Self-Study Preparation Visit to

UPR

HUMACAO

Dr. Idna M Corbett, MSCHE Vice President, Institutional Field Relations

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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

Dept. of Education
- Recognize accreditors as reliable authorities on assessing the quality of education offered by schools
- Certify schools as eligible to participate in federal student aid programs
- Ensure that participating schools comply with laws, regulations, and policies governing federal student aid

Oversight triad
Roles and responsibilities

States
- Authorize schools to offer postsecondary education and respond to student complaints

Accrediting agencies
- Establish, apply, and enforce standards that help ensure that the education offered by a school is of sufficient quality to achieve the objectives for which it is offered

Source: GAO analysis of relevant federal laws and regulations. | GAO-18-5
Institutional Locations
Middle States Commission on Higher Education
Who is the Commission?

Member institutions
Commissioners
Peer evaluators
Staff
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

The MSCHE eight-year accreditation review cycle*

Self-Study Evaluation
On-Site Evaluation Visit

Mid-Point Peer Review
(MPPR)

Self-Study Evaluation
Preparation

Ongoing Monitoring Activities

Annual Institutional Update (AIU)

Follow-Up Reports and Visits

Recommendations Responses

Supplemental Information Reports

*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

PEER EVALUATORS

COMMITTEE ON EVALUATION REPORTS

COMMISSION
MSCHE Accreditation
Standards for Accreditation

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
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.

https://www.msche.org/standards/
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

https://www.msche.org/standards/#requirements
STANDARDS

Requirements of Affiliation

Standard I

Standard II

Standard III

Standard IV

Standard V

Standard VI

Standard VII

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

- Student Identity Verification in Distance and Correspondence Education
- Transfer of Credit Policies and Articulation Agreements
- Title IV Program Responsibilities
- Institutional Record of Student Complaints
- Required Information for Students and the Public
- Standing with State and Other Accrediting Agencies
- Contractual Arrangements
- Assignment of Credit Hours

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

Self-Study Institute

Phone/Skype With VP Liaison

Self-Study Preparation Visit

Chair’s Preliminary Visit

Evaluation Team Visit

Committee on Evaluation Reports

Commission Meeting

Commission Action
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

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

The MSCHE website:
www.msche.org