Proceso de Autoestudio: Presentación al Senado Académico

Universidad de Puerto Rico
Recinto de Río Piedras
Decanato de Asuntos Académicos

marzo 2014
BORRADOR

El **Autoestudio** es un proceso que asegura que la institución cumple con su misión y tiene los siguientes elementos:

- Metas apropiadas y bien definidas
- Un sistema de procesos enmarcados en la misión
- Un proceso para evaluar los resultados de efectividad institucional y el aprendizaje estudiantil

Propósitos del Autoestudio

- Estimular la autocomprensión y superación del recinto con una mirada analítica
- Identificar problemas y proponer soluciones para el mejoramiento de la institución
- Identificar oportunidades para crecimiento y desarrollo
- Asegurar que se atienden los estándares MSCHE
- Completar un proceso de diálogo amplio con la comunidad universitaria

CHARACTERISTICS *of*

EXCELLENCE

in HIGHER EDUCATION

REQUIREMENTS OF AFFILIATION AND STANDARDS FOR ACCREDITATION

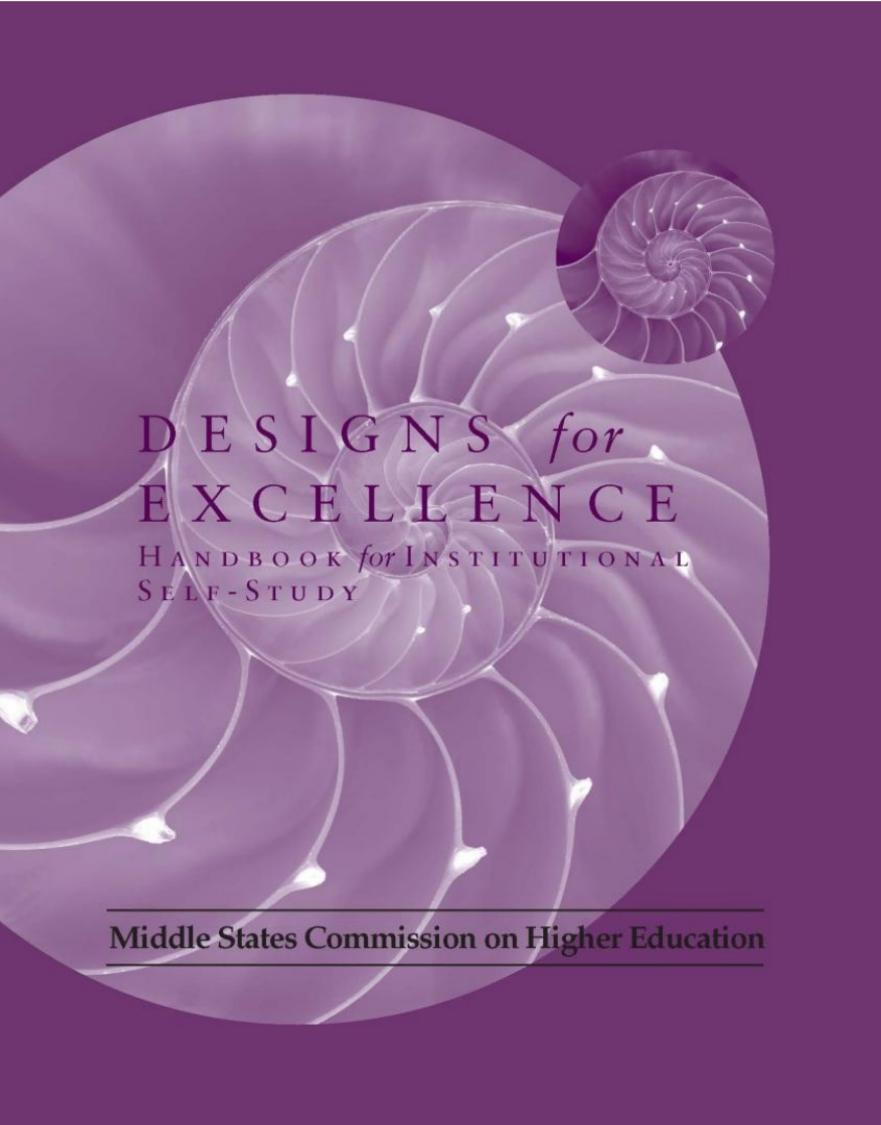Middle States Commission on Higher Education

Objetivo de la presentación

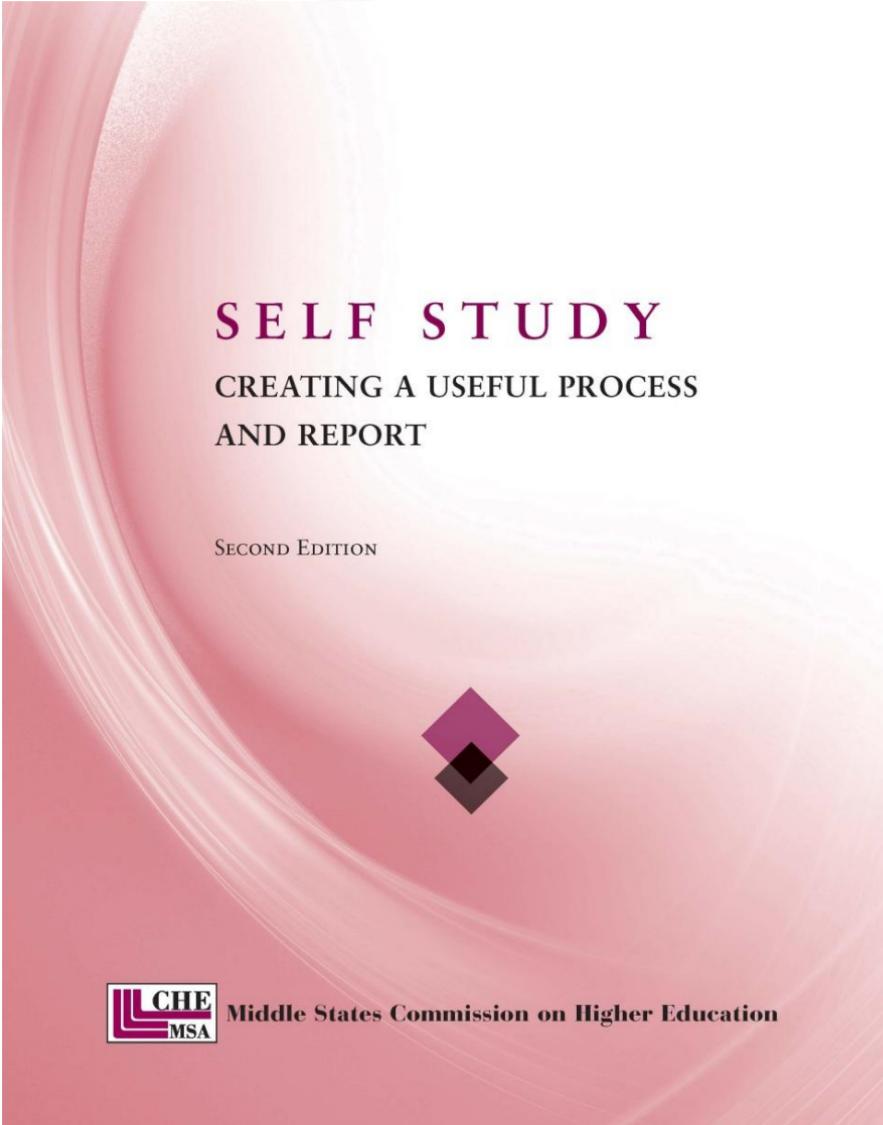Presentar información sobre el Proceso de Autoestudio de la MSCHE en el RRP

...Veamos primero lo que MSCHE recomienda

DESIGNS *for* EXCELLENCE

HANDBOOK *for* INSTITUTIONAL SELF-STUDY

Middle States Commission on Higher Education

SELF STUDY

CREATING A USEFUL PROCESS AND REPORT

SECOND EDITION

Middle States Commission on Higher Education

MSCHE: Overview of the Self-Study and Peer-Review Process

Design for Self-Study

The institution prepares the design for its self-study process.

Approval and Visit

Commission staff liaison visits the institution and approves the institution's design.

(Nota: El Dr. Guerrero visitará RRP el 9 abril, 2014)

The Self-Study

The institution examines its own programs and services.

Peer Review

Volunteer peer educators (visiting teams and the Commission) evaluate the institution in the context of its self-study and the standards for accreditation.

Possible Follow-up

The Commission may require the institution to complete follow-up activities.

MSCHE: The Evolving Self-Study Report

Institution's Steering Committee organizes the self-study process

Working groups study the programs and services included in the self-study design, existing or new data, and evaluative reports.

Group 1	Group 2	Group 3	Group 4	Group Etc.
R	R	R	R	R
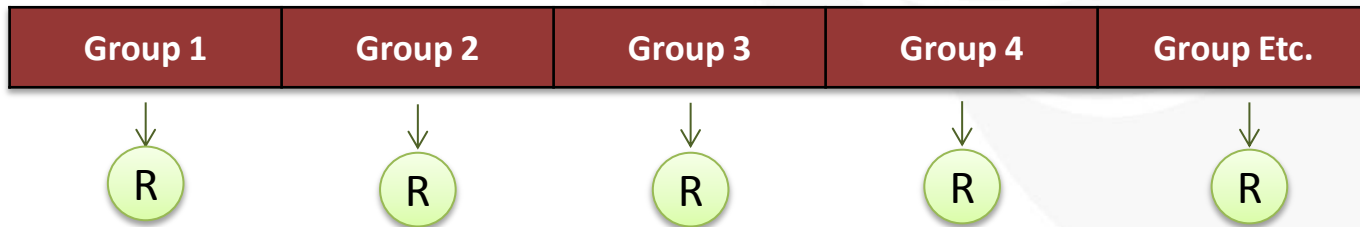
Steering Committee develops draft report from reports by working groups

Campus-wide discussion by various constituencies

Steering Committee prepares the final self-study report

Institution disseminates the final report

Ejemplo de diseño autoestudio MSCHE:
The Comprehensive Report
All standards in Characteristics of Excellence

Institutional Context

1. Mission and Goals
2. Planning, Resource Allocation, and Institutional Renewal
3. Institutional Resources
4. Leadership and Governances
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

Ejemplo de diseño autoestudio MSCHE:
The Comprehensive Report
Reordering Standards to Reflect an Institution

Mission, Goals, and Integrity

Standard 1, Mission and Goal

Standard 6, Integrity

Planning. Resources, and Institutional Renewal

Standard 2, Planning, Resource Allocation, and Institutional Renewal

Standard 3, Institutional Resources

Leadership, Governance, and Administration

Standard 4, Leadership and Governance

Standard 5, Administration

Student Admissions and Support Services

Standard 8, Student Admissions and Retention

Standard 9, Student Support Services

Faculty

Standard 10, Faculty

Educational Offering

Standard 11, Educational Offerings

General Education and Related Educational Activities

Standard 12, General Education

Standard 13, Related Education Activities

Institutional Assessment and Student Learning Assessment

Standard 7, Institutional Assessment

Standard 14, Assessment of Student Learning

Diseño de Autoestudio del RRP

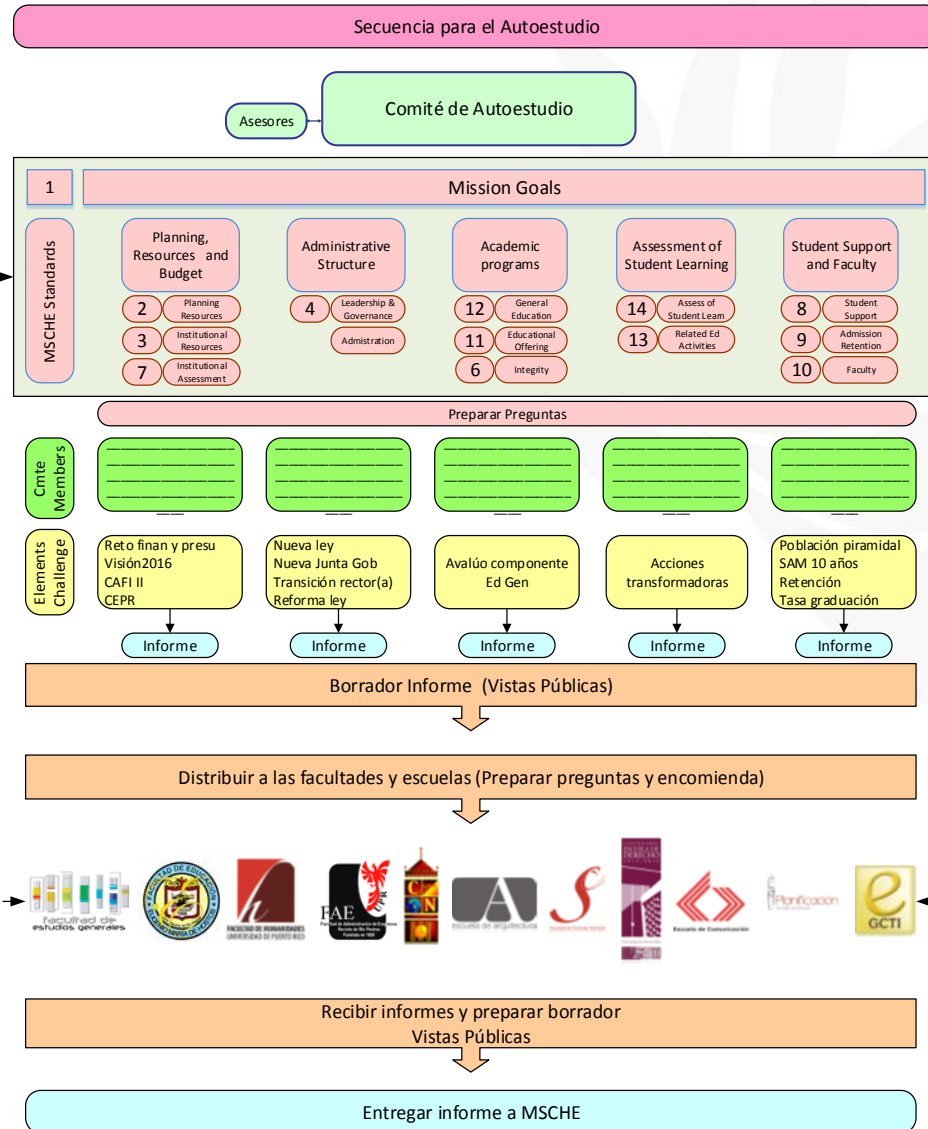# The Comprehensive Report Reordering Standards

Acciones

- Se nombró **Comité Timón de Autoestudio**
  - **Dra. Celeste E. Freytes González, Coordinadora, Facultad de Educación**
  - **Dra. Aracelis Rodríguez Delgado-Facultad de Humanidades**
  - **Dra. Nadjah Ríos Villarini-Facultad de Estudios Generales**
  - **Dra. María García Padilla-Facultad de Educación**
  - **Dr. Juan C. Alicea Rivera-Decano Asociado Interino, Facultad de Administración de Empresas**
  - **Sr. Juan C. Silén, Representante Estudiantil, CGE**
  - **Sr. Germán Lagares, Representante HEEND**
- Comité recomendó diseño de Autoestudio a la decana académica y a la rectora
- Rectora presentó el diseño a MSCHE, en nuestro caso, el Dr. Tito Guerrero
- Endoso de MSCHE al diseño de Autoestudio

Encomiendas
Comité Timón de Autoestudio

- Planificar proceso de Autoestudio

- Preparar calendario de trabajo

- Discutir y recomendar fecha de visita de MSCHE

- Monitorear y apoyar los trabajos de los comités

- Recomendar los contenidos a incluir o estudiar

- Asegurar proceso de Autoestudio

- Asegurar que Autoestudio se complete

Secuencia para el Autoestudio

Comité de Autoestudio

Asesores

| 1 | Mission Goals |

MSCHE Standards

Planning, Resources and Budget
- 2 Planning Resources
- 3 Institutional Resources
- 7 Institutional Assessment

Administrative Structure
- 4 Leadership & Governance
- Administration

Academic programs
- 12 General Education
- 11 Educational Offering
- 6 Integrity

Assessment of Student Learning
- 14 Assess of Student Learn
- 13 Related Ed Activities

Student Support and Faculty
- 8 Student Support
- 9 Admission Retention
- 10 Faculty

Preparar Preguntas

Cmte Members

Elements Challenge

| Reto finan y presu Visión2016 CAFI II CEPR | Nueva ley Nueva Junta Gob Transición rector(a) Reforma ley | Avalúo componente Ed Gen | Acciones transformadoras | Población piramidal SAM 10 años Retención Tasa graduación |

Informe · Informe · Informe · Informe · Informe

Borrador Informe (Vistas Públicas)

Distribuir a las facultades y escuelas (Preparar preguntas y encomienda)

**Recibir informes y preparar borrador
Vistas Públicas**

Entregar informe a MSCHE

14

ASESORES

1	Mission Goals

Planning, Resources and Budget	Administrative Structure	Academic Programs	Assessment of Student Learning	Student Support and Faculty
2 Planning Resources	4 Leadership Governance	12 General Education	14 Assessment Student Learning	9 Student Support
3 Institutional Resources	5 Administration	11 Educational Offering	13 Related Educational Activities	8 Student Admission Retention
7 Institutional Assessment		6 Integrity		10 Faculty

Preparar preguntas

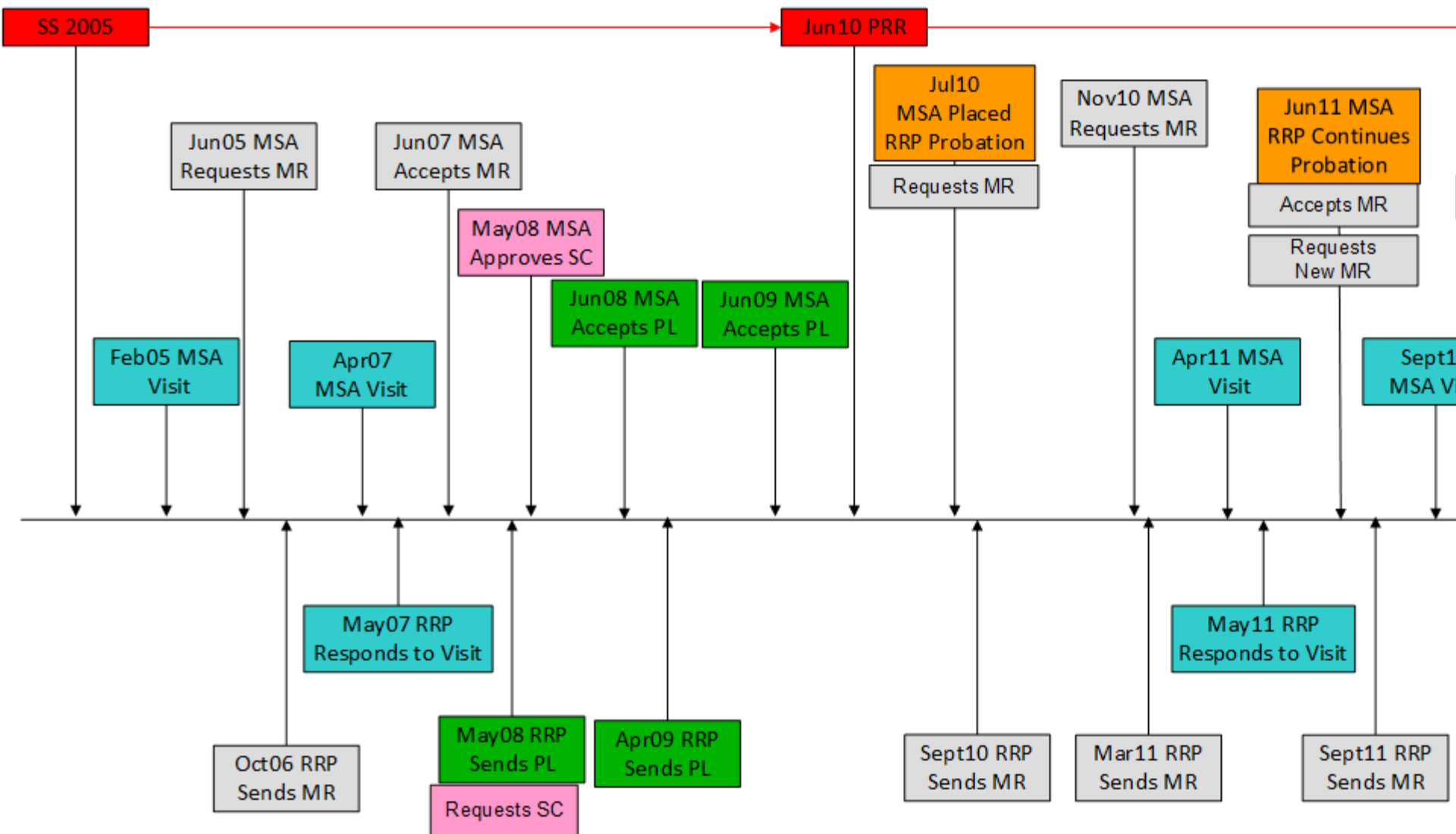| Reto financiero Reto presupuesto Visión 2016 CAFI II	Nueva ley Nueva Junta Gobierno Transición rector(a) Iniciativa reforma ley	Avalúo componente Ed Gen	Acciones transformadoras	Población piramidal SAM 10 años Retención Tasa graduación
Carmen Concepción Rodz-EP Annette De León Loza-OPEP Noel Motta Cruz -CINA Zulyn Rodríguez Reyes-OPEP Rosa Marta Alers -OPEP Waldemiro Vélez Cardo-FEG Andrea Iguina-CGE	Aurora Lauzardo Ugar.-DEGI José J. Cao Alvira-EGAE Jorge Santiago Pintor-COPU Richard Blanco-Peck-EGAP Christopher Torres-CGE Walter Alomar, Derecho	Clarissa Cruz Lugo-FEG Don Walicek Lindley-FEG Erika Morales-CGE Migdalisel Colón Berlin-CINA Noemí Cintrón Carras, CINA Javier Isado Vigil, Arq	Nadia Cordero-CINA Julio Rodríguez Torres-EDUC Wanda Velázquez Ros-FAE Vanessa Irizarry Muñoz-FEG María Ojeda O'Neill-EDUC John Ramírez Leiton-OAAE Carmen H. Rivera Vega-DEGI Karla Sanabria Véaz-CGE	José Rodríguez Vicenti-DEGI Mayra Chárriez Cordero-DE Sunny Cabrera Salce-HUMA Marissa Medina Piña-DCODE CruzValentín -Admisiones Mirelsa González-HUMA Marcos Verdejo- CGE

Alternos CGE: Marta Concepción y Roberto Lefranc

26/03/2014

RRP: Contenidos a considerar

- **Estándares** Características de Excelencia MSCHE
- Trayectoria de informes y comunicaciones con **MSCHE** durante los pasados **10 años**
- **Elementos esenciales y retos RRP**. Por ejemplo:
  - Nueva ley; estructura de Junta de Gobierno
  - Proceso de transición administrativo
  - Informes de monitoreo más recientes de MSCHE
  - Asunto de presupuesto y estados financieros
  - Proceso paralelo de renovación licencia CEPR
- **Datos** e información **especializada** (Ej. Tendencia de solicitantes, admitidos y matriculados). Investigaciones
- **Preguntas** que desarrollen los grupos de trabajo, tomando como base recomendaciones de MSCHE

Timeline MSA & RRP During the Past 10 Years

SS 2005

Jun10 PRR

Jul10 MSA Placed RRP Probation — Requests MR

Nov10 MSA Requests MR

Jun11 MSA RRP Continues Probation — Accepts MR — Requests New MR

Jun05 MSA Requests MR

Jun07 MSA Accepts MR

May08 MSA Approves SC

Jun08 MSA Accepts PL

Jun09 MSA Accepts PL

Feb05 MSA Visit

Apr07 MSA Visit

Apr11 MSA Visit

Sept1... MSA V...

May07 RRP Responds to Visit

May11 RRP Responds to Visit

Oct06 RRP Sends MR

May08 RRP Sends PL — Requests SC

Apr09 RRP Sends PL

Sept10 RRP Sends MR

Mar11 RRP Sends MR

Sept11 RRP Sends MR

MR	Monitoring Report
PL	Progress letter
SIR	Supplemental Information Report
SC	Substantive change

Narrative Timeline MSCHE & RRP: 10 years

RRP Self-Study January 14, 2005
Action: RRP sends SS to MSCHE
Recommendations for each section:

I.   Overview

II. Mission, Goals and Objectives
1. Systematize a planning and assessment process that is able to assign priorities, incorporate indicators of performance, and evaluate success in the attainment of objectives.
2. Set up a budget preparation procedure that more systematically takes into account the assessment and planning outcomes in the light of new priorities.
3. Maintain a close coordination and communication between the Campus management and the colleges with respect to the elements and procedures of institutional planning.
4. Continue to evaluate planning processes and outcomes for technological and other resources, and the search for external funds.
5. Begin implementation of the technology **plan,** and work on implementing the distance education policy, as well as improve administrative processes.
6. Add assessment to service-provision and budget and procedures.
7. Complete, within a short time, the review and revision of the PLEA aligned to a new strategic action plan.

Timeline MSCHE 10 años
Acercamiento histórico

- Se preparó visual que identifica todas las acciones entre RRP y MSCHE- 10 años

- Se preparó un narrativo de la secuencia de eventos

- Se identificarán los temas recurrentes

- Se discutirá la información con cada grupo de trabajo

- **Importante: El RRP está en "compliance"**

Calendario propuesto

University of Puerto Rico
Río Piedras Campus
Dean of Academic Affairs
Río Piedras Campus

CALENDARIO SUGERIDO DE AUTOESTUDIO 2014-2015

CALENDARIO	ACTIVIDADES
2014	
febrero	. Designación CAE . Designación grupos de trabajo . Preparar diseño de AE . Organizar e identificar contenido

marzo	. Endoso de diseño-MSCHE
	. Reunión CAE con comités
	. Reunión individual CEFG con comités
	  · Discutir preguntas
	. Reunión individual CAE con comités
	  · Discutir preguntas
	. Informar a la comunidad universitaria

abril-junio	. Sesiones de trabajo de CAE . Sesión de trabajo de comités . Preparar preguntas y contenido . Identificar y preparar datos . Compartir con Vicepresidencia de Asuntos Académicos estatus del proceso . Considerar nombrar comité de exalumnos . Preparar informe de transición
julio	. Revisar informes de cada comité
agosto-septiembre	. Preparar primer borrador . Organizar calendarios de vistas públicas . Redactar informe "final"

MSCHE

Preguntas para iniciar la discusión

Standard 1: Mission and Goals

How are the major themes of the mission reflected in the institution's goals? If the mission calls for students to acquire an appreciation of certain values, for example, what activities exist to achieve this? [Compliance/Relevant Institutional Issues]

How are the institution's operations consistent with its mission and goals? If a small college with a liberal arts mission is opening many branches abroad, is this consistent with its mission to provide individual attention in a small institution? [Compliance/Relevant Institutional Issues]

How does the institution determine whether it is achieving each aspect of its mission? For example, how effectively do stated purposes of scholarship and teaching guide all levels of planning? [Assessment]

If the institution's mission is not adequately guiding its activities, how could the institution's constituencies be involved in re-thinking the mission and/or redirecting activities inconsistent with it? [Improvement]

Is the institution admitting the types of students targeted in its mission? [Relationship to Other Standards]

Standard 2: Planning, Resources Allocation, and Institutional Renewal

To what extent is the conceptual and procedural relationship between the institution's strategic plan and the budget development process (both operational and capital) well understood and effectively implemented? In what ways do planning and resource allocation processes provide evidence of a commitment to institutional renewal? [Compliance]

What prompted recent significant initiatives and changes in the institution's program, services, and activities? How effectively did the institution's strategic plans guide those initiatives and changes? [Relevant Institutional Issues]

How and why have institutional planning processes changed over the past five years? Have those process changes achieved the desired impact? [Assessment]

What issues should the institution be planning for? How will an integrated system of planning and resource allocation help address those issues? [Improvement]

Are the suggestions for improvement under other standards included in the institutional or strategic plan? [Relationship to Other Standards]

Standard 3: Institutional Resources

What steps have been taken to evaluate how effectively resources are allocated and expended? What specific changes have been implemented and with what results? [Assessment]

Are there specific examples of resources that may be available but are not particularly accessible? How does the lack of accessibility affect the institution's ability to fulfill its mission and facilitate the achievement of stated student learning outcomes? [Compliance]

In what areas, and in what ways in those areas, are insufficient or inefficiently-used resources affecting the institution's ability to achieve its mission and goals? [Relevant Institutional Issues]

How do the institution's resources and uses of resources compare with those of its peers? Are there appropriate reasons for any significant differences? [Assessment]

What are the most significant challenges facing the institution relative to human resources, technology resources, and physical plant resources over the next five years?

What is the process by which these challenges have been or will be identified? What is the process by which specific and comprehensive plans for addressing these challenges are being formulated within the context of overall institutional planning? [Improvement]

Are there sufficient resources to fund suggestions for improvement in other areas? [Relationship to Other Standards]

Standard 4: Leadership and Governance

To what extent are the distinct role and responsibilities of each constituent group within arenas of shared governance understood and accepted by those involved?

To what extent are existing structures utilized for decision-making, and to what extent are structures circumvented? [Compliance]

How have the institution's for-profit ventures been structured and managed so as to avoid possible conflict of interest among participating administrators, faculty, or board members? [Relevant Institutional Issues]

In what ways and for what reasons have the institution's governance systems changed over the past five years? What has been the impact of these changes? [Assessment]

What might improve institutional governance? [Improvement]

If appropriate to the institution, is the Board effective in raising resources? [Relationship to Other Standards]

Standard 5: Administration

How effective are current processes to review and improve administrative operations?[Compliance/Assessment]

In what ways and for what reasons have staffing patterns and reporting lines been changed within the past five years? How appropriate were those changes? [Relevant Institutional Issue]

What has been the impact of the recent administrative reorganization? [Assessment]

When was the most recent review of the effectiveness of administrative structures undertaken? What were the findings? What actions were taken in response to the findings? How effective were those actions? [Assessment]

How can we assure that administrative structures are facilitating learning? [Improvement]

Are student services adequately staffed? [Relationship to Other Standards]

Standard 6: Integrity

How consistently does the institution follow through on its stated policies in communicating with students, faculty and staff, and students? [Compliance]

What evidence is there that the institution adheres to principles of academic freedom? When there have been challenges to academic freedom principles, how has the institution responded? What has been the outcome or resolution? [Compliance]

How are the needs of all the constituencies of the institution considered in terms of curricular improvement? [Relevant Institutional Issues]

What patterns, if any, are evident within student grievances over the past three years? What steps, if any, has the institution taken in response to these patterns? [Relevant Institutional Issues/Assessment]

What patterns, if any, are evident within faculty or staff grievances over the past three years? What steps, if any, has the institution taken in response to these patterns? [Relevant Institutional Issues/Assessment]

How effective is the institution's mechanism for handling complaints from outside the institution? [Assessment/Improvement]

How does the educational program address plagiarism? [Relationship to Other Standards]

Standard 7: Institutional Assessment

How adequate is campus support for institutional assessment, including communication of campus expectations for assessment work; policies and governance structures to facilitate assessment; administrative, technical, and financial support; and professional development opportunities and resources? [Compliance]

How well do faculty, academic, and institutional leaders understand what institutional assessment is and why it is important? [Relevant Institutional Issues]

How well does institutional-level documentation of assessment policies, structures, plans, methods, results, and use of results demonstrate coherence among assessment efforts? (This documentation is referred to in Commission materials as an "assessment plan.") [Assessment]

Does the assessment of institutional effectiveness incorporate results from student learning outcomes assessments as well as assessment of results in other areas, as noted in the standards? Are these related to areas of emphasis in the institution's plan(s) and the established priorities for resource allocation and budgeting? [Relationship to Other Standards]

Standard 8: Student Admissions and Retention

Are retention goals consistent with long term strategic and financial plans? Does the strategic plan provide for improvement of admissions services? [Compliance]

If the institution is not meeting its admissions goals, are the goals sufficiently clear, realistic, and consistent with the institution's mission? Has the institution analyzed its recruiting materials and processes so that they are co-ordinated and geared towards its goals? Has it interviewed accepted students who do not attend? Transfer students? Does data analysis disclose trends? Is the external environment changing? [Relevant Institutional Issues]

Is the institution successful in providing financial assistance to students? How would such success be measured? How is this success assessed in terms of how student learning outcomes are correlated to the financial need of the student? [Compliance/Assessment]

Do comparisons of the institution's retention and graduation rates to similar schools, aspirant institutions, and national averages indicate that the institution is performing effectively? If not, what should be done? [Assessment]

How are lessons learned from retention studies used to improve academic and student support programs? [Assessment]

What are the criteria for assessing whether periodic review of admissions policies is effective? Are changes in the process needed? [Assessment]

What do demographic trends suggest will be the future of the institution's student base? How is the institution positioning itself to handle any anticipated demographic changes? What else should it consider doing? [Improvement]

Are enrollment projections sufficiently realistic to support the institution's financial projections? [Relationship to Other Standards]

Standard 9: Student Support Services

How effective, well understood, and consistently implemented are the institution's procedures and policies relative to the privacy of student information? [Compliance]

How does the institution provide support to enrolled students who are identified as being "at risk"? How effective are these support services. [Compliance]

What type of personal and social development does the institution seek to foster? How effective are programs and services designed to support this development? [Relevant Institutional Issues/Assessment]

When was the most recent review of student support services for off-site and distance learning students? What were the findings? What actions were taken in response? [Relevant Institutional Issues/Assessment]

What changes in the provision of student support services have been implemented over the past five years? What evidence is there that such changes (addition, expansion, elimination) were based on appropriate assessment results? To what extent do such changes demonstrate an institutional commitment to student success and the achievement of student learning outcomes? How effective were the changes? [Assessment]

Which services should be improved, added, expanded, or eliminated? How should changes be implemented? [Improvement]

Are inadequate services preventing the institution from achieving its student learning goals? [Relationship to Other Standards]

Standard 10: Faculty

How are faculty involved in academic program development, assessment, and improvement? If the methods or mechanisms for involvement have changed over the past five years, what has been the impact of these changes? [Compliance]

Are faculty development opportunities equitably distributed? If not, why not? Has the level of institutional support increased, decreased, or remained stable over time? What has been the impact? [Compliance/Assessment]

How does the institution know that its policies and practices actually enable it to recruit, develop and retain faculty who support the teacher/scholar model? How does its success in doing that compare to peer institutions? [Compliance/Assessment]

Are there differences across departments in the criteria for faculty appointment, tenure, and promotion? Identify and evaluate the basis for such differences. [Relevant Institutional Issues]

What impact has the introduction of graduate programs had on faculty resources, workload, morale, and collegiality? [Relevant Institutional Issues]

How has the utilization of part-time and adjunct faculty changed over the past five years? What has been the impact on student learning and success? [Assessment]

How are graduate students incorporated into the instructional process for undergraduates? [Assessment]

How will the institution plan for the retirement of a large percentage of the faculty within a short time period? [Relevant Institutional Issues/Improvement]

How should expenditures for faculty development be prioritized? [Improvement]

How do faculty issues affect student learning? [Relationship to Other Standards]

Standard 11: Educational Offerings

How well communicated and how easily accessible are statements of expected student learning outcomes at the institutional, program, and course levels? [Compliance]

In what ways do transfer students have a learning experience that is different from that of students in the same program who have completed all their courses at the institution? What impact does transfer have on the intended coherence of the academic programs? How should any problems be addressed? [Relevant Institutional Issues\Assessment]

What evidence demonstrates that the institution's educational offerings have academic content and rigor appropriate to the degree level(s)? How do the program development and assessment processes foster periodic consideration of academic content and rigor? [Compliance/Assessment]

What evidence is there that students are meeting the institution's goals for student information literacy? How are such goals assessed, what have been the findings, and what actions have been taken in response? [Compliance/Assessment]

How pervasive and effective are opportunities for students to synthesize and reflect on their learning? [Assessment]

How well do students understand the purpose and interrelationship of each requirement of their academic programs? [Assessment]

Does an existing mandate of a single course syllabus and a required text for multi-section courses enhance or diminish the achievement of student learning outcomes, and what evidence supports this conclusion? If the institution is decentralized, would it benefit from greater centralization? [Assessment]

How should we select and assess future educational offerings? [Improvement]

Are the institution's educational offerings consistent with its recruiting materials and mission? [Relationship to Other Standards]

Standard 12: General Education

What evidence exists that the institution's graduates meet expected, acceptable levels of competency in oral and written communication, scientific and quantitative reasoning, technological capability, information literacy, and critical analysis and reasoning? Are these levels of competency appropriate given institutional mission and the needs and aspirations of students? [Compliance]

Should responsibility for the "general education" of students be shared across the faculty instead of being the special responsibility of the arts and sciences faculty? [Relevant Institutional Issues]

In what ways and for what reasons has the general education program been changed over the past five years? How has the impact of these changes been assessed? What modifications or further assessments have been implemented as a result? What further modifications should be considered? [Relevant Institutional Issues]

How effectively are general education requirements and academic program requirements linked and interrelated? [Assessment]

If graduates are not meeting expected competency levels, how does the institution address this? To what extent and in what particular ways has the institution used assessment results to modify the educational program and services? Have such modifications brought demonstrable improvement? What should be done in the future? [Improvement]

How do the institution's planning, resource allocation, and assessment processes reflect institutional commitment to general education goals? [Improvement]

How is general education coordinated with the overall curriculum? [Relationship to Other Standards]

Standard 13: Related Educational Activities

Basic Skills
How significant is the institution's commitment to providing programs and services for under-prepared students? Does the assessment of these programs and services demonstrate that the level of institutional investment and commitment is warranted? Do these programs and services achieve their stated student learning and development goals? [Assessment]

Certificate Programs
Are the processes for developing, offering, and evaluating certificate programs coherent and consistent across the institution? How, if at all, do certificate programs relate to existing academic departments, degree programs, existing faculty? Is the level of relationship and connection effective and appropriate? [Compliance]

Experiential Learning
How effectively does the institution assure that credit granted for experiential learning is warranted, defensible, and consistently applied? [Assessment]

Non-Credit Offerings
In what ways and for what reasons have procedures for approving, administering, and evaluating non-credit offerings changed over the past five years? What has been the impact of these changes? [Relevant Institutional Issues]

Distance Learning
What evidence exists that students in distance learning courses achieve learning goals comparable to the goals achieved by students in face-to-face courses? [Assessment]

Affiliated Providers
How effective is the institutional oversight of programs offered through partnerships with international entities? What is the impact of international programs on the institution's human, fiscal, technological, and other resources? [Assessment]

Standard 14: Assessment of Student Learning

How effectively do all academic and support programs document that the curriculum or program helps students achieve each key learning outcome? How effectively does the institution provide students with clear information on how they are expected to achieve each key learning outcome (i.e., what assignments and learning experiences will help them achieve it)? [Compliance]

How adequate are campus efforts to encourage, recognize, and value faculty efforts to assess student learning and to improve their teaching? [Relevant Issues]

Are assessments of student learning of adequate quality? Do they yield direct evidence that is clear, tangible, convincing, and purposefully relates to the program's key learning outcomes, having results that are sufficiently accurate and truthful that they can be used with confidence to make decisions? [Assessment]

If some programs have not yet implemented sufficient assessments of their key student learning outcomes, how adequate are the plans in place to do so? [Improvement]

Have assessment results led to appropriate decisions about teaching, planning, budgeting, etc? [Relationship to Other Standards]

LA IUPI

UPRRP