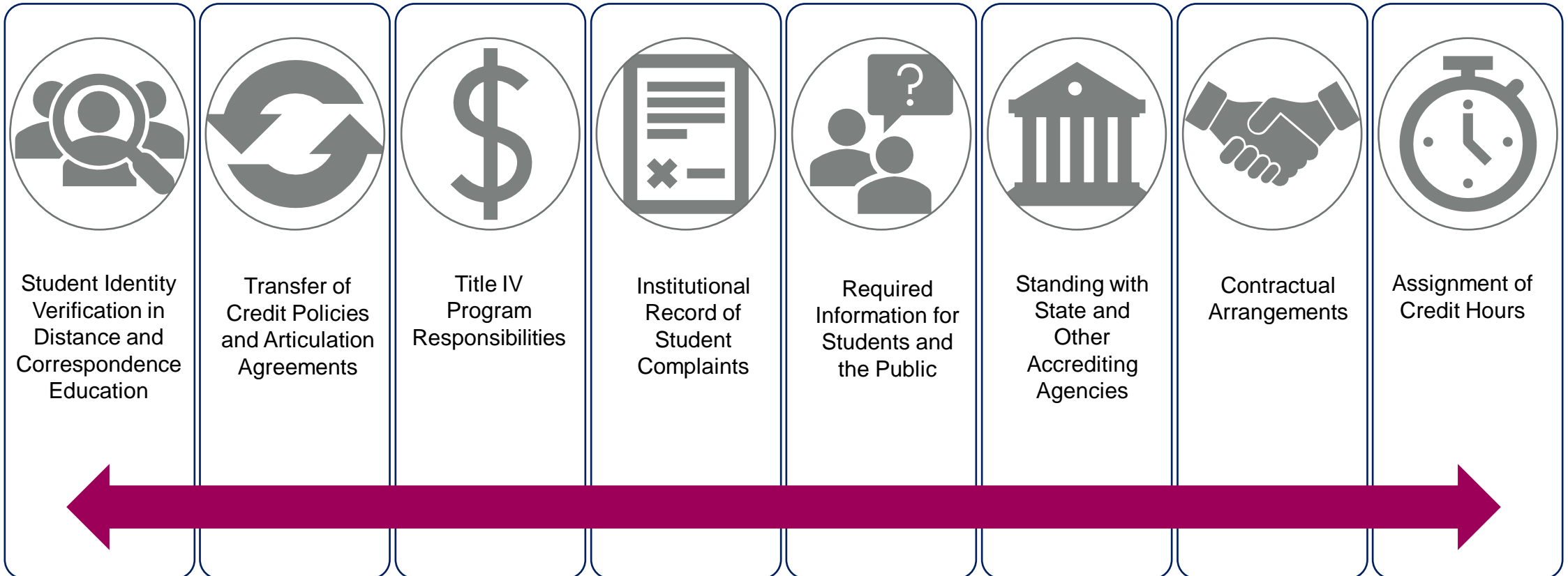
An institution of higher education is a community dedicated to students, to the pursuit and dissemination of knowledge, to the study and clarification of values, and to the advancement of the society it serves.

The Middle States Commission on Higher Education (MSCHE), through accreditation, mandates that its member institutions meet rigorous and comprehensive standards, which are addressed in the context of the mission of each institution and within the culture of ethical practices and institutional integrity expected of accredited institutions. In meeting the quality standards of MSCHE accreditation, institutions earn accredited status, and this permits them to state with confidence: "Our students are well-served; society is well-served."



Download the [Standards for Accreditation and Requirements of Affiliation](#).

# 8 Areas: Compliance with Federal Regulation



<http://www.msche.org/wp-content/uploads/2018/08/2018VerificationofCompliance.pdf>

# MSCHE Policies, Procedures, and Guidelines

- Policies
- Procedures
- Guidelines
- Templates



<https://www.msche.org/policies-guidelines/>

<https://www.msche.org/resources/>



# Self-Study Process

## Steering Committee and Working Groups



Engage in a meaningful Self-Study process, focusing on mission and related strategic goals and priorities.



Address the Commission's *Standards for Accreditation and Requirements of Affiliation*.

Oversee the completion of the Self-Study Report.



Coordinate the process in 2.5 years.







La Universidad de Puerto Rico en Humacao, como la principal institución de educación superior del área este de Puerto Rico: Establece al estudiantado como el eje central de la actividad universitaria, por esta razón dirige sus esfuerzos de docencia, investigación y servicios hacia el desarrollo ético, cultural, estético, humanista, tecnológico e intelectual del estudiante; además, contribuye a la formación de ciudadanos con conocimientos y valores integrados que propician el fortalecimiento de la democracia participativa, sustentabilidad ecológica, justicia y equidad en la región oriental, Puerto Rico y el Caribe.



**1. Innovation/Innovación:**  
Planning for a technological future and integrated globalization

**2. Sustainability/Sostenibilidad:**  
Striving toward maintaining economic and academic institutional autonomy as we progress into the future

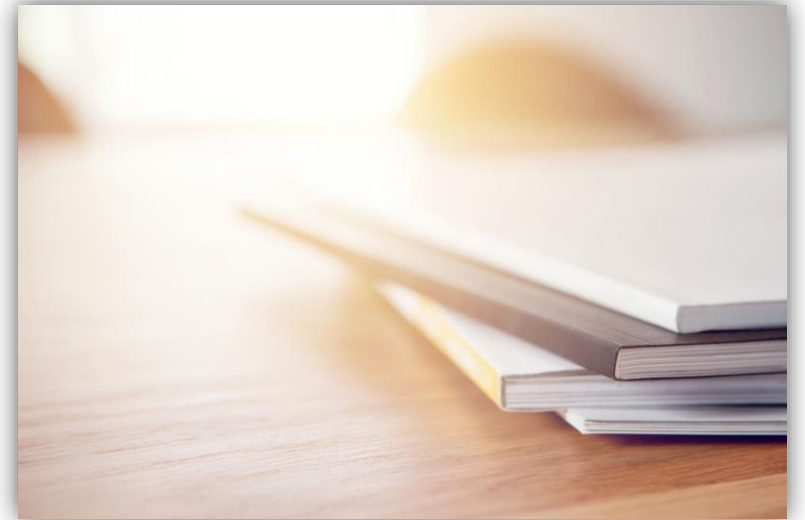
**3. Service/Servicio:** Benefitting our community in a way that is ethically responsible and meaningful

- I. Mission and Goals
- II. Ethics and Integrity
- III. Design and Delivery of the Student Learning Experience
- IV. Support of the Student Experience
- V. Educational Effectiveness assessment
- VI. Planning, Resources, and Institutional Improvement
- VII. Governance, Leadership, and Administration



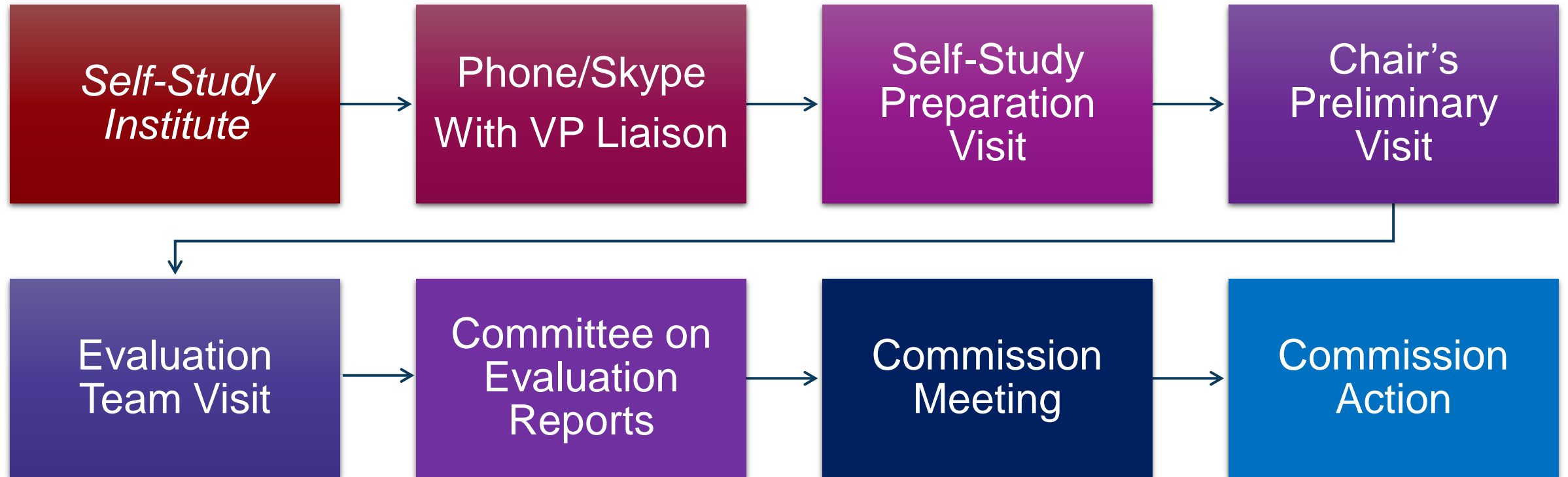
# Your self-study should document:

- Systematic evidence vs. assertions, anecdotes, and future plans
- Evidence of consistency across operations and academic offerings
- Evidence of current and sustainable compliance
- Implemented processes and results
- Structures to ensure sustainability



# Self-Study Process

## 24-30 months



# Types of Findings

**Significant  
Accomplishments,  
Significant Progress  
or  
Exemplary/Innovative  
Practices**

**Collegial Advice**

**Recommendations**

**Requirements**



# Possible Commission Actions

Reaffirmation of Accreditation

Reaffirmation with Follow-up

Non-Compliance

- **Warning / Probation / Show Cause**
- Monitoring Report / Follow-up team visit
- Time limit – 3-5 years



# We are all MSCHE



# How can you get involved?

# Resources at MSCHE

***Vice President Liaison – Dr. Idna Corbett***  
***[icorbett@msche.org](mailto:icorbett@msche.org)***

Your Self-Study Leadership Team  
Other Commission Staff  
Your Team Chair

The MSCHE  
website:  
**[www.msche.org](http://www.msche.org)**



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