

## **EXECUTIVE SUMMARY**

The University of Puerto Rico at Carolina (CUniC) is an autonomous unit of the University of Puerto Rico (UPR). The 57-acre campus is located in the city of Carolina, part of the San Juan metropolitan area. CUniC was inaugurated on September 23, 1974, as Carolina Regional College by means of Certification Number 71 (1973-74) of the Council of Higher Education. It was housed in temporary facilities until moving to its present location in academic year 1988-89.

Since our last Middle States Association accreditation in 1991, we have undergone a thorough analysis of our vision and mission. This analysis resulted in the approval of a new mission and vision statement, as well as administrative autonomy. This autonomy was granted on July 1, 1999, by means of the Senate of Puerto Rico Bill 166, of February 19, 1998 and by Certification 55, 1997-80 of the UPR Board of Trustees.

CUniC is a teaching institution and offers six baccalaureate degrees of which four are unique to the institution within the UPR system. These are: Hotel and Restaurant Administration, Graphic Arts, Business Advertising, and Criminal Justice with majors in Forensic Psychology and Law and Society. An innovative program will follow these shortly and is in its final stages of consideration known as Multidisciplinary Studies with a major in Tourist Culture. CUniC also offers two baccalaureate degrees in Business Administration with majors in Finance, Management, and Office Systems.

Furthermore, the institution offers seven associate degrees, six of which are unique to CUniC under the UPR system. These are:

Hotel Administration  
Interior Design  
Mechanical Engineering  
Automotive technology  
Physical Education and Recreation for the Handicapped  
Industrial Automation

CUniC offers four transfer programs in the areas of humanities, education, social sciences, and natural sciences, in addition to nine other transfer programs to the Medical Science and the Humacao Campuses of the UPR.

To meet the needs of a specific segment of the population and to offer better service and additional academic options to students and the general community, CUniC offers special federally funded programs. These are Upward Bound and Student Support Services. The Division of Continuing Education also sponsors short courses, seminars, and workshops without academic credit.

As of fall, 2000-01, a faculty of 210 and 243 non-teaching personnel attends an enrollment of 4,198 students.

The majority of our students come from the San Juan, Carolina metropolitan areas. However, CUnic is open to all qualified students regardless of their place of residence. As of fall 2000-01, the average student is female, between 18 and 19 years old, is a public high school graduate, and single.

In academic year 1999-00, 2,354 students (58% of the total enrollment of 4,060 students) benefited from the Pell Grant. CUnic students may also benefit from other kinds of financial aid such as the Work-Study program, America Reads, SEOG, and Stafford Loans, among others. A full discussion of the student profile is presented in Chapter 7, "Student Profile and Student Affairs".

The University of Puerto Rico at Carolina works under special quarter-term system, which divides the academic year into three consecutive periods of twelve weeks each. This system allows the students to obtain their associate or bachelors degree in a shorter period of time as compared to a semester.

The main governing system of the UPR consists of three entities: the Board of Trustees, the President of the University System, and the University Board. The highest-level authority at CUnic is the Chancellor. The Dean of Academic Affairs, the Dean of Student Affairs, and the Dean of Administrative Affairs assist him. The Chancellor appoints all academic department chairpersons after consulting with the members of the departments. The Administrative Board and the Academic Senate are pivotal bodies in all decision-making processes at CUnic.

This self-study offers guidelines for us to improve our college as a teaching institution of higher education for the 21<sup>st</sup> century. These guidelines will also help us to become more efficient in our primary goal: to serve our students.

We have answered the needs of students, faculty, non-teaching staff, academic programs, and the community at large. We greet the challenge to prepare future leaders in mechanical engineering, education, criminal justice, nursing, hotel administration, and office systems, to name a few.

As Chancellor of this dynamic institution, I am deeply committed to enhancing its mission and goals to increase our already high level of quality education. Our most important asset is our student. As such, our goal is to prepare them to become better human beings and to join the professional work force, thereby helping our society solve its problems. We endeavor to achieve a humanistic and liberal arts-based education coupled with the advantages of present day technology; all of this with the goal of providing our students with one of their fundamental and ethical rights: an education.

Carolina University College (CUniC) commenced its self-study process in 1999 adopting the Comprehensive Model as its organizational form. The selection of the Comprehensive Model rested upon the institutional leadership to appraise all aspects of CUniC programs, services, governance, and supporting structures, resources, and educational outcomes in relation to the University Vision, Mission, Goals, and Objectives.

### **Committee Structure**

The self-study process was organized into 11 task forces designed to assess the overall institutional effectiveness in relation to the criteria identified in the “Characteristic of Excellence in Higher Education: Standards for Accreditations”.

In order to properly accomplish this task, the appointed task forces presented an analytical perspective for each one of the areas of concern. An inventory of support documents was studied to identify strengths, weaknesses, and challenges supported by evidence. A detailed plan of action was developed and distributed among each task force member. Each chapter was developed following the MSA standard and the Design for Excellence Handbook.

### **Vision, Mission and Goals**

As a future-oriented institution, CUniC has drafted a Vision Statement, which comprises its fundamental projections for the twenty-first century. The text of this vision is reproduced as follows:

“We foresee a university that develops an integral human being with humanistic values and technological skills. Our innovative and proficient teaching system will keep us at the cutting edge of the times. Because of this, we will be able to respond actively to the needs of a changing society through a commitment to academic excellence, quality of services and continuous assessment.”

### **Mission**

CUniC approved the following mission (Certification number 019, 1999-00, Appendix A).

“To foster a learning community that supports the development of our student’s talents, teaching them to learn so that they can adapt to an ever-changing workforce, therefore being able to contribute to the improvement of the quality of life and to be leaders in society.”

With the principles of this vision and mission, all our goals and objectives were developed for each university component. The critical analysis fully demonstrated

that the vision, mission, and goals of CUniC are in harmony with the UPR System. The entire university community is aware of the values and moral principles of the revised mission and goals.

### **CUniC Highlights**

The issues that stand out as the most important developments during the last ten years are: decentralization with autonomy granted on July 1, 1999; the revision of the mission and goals by the faculty members and the Academic Senate; the revision and assessment of the academic offerings with the creation of new baccalaureate degrees discussed in Chapter 4, "Education Programs and Curricula"; the enrollment analyses which represent a 114% increase due to our new baccalaureate programs, as well as the integration of the latest technologies into the teaching-learning process. The physical infrastructure developed in terms of the campus facilities and resources are discussed in Chapter 9, "Facilities, Equipment, and Other Resources".

Assessment has been an integral part of CUniC efforts during this period. Faculty members have developed educational strategies of an interdisciplinary nature. The results reflect satisfaction with programs, quality of the offerings, and classroom assessment methodologies.

### **Future Projects**

The agenda for the future includes a search for ways to improve all of CUniC's goals and projections. Projects and plans are presented in this report. Among the most significant are: the development of new programs; integrating the latest technologies into the teaching-learning process; the strengthening of student services and quality of life; the development and implementation of baccalaureate programs in tourism, elementary education, gerontology, accounting, biology, chemistry and design.

New physical facilities already approved by the Board of Trustees will be constructed within next two academic years.

- Multi-purpose building for athletic and cultural activities
- Daycare center for employees' children

During the next five years, we anticipate to initiate the construction of two additional buildings to wit.

The Arts Building to house the Graphic Arts and Technology of Business Advertising program; the Hotel and Restaurant Management, and the Interior Design program.

A multilevel parking building, which will duplicate our present vehicle capacity, is in the planning stages.

## **CUniC's Answer to Challenges**

CUniC has accomplished its stated Mission and Goals. It is actively involved in preparing for the present and future changes in the academic system.

We have responded in time to meet the needs of the student population and we are prepared for future challenges.

## **BIOGRAPHIES OF UPR PRESIDENTS AND CUnic CHANCELLOR**

**Dr. Norman Maldonado** was appointed by the Board of Trustees of the University of Puerto Rico in 1994 to serve as the seventh president of the University, which has over 70,000 students, 5,000 faculty members, and 360 academic programs. The University of Puerto Rico is the largest minority and Hispanic institution in the United States.

As the university's chief executive officer, Dr. Maldonado oversees the management of the UPR's 11 campuses as well as the internationally recognized schools of law, engineering, medicine, architecture, agriculture, humanities, education, and social sciences. During his tenure, he has earned distinction for his efforts related to strategic planning and total quality management, and is credited with implementing comprehensive policies needed to maintain UPR's status as an excellent institution of higher education. Because of his management reform efforts, the University has left its mark in the bond market, selling \$320 million worth of bonds for capital improvements. Even more notably, during the last three years of his administration, student enrollment increased by 10,000. The University received a Certificate of Achievement for excellence in Financial Reporting in 1997.

In 1993, before his term as President of the UPR, Dr. Maldonado served as the Director of the Office of Research and Planning for the Senate of Puerto Rico where he advised and counseled the Commonwealth's policy makers on matters related to health care policy and delivery systems. While serving in that capacity, he also served as the Governor's Advisor for Health Care reform and liaison to the White House Health Care Reform panel. In this position, he gained recognition for designing a model health care reform initiative that is being initiated on the island.

From 1988 to 1991, Dr. Maldonado managed the Internal Medicine Residency Program at the UPR Medical Sciences Campus. As the coordinator of this program, he authored the review course for the Internal Medicine Specialty Board Examination. He assumed the position while teaching in the department of Hematology and practicing hematology at the UPR Medical School from 1985 to 1988.

In addition to these activities, Dr. Maldonado gained recognition for the leadership he displayed and the reforms he designed and implemented from 1975 to 1985, while serving as the Chancellor of the UPR Medical Sciences Campus. As Chancellor, he was responsible for the expansion of the academic offerings, obtaining accreditation for all programs, and the establishment of an intramural clinical practice for the medical faculty.

From 1973 to 1976, he served as Director of the San Juan Municipal Hospital. From 1966 to 1973, Dr. Maldonado was the Director of hematology at the UPR Medical School. In that capacity, he conducted medical research in tropical sprue,

cytogenetics, treatment of malignant diseases and immunology. He has published close to 50 scientific papers.

Dr. Maldonado completed his subspecialty in hematology at Tufts University, New England Medical Center in 1966. He completed his residency in internal medicine and a fellowship in hematology at the University District Hospital in Puerto Rico. Dr. Maldonado served as Captain in the United States Army from 1962 to 1964, and was stationed in Germany. Before going overseas, he completed his internship at the District of Columbia General Hospital in Washington, D.C. from 1959 to 1960. He received his Bachelor of Arts degree from the Polytechnic Institute of Puerto Rico in 1955, and his medical degree from the UPR School of medicine in 1959.

Dr. Maldonado serves on numerous boards and commissions related to telecommunications, health care, education, job training, economic policy, and science technology. He is Vice-President of the Hispanic Educational Telecommunications Systems (HETS), and is a member of the Board of Directors for the International Association of Caribbean Universities (UNICA). He served on the Presidential Work Group for Accreditations, has been appointed by President Clinton to the Board of Directors of the Harry S. Truman Foundation, and was recently appointed by Secretary of Health Donna Shalala to the Advisory Board of the National Center for Research Resources (NCRR) of the National Institutes of Health (NIH). He also is active in several national organizations representing institutions of higher education, including the Hispanic Association of Colleges and Universities (HACA), the American Association of State Colleges and Universities (AASCU), the American Council on Education (ACE), and the National Association of State Universities and Land Grant Colleges (NASULGC).

Dr. Maldonado is married to Mary Ann Maldonado and has five children and three grandchildren. He currently resides in San Juan and is a native of Adjuntas, Puerto Rico.

**Jorge L. Sánchez, MD.**

**Acting UPR President**

Address University of Puerto Rico, Medical Sciences Campus  
School of Medicine, Department of Dermatology  
GPO Box 365067, San Juan PR 00936-5067

Medical School

University of Puerto Rico–Bachelor in Science, 1959-1962  
UPR, School of Medicine–Doctor in Medicine, 1962-1966

Graduate Medical Education

Internship–San Juan City Hospital, San Juan, PR  
1966-1967  
Residency-Dermatology, University Hospital,  
Río Piedras, PR 1967-1970  
Fellowship-Dermatopathology, New York University,  
Section of Dermatopathology 1977

Certification

Board of Dermatology-September 1971  
Board of Dermatopathology-December 1978

Licensure

Puerto Rico 3124  
New York

Current Medical Staff Appointment

Chief of Service - University Hospital & San Juan City Hospital,  
Oncological Hospital, Pediatric University Hospital

Other appointments

- Executive Director, University Hospital, 1985-1989
- Associate Dean UPR School of Medicine, 1988-1989

- Chancellor, Medical Sciences Campus UPR, 1994-1997
- Acting Chancellor, University of Puerto Rico, 1998
- President, XIII Ibero Latin American Congress of Dermatology, 1995
- Secretary, International Society of Dermatopathology, 1994-1998
- President, International Society of Dermatopathology, 1998-2000
- President, Ibero Latin American Society of Dermatopathology, 1998
- Acting President, University of Puerto Rico, 2001

#### Member of Editorial Boards

- American Journal of Dermatopathology
- International Journal of Dermatology
- Journal of the American Academy of Dermatology
- Medicina Cutánea
- Dermatopathology-Practical and Conceptual
- Revista Piel
- PR Health Sciences Journal

#### Publications

- Books-2, Coauthor
  - (1) Book of Histopathology of Inflammatory Diseases
  - (2) Atlas of Selected Skin Diseases.
- Chapters in Books – 7
- Publication in peer-reviewed journals - 110

**Dr. Juan Sepúlveda Rivera** was appointed by the Board of Trustees of the University of Puerto Rico as the first Chancellor of the University of Puerto Rico at Carolina (CUniC) on July 1, 1999.

Dr. Sepúlveda began teaching in the Banking, Finance, and Insurance Department in the areas of economics and management when the institution was known as Carolina Regional College (CRC). In addition to being a founding member of the institution, he also has the distinction of serving as the first department chair from 1974 to 1980. He was CRC's Director-Dean from 1993 to 1994 and from 1997 to 1999. From 1999 to the present, he has served as CUniC's first Chancellor.

During his tenure, autonomy was granted to the institution and it became the University of Puerto Rico at Carolina (CUniC). His tenure is well known for the enormous institutional development that took place in all administrative aspects. Achievements were numerous: student service programs were increased and programs such as Quality of Life, Day Care for students, intramural and recreational activities, and new student organizations were implemented. In addition, the number of graduates doubled from 278 to 506. New academic programs were created such as the Baccalaureate in Arts with a major in Criminal Justice and the Associate Degree in Industrial Automation, while three others in humanities, education, and gerontology were approved. Other new programs in process include the areas of design, natural sciences, and culinary arts. The latest technological advances have been introduced in all administrative and academic processes, and all administrative functions that belong to an autonomous unit have been implemented as well.

Other initiatives of Dr. Sepúlveda have been a Professional Development Center that supports faculty members in their efforts to keep abreast of the latest developments in their fields of discipline and in technological advances.

Dr. Juan Sepúlveda Rivera has two baccalaureate degrees from the Pontifical Catholic University; one in philosophy and the other in management. In 1973, he completed a MA degree in Business Administration at Long Island University in New York. In 1990, he completed another MA degree in Divinity at the Dominican Center for Caribbean Studies, affiliated with the Gregorian University of Rome. In 1980, he completed his PhD in Psychology at the Caribbean Center for Post-Graduate Studies. His doctoral dissertation is entitled "Conflictive Perception of Job Requirements, Anxiety, and Execution Level".

Dr. Sepúlveda was the first doctoral student in Industrial and Organizational Psychology who graduated from a Puerto Rican institution. He is also the first person to obtain the license to practice psychology in that area from the Puerto Rico Health Department.

Dr. Sepúlveda has conducted a number of research studies that cover areas such as family, self-cognitive process, values, assertive behavior, anxiety management, and communication to name a few. He has taught at the Caribbean Center for Post-Graduate Studies in areas such as evaluation and organization, theory and building of psychological testing, psychology of the marketing process, and has given a seminar for doctoral candidates in psychology. He also taught

at the Graduate School of Social Sciences at the Metropolitan Campus of the Inter-American University of Puerto Rico in the areas of learning and industrial psychology.

Dr. Sepúlveda has belonged to a number of university organizations such as the College Academic Board, the Administrative Board, the Academic Senate, and the University Board. Dr. Sepulveda's commitment and dedication as a faculty member during twenty-eight years of service has made him stand out in Puerto Rico as an exceptional educator.

Dr. Sepúlveda is an avid environmentalist and works for the conservation of Puerto Rico's tropical beauty. He serves as a volunteer in many activities of his church and is involved with all aspects of animal protection on the island.

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## **CHAPTER 1 INTRODUCTION TO THE SELF STUDY**

### **1.1. MSA Standard**

“An educational institution effective teaching, research and scholarly activity and public service are dimensions of institutional excellence. To achieve excellence the institution must have substantial support through its governing board, administrative leadership and management and participation of the faculty in developing the total program of the institution. The Self-Study attempts to determine if present procedures are sufficient and if they result in appropriate resource allocation effectiveness and quality development in all the academic and administrative area.”

### **1.2 Introduction**

CUnIC initiated the organization of the self-study process after receiving guidelines from the Commission on Higher Education of the Middle States Association of Colleges and Schools.

During the initial stages of the process, a methodology was adopted which rested on two fundamental objectives: the study of documents and the production of instruments for the gathering of information. A detailed plan of action was developed and the specific activities for each task force were distributed among all members.

A set of forms and questionnaires was developed, distributed, and analyzed during the process of information gathering. Other materials such as models of tables for gathering and analyzing information and for the presentation of evidence were distributed to all components of the various task forces.

In addition, each task force studied the documents filed in different academic offices, the office of the Chancellor, and the deans' offices. All previous self-studies conducted by CUnIC were also studied. Once completed, the documents were organized and analyzed with the help of the MSA Steering Committee.

The task forces compiled and studied summaries of the different topics, questionnaires, and annual reports. In addition, interviews with key personnel were held and institutional studies, personnel office rosters, and other sources of information were discussed and compiled in the task forces' reports. Once all the information had been compiled, organized, and analyzed, a consultant completed and edited the final self-study report.

### 1.3 Working Strategies

The following questions will guide this chapter:

1. Is there an effective information system to support the self-study process?
2. Does the institution have a formal planning process?
3. Is the campus environment conducive to self-study?
4. Has there been a recent review of the university mission?

### 1.4 Committee Structure

The Self-Study Steering Committee included the following persons:

Juan Sepúlveda Rivera	Chancellor
Rodulfo Gautier	Dean of Academic Affairs
Víctor Pérez Roque	Dean of Administrative Affairs and Assistant Professor, Business Administration
Angel Maldonado	Dean of Student Affairs and Assistant Professor, Education
Zoila M. Matos	Associate Professor, Business Administration Department
Nilda Cabrera	Librarian, Learning Resource Center
Diana Ramirez	Counseling and Guidance Office
Lucy Rodriguez	Financial Aid Director
Fernando Sulsona	Professor, Business Administration
Irma Vázquez	Professor, Spanish
Trinidad Fernández-Miranda	Associate Professor, Humanities and Interior Design
Ana E. Falcón	Assistant Professor, Office Systems
Ernesto Bernardo	Associate Professor, Natural Sciences

Eldra G. Hernández-Calcerrada	Coordinator of MSA Office at CUnIC and Assistant Professor, Business Administration
Bienvenido Rosado	Associate Professor, Graphic Arts
Evelyn Ortíz	President of the Assessment Committee and Assistant Professor, Education
Joseph D. Stryffeler	Editor and Professor, English
José E. Colón	Instructor, Spanish
Stanley Portela-Valentín	(Ex-officio member) Librarian, Learning Resource Center

## 1.5 MIDDLE STATES TASK FORCE MEMBERS

### **Institutional Integrity**

MSA Steering Committee

### **Mission, Goals and Objectives**

Jonathan F. Ramos

Chair – Hotel & Restaurant Administration

### **Students**

Gerardo Perfecto

Chair – Social Sciences Education

Angel Maldonado

Learning Resource Center

María Algarín

English

José A. Rodríguez Ostolaza

Financial Aid Office

Carmen M. Marrero

Cultural and Social Activities

Juan Rosado

Coordinator, Intramural Activities

Arcadio Ocasio

Medical Services Office

Ivette Pérez

Counselor

Ivette Torres

Student

José Osuna

Secretary

Carmen Pastrana

### **Faculty**

Marta Arroyo

Chair – Natural Sciences

Trini Fernández-Miranda

Humanities and Interior Design

Bienvenido Rosado

Graphic Arts

Nilsa Colón

Natural Sciences

Silma Muñoz

Spanish

Ramon Gandía  
Milagros Román  
Ana E. Falcón

Physical Education  
Social Sciences  
Office Systems

### **Educational Programs and Curricula**

Gloria Cordero  
Juan Sepúlveda  
Jose Peñalbert  
Evelyn Ortiz  
Nydia Cruz  
Carmen A. Balsa  
Migdalia Pagán  
Ada Miranda

Chair – Spanish  
Chancellor  
Natural Sciences  
Education  
Office Systems  
Social Sciences  
English  
Secretary

### **Learning Resource Center**

José L. Rodríguez  
Stanley Portela-Valentín  
René Derieux  
Milagros Ramos  
José Font

Chair-Natural Sciences  
Learning Resource Center  
Physical Education  
Counselor  
Learning Resource Center  
Technician

### **Institutional Effectiveness and Outcomes**

Victor Borrero  
Zoila M. Matos  
Ernesto Calero  
Rosa Rodríguez  
Carmen M. Torres  
Madeline Gandía  
Nitza Avila  
Juan Bigio

Chair – Natural Sciences  
Business Administration  
Natural Sciences  
Learning Resources Center  
Office Systems  
Social Sciences  
Physical Education  
Graphic Arts

### **Assessment**

Evelyn Ortiz  
José Colón  
Raúl Otero  
Carmen Luz Cruz  
Minerva Astacio  
Elizabeth Pérez  
Lucy Carmona  
Alejandro Apesteuguía  
Idalia Sierra  
Ernesto Calero  
Edil González

Chair - Education  
Spanish  
Spanish  
Planning and Institutional Studies Office  
Secretary  
Learning Resource Center  
Social Sciences  
Humanities  
English  
Natural Sciences  
Student Support Services

Norman de la Rosa  
Gladys Luz Serrano  
Rubén Cruz  
José Ramos

Business Administration  
Student  
Student  
English

### **Planning and Resource Allocation**

Carmen L. Cruz

Chair - Planning and Institutional Studies  
Office

Ramón L. Matos

Natural Sciences

### **Financial and Human Resources**

Víctor D. Pérez Roque  
Efraín Benjamín  
Norma Martínez  
Juan Torres  
Guillermo Castro  
Maribel Hernández

Chair – Business Administration  
Finance Office  
Budget Office  
Accountant  
Natural Sciences  
Human Resources Office

### **Organization, Administration and Governance**

Tomás Clemente  
Fernando Sulsona

Chair-Office Systems  
Business Administration

### **Autonomy**

José Ramos  
Ana M. Barez

Chair – English  
Secretary

### **Governing Board**

Anais Malinow  
Carmen M. Pastrana

Chair – English  
Secretary

### **Facilities, Equipment, and Other Resources**

Luis D. Torres  
Naida Viera  
Luis F. Lanzo  
David Ríos  
Alfredo Babilonia  
Alma Santana  
Eugenio Latour  
María Rivera  
José Cruz  
Maristella Resto  
Miguel Gutiérrez

Chair – Natural Sciences  
Co-Chair-Natural Sciences  
Property Office  
Computer Programmer  
Learning Resource Center  
Office Systems  
Interior Design  
Student  
Natural Sciences  
Natural Sciences  
Technician

**Institutional Change and Renewal**

Adalisa Rivera  
Myriam Buitrago  
Idalia Sierra  
Iván Martínez  
Elba Otero

Chair – Office Systems  
Social Sciences  
English  
Spanish  
Learning Resource Center

**Program Evaluation and Revision**

Amalia Alsina  
Juan Sepúlveda  
Maria del Pilar Toral  
Luz Lafontaine  
Orlando Torres  
Esther Fernández  
Elba Sánchez

Chair – Humanities  
Chancellor  
Natural Sciences  
Hotel and Restaurant Administration  
Business Advertising  
Secretary  
Upward Bound Program

**Strategic Planning**

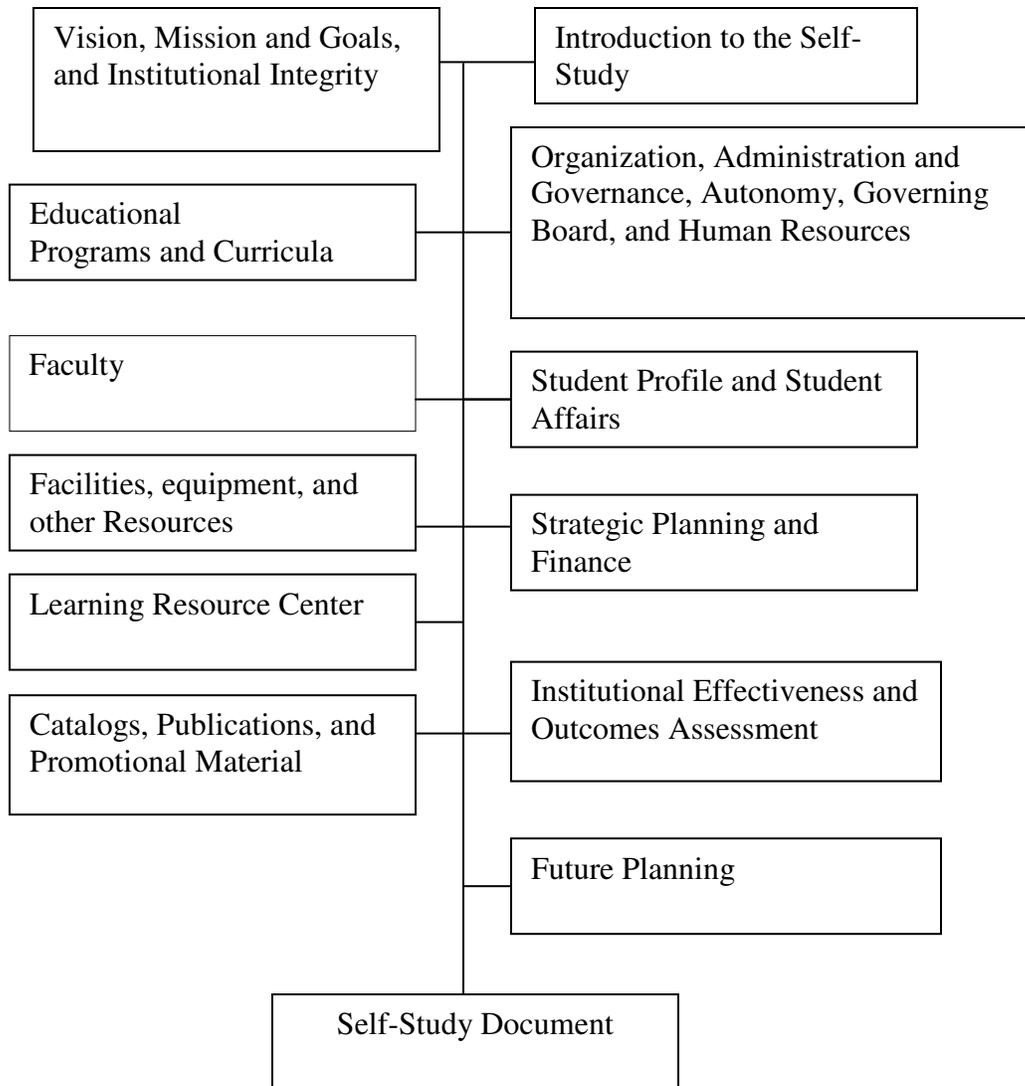
Alejandro Apestequía  
Marisol Rodríguez  
Paul Rivera  
José R. López  
Jesus Suárez  
Ramon Saade  
Awilda Vélez

Chair – Humanities  
Natural Sciences  
Hotel and Restaurant Administration  
Physical Education  
Communications Technician  
Business Administration  
Student Support Services

**Appendixes**

MSA Steering Committee

## Task Force Organization



## **Chapter 2: VISION, MISSION AND GOALS, AND INTITUTIONAL INTEGRITY**

### **2.1 MSA Standard**

“Integrity is the institution’s conduct of all its activities through humane and equipment policies dealing with students, faculty, staff, and other constituencies.

Clearly stated mission and goals appropriate to the institution’s resources and the needs of its constituents.

A governing board actively fulfilling its responsibilities of policy and resources development.”

### **2.2 Introduction**

CUnic is well aware of the need for integrity within the framework of the Strategic Plan of the UPR System and of CUnic’s own Institutional Plan.

Our Vision, Mission, and institutional objectives are a direct consequence of these two plans and take into account the society and college community we serve.

This chapter will deal with these issues.

### **2.3 Working Strategies**

1. Has the institution’s mission, goals and objective changed over the last five years?
2. Is the current configuration of goals and objectives clearly defined?
3. Is there a fundamental unity of the institutional and programmatic goals and objectives?
4. Would achievement of the goals lead to fulfillment of the mission?
5. Do various constituencies and sources of external community support the mission? (Government, social environmental, economic situations, etc.)
6. Do the mission and goals respond to the needs of the Carolina area environment?

### **2.4 Vision**

As a future-oriented institution, CUnic has drafted a Vision Statement, which comprises its fundamental projections for the twenty-first century. The text of this vision is reproduced as follows:

“We foresee a university that develops an integral human being with humanistic values and technological skills. Our innovative and proficient teaching system will keep us at the cutting edge of the times. Because of

this, we will be able to respond actively to the needs of a changing society through a commitment to academic excellence, quality of services and continuous assessment.”

The guiding vision of CUniC sets the course for the twenty-first century. It was advanced in great measure by the institution’s transformation into an autonomous entity within the UPR system. The vision was also sustained by a commitment to maintain the quality of academic offerings and services by addressing ongoing student and community needs. The institution will ascertain continued quality improvement through a plan of formative and summative self-evaluation and assessment. At the same time, it will provide students with the academic and professional skills that will empower them to successfully employ problem-solving strategies for the Puerto Rican society of the twenty-first century. To attain integrally developed graduates, CUniC will promote social responsibility and awareness of cultural, ethnic, and ideological diversities, as well as encourage the protection and responsible use of environmental resources.

## **2.4 Mission**

CUniC approved the following mission: (Certification number 019, 1999-2000): (Appendix I)

“To foster a learning community that supports the development of our student’s talents, teaching them to learn so that they can adapt to an ever-changing workforce, therefore being able to contribute to the improvement of the quality of life and to be leaders in society.”

This stated mission mainly focuses on the most important asset of any educational institution: its students. The main purpose of any university is to prepare students in order to successfully join the present day workforce and to become better human beings. Students are the reason of being, of existence, of the institution and CUniC’s alumni are the best ambassadors of the institution. As such, students are at the center of the institution.

## **2.5 Institutional Mission and Objectives**

We aspire to achieve a humanistic and liberalizing education-taking advantage of technology useful for society, pertinent to the surrounding world, and sensitive to historical changes. We are committed to fulfilling these goals based on the ethical and political principle that education is a right of all human beings, conditioned only by their capacity as individuals to benefit by it. The following statement of goals and objectives stresses the area of institutional environment, human resources, curriculum, learning and teaching, community services, research and creativity, student life, technology, and planning and assessment, as established in the Institutional Strategic Plan.

## **Component: Institutional Environment**

### **GOAL**

1. To provide quality administrative support services for the teaching-learning process.
  
2. To provide our College community with adequate physical facilities and equipment for an effective academic environment.
  
3. To institutionalize a culture of excellence in the institution's community life.

### **OBJECTIVE**

- 1.1 To continue recruitment of the best qualified personnel for academic positions.
- 1.2 To provide the support for personnel's continuous improvement and personal growth needs.
- 1.3 To develop a placement program.
- 1.4 To make the quarter-term calendar system as efficient as possible.
  
- 2.1 To enlarge physical facilities and improve the existing ones.
- 2.2 To improve access and mobility for the physically challenged.
- 2.3 To provide the College community with more parking space.
- 2.4 To make the university community aware of the importance of preserving the landscaping and physical facilities.
- 2.5 To provide academic programs with laboratories and offices.
- 2.6 To provide the Operations and Maintenance Office with adequate facilities to improve services for the college community.
- 2.7 To provide academic and administrative areas with the necessary equipment to increase the quality of the work environment.
  
- 3.1 To develop human resources motivated by excellence.

## **Component: Human Resources**

### **GOAL**

1. To develop the professional abilities of college personnel.

### **OBJECTIVE**

- 1.1 To update the knowledge of personnel in their areas of specialization to improve the quality of work.
- 1.2 To provide training sessions for the development of faculty members.

## **Component: Curriculum, Learning and Teaching**

### **GOAL**

1. To combine institutional planning with institutional assessment
  
  
  
  
  
  
  
  
  
  
2. To foster excellence in technical and both transfer academic offerings through a process of evaluation and revision of existing programs, and the development of new ones, including non-traditional, non-credit courses, designed to better serve the community.

### **OBJECTIVE**

- 1.1 To keep a continuous institutional self-study.
- 1.2 To strengthen the Planning and Institutional Studies Office
- 1.3 To increase the data bank to improve institutional decision-making.
- 1.4 To develop a continuous planning process with the participation of the university community
- 1.5 To develop assessment skills in university personnel.
  
- 2.1 To ascertain the efficiency and utility of the existing academic programs.
- 2.2 To offer, through the Division of Continuing Education and by traditional and non-traditional means, credit and non-credit courses based on the identified needs of the community.
  
- 2.3 To establish and to enrich new programs in the following areas:  
  
-Baccalaureate degrees in:  
Hotel and Restaurant Administration,  
Business Administration,  
Financial Management,  
Administration and Industrial

Supervision,  
Office Management,  
Criminal Justice,  
Business Advertising  
Technology,  
Communication and Graphic  
Arts,  
Interior Design

- 2.4. To develop proficiency in the following areas: Spanish, English, mathematics, and the sciences.
  - 2.5. To provide non-traditional learning activities which will enrich current curricular programs.
  - 2.6. To provide students in technical programs with job experiences before employment.
  - 2.7. To promote to a maximum the use of technological resources in the teaching-learning process.
  - 2.8. To increase the collections, space, personnel, and equipment for the Learning Resource Center to support academic programs.
3. To keep academic offerings in harmony with changes in the social and academic environment
- 3.1 To promote a continuous system of institutional evaluation and revision of academic programs that will incorporate changes in knowledge, social environment and student profile

**Component: Community Services**

**GOAL**

- 1. To highlight and promote the presence, participation, and contribution of CUnIC in the community.

**OBJECTIVE**

- 1.1 To assess community needs.
- 1.2 To relate departmental offerings to community needs.
- 1.3 To increase the participation of the community in educational, cultural, and sports activities.

## **Component: Research and Creative Action**

### **GOAL**

1. To foster and enhance academic research and creative endeavor.

### **OBJECTIVE**

- 1.1 To initiate, foster, and maintain alliances with industry, government, and other academic institutions to develop research and creative initiatives.

## **Component: Student Life**

### **GOAL**

1. To provide essential support services needed to promote students' academic potential, and to help them obtain a well-rounded education while making the proper adjustments to university life.

### **OBJECTIVE**

- 1.1 To recruit academically qualified students.
  - 1.2 To provide additional personnel for the Registrar's Office in order to improve services.
  - 1.3 To perform a scientific evaluation of the administrative needs of the institute to be able to introduce changes which would decrease the administrative operational cost.
  - 1.4 To improve the social cultural, and athletic programs and recreational activities in order to reach at least 90% of the student population.
  - 1.5 To incorporate the functions of the Admissions Office, the Registrar's Office, and the Financial Aid Office into the institution's central computer systems.
2. To strengthen student services and quality of life.
    - 2.1 To propose activities leading to greater student academic achievement.
    - 2.2 To strengthen the Office of the Registrar Office.

## **Component: Educational and Information Technology**

### **GOAL**

1. To continuously incorporate information and telecommunication technologies to institutional endeavors.

### **OBJECTIVE**

- 1.1 To improve current infrastructure for educational and information technology.
- 1.2 To develop the necessary skills in our personnel for using technology.
- 1.3 To make technology available to the university community.
- 1.4 To foster the incorporation of technology into the curricula.
- 1.5 To increase the use of technology in student related services.
- 1.6 To take advantage of technology in order to offer more effective services

## **Component: Planning and Assessment**

### **GOAL**

1. To combine institutional planning with an assessment process.

### **OBJECTIVE**

- 1.1 To maintain a continuous institutional self-study.
- 1.2 To strengthen the office of Planning and Institutional Studies Office.
- 1.3 To increase database for decision-making.
- 1.4 To develop a continuous planning process with the participation of this community
- 1.5 To develop assessment skills in the institution's personnel.

## **2.6 Assessment of the Mission and Goals**

The mission and goals of CUniC are based on its past and present development and represent a commitment to emphasize the institution's particular character as an integral part of the UPR system.

The self study presented CUniC with the opportunity, at an early stage, to take a critical look at the revised Mission and Goals statement and relate it to other data produced by the self-study in areas such as academic programs, student needs, social environment and human and fiscal resources.

Because of this critical analysis, the following general conclusions have been reached.

1. The Mission and Goals of CUniC are in harmony with those of the UPR system.
2. CUniC strategic planning responds to a distinctive environment.
3. CUniC as a community is aware of its mission and goals.
4. Institutional mission and goals must be under continuous review and related to the CUniC Strategic Plan and the budget.
5. The above conclusions are more fully described and documented below:
6. CUniC meets the educational needs of the Carolina metropolitan area.
7. The institution fosters programs that respond to non-traditional groups.
8. Faculty members review and revise academic programs in accordance with the new mission.
9. The academic programs offer a comprehensive education, harmonizing humanistic and technological requirements.
10. The Office of the Dean for Student Affairs offers guidance and services that foster the educational and personal development of students.
11. The institution fosters research to benefit the teaching/learning process and the community it serves.
12. The administration carries out planning according to resources and maximizes decision-making. It also increases financial resources to improve physical facilities.
13. The Institutional Assessment Committee an assessment plan to monitor institutional effectiveness.
14. Faculty members and students promote an environment that leads to intellectual and social growth.

## **2.8 Specific Recommendations of the Task Force**

1. To continue the revision of the institution's educational philosophy, mission, and goals based on outcome analysis.
2. To continue analyzing changes in social scenarios that may affect our institution.
3. To disseminate information concerning our educational philosophy to faculty members, administration and non-teaching staff.

## **2.9 Awareness and Response to the External Environment**

CUniC has a distinctive environment to which it responds. It has been aware of both internal and external factors in its environment; both of which impinge upon its mission and goals. One of those external factors is a change in population distribution in the Carolina metropolitan area. Young sectors of the population are moving to suburban areas adjacent to the traditional metropolitan area,

leaving the inner city to older citizens. Many of these new suburban areas with younger populations are developing near to the CUniC campus.

At the same time, the institution is developing programs to serve the non-traditional adult population growing in the inner city. A competition with other institutions of higher education in the metropolitan area is another external factor to which CUniC is responding. Although several institutions offer the similar, although not exactly the same, academic programs, enrollment statistics show that CUniC is very much in demand due to our prestige as a campus of the UPR, to our high educational standards and quality of education, and to our reasonable tuition fees.

## **2.10 Awareness of the Mission and Goals**

The CUniC community is aware of its mission and goals. When faculty members were asked in a recent survey whether they were familiar with the mission and goals of the institution, 100% answered in the affirmative. In the same survey, 67% of the respondents expressed that CUniC academic programs were directly linked to its mission and goals.

Students were also surveyed concerning their perception of mission and goals. This survey found that included 90% of the student population answered that they were aware of our mission and goals. Eighty-four percent of the students answered in that our mission is linked to educational offerings.

The non-teaching staff responded that they know the mission and goals of the University of Puerto Rico. Non-teaching staff at CUniC also expressed an awareness and understanding of the campus mission and goals. In a survey among them, 91% of the respondents stated that they were familiar with the mission and goals of the institution. Eighty-four percent perceived the mission and goals lead to the development of their office.

The Vision, Mission and Goals statement is congruent with CUniC's Program and Curricula, and with Student development. We are aware of the changing needs of today's college student. The changes in student population and in society's educational demands have required that CUniC continue with its continual assessment and flexibility in order to confront these changes.

## **2.11 Institutional Integrity**

### **2.11.1 Public Interest**

CUniC as an institute of higher education serves the public interest and answers the needs for well-educated professionals.

It is the institution's responsibility to develop a curriculum directed at integrating its graduates into the social process of decision-making and problem solving for the Island.

The Institution has sponsored several local, national, and international congresses and symposiums dealing with such diverse areas as linguistics and the sciences, among others. In academic year 1999-2000 alone, the institution sponsored Fourth Congress on Humanities, the Congress on Human Rights, the Symposium on the Homeless and the International Forum on Tourism among others.

CUniC is primarily engaged in meeting the expectations set forth in the statute, which converted its reorganization as an autonomous unit reemphasizing the geographical area served. It is furthermore recognized that due to some of our unique programs, we must continue to understand that we serve and must admit students from all of Puerto Rico and adjacent islands as well as from beyond. Our academic schedule responds to the needs of the community we serve and our facilities are being utilized to the maximum in tune with the fiscal resources assigned.

## **2.11.2 Students**

### **2.11.2.1 Admission Criteria**

CUniC does not discriminate in its admissions policy because of age, race, ethnic origin, sex, religion, or political affiliation. Students must meet the General Application Index (GAI), which is derived from the College Entrance Examination Board results and the high school grade point average. It also admits students from other UPR System units provided they meet the 48 credit hours and a 2.00 grade point average. Students coming from other universities must meet a 24 credit hour and 2.00 grade point average requirement as a minimum or the General Application Index (as per Regional College Administration Certification 84-6). The College catalog contains detailed information related to admissions.

Opportunities are given to incoming students to develop the skills needed to satisfy academic demands. There is a well-structured process during Orientation Week for incoming students where student services, academic regulations, and bylaws are discussed. Faculty members participate in this process.

Incoming student guidance begins at the high school level and continues through academic student life until graduation, helping the student in his/her skill development. The Counseling and Guidance Office offers services to all students in order to develop a well-balanced human being that will achieve academic and social goals as a responsible member of the community.

The following documents are provided to incoming students:

- **Student Manual**  
This manual provides information about the academic calendar, student services, academic requirements and regulations, financial aid, tuition and fees, extracurricular activities and services to the physically challenged.
- **Student Bylaws**  
This contains student rights, privileges, and responsibilities.
- **Institutional Policies**  
This contains information about the Right-to-Know Act, copyrights, drug and alcohol abuse, sexual harassment, human and animal research, environmental protection, health issues, and other related information.
- **Safety and Well-being**  
This section is intended to promote health and security and complies with the Right-to Know Act.
- **The Financial Aid Manual**  
This manual contains the following information: non-discriminatory practices, financial aid programs, eligibility requirements, deadlines, reimbursement, withdrawals, reconsideration procedures, and student responsibilities.

#### **2.11.2.2 Student Support Services Program**

The Student Support Services Program (SSSP) is funded by the Federal Department of Education. Its purpose is to improve retention and graduation rates of low-income, physically challenged, and first generation college students. SSSP assists participants in completing their post-secondary education through the support services provided.

This program serves approximately 300 eligible participants from the incoming student population. SSSP participants meet the eligibility criteria of being low-income, first generation college students and/or physically challenged. Two-thirds (2/3) of SSSP participants have to be low-income and first-generation.

Students' benefit from the activities and services designed to contribute to a successful attainment of the program's objectives. Among these services, the Summer College Experience, in which participants are exposed to an extensive program of skill development prior to their freshmen year. Academic skill courses in English, math, and Spanish are offered during the academic year to provide students with efficient tools that lead to academic success. In addition, peer tutoring provide review and practice of skills in English, math, Spanish, and accounting. Cultural activities and workshops offered by SSSP facilitate the interaction of peer groups. Academic advising, personal and career counseling, and financial aid information are provided.

### **2.11.2.3 Student Council**

The Student Council constitutes the student governing body that the students elect in accordance with university regulations. The Student Council provides the student with personal growth and participation in decision-making processes in all institutional bodies. These bodies are the academic departments, Academic Senate, Administrative Board, University Board and Board of Trustees.

### **2.11.3 Faculty**

One of the important tasks of the Institution is to study objectively the various alternate ways to develop society. For this reason, academic freedom is the right of every faculty member to teach with objectivity and integrity the material of his or her field.

The democratic endeavor is carried out by faculty participation in different bodies. The Academic Senate and the various departmental committees, the Administrative Board, the Institutional Personnel Committee, institutional faculty meetings, the University Board, and the Board of Trustees are the bodies through which the faculty participates in academic and administrative processes.

By participation in these bodies, the Institution promotes interaction among its constituents. These democratic procedures are mechanisms that instill honesty and openness in academic and administrative endeavors.

### **2.11.4 Planning Process**

An Institutional Planning Committee conducts this on-going process. The Committee developed the Strategic Plan based on the institution's mission, vision, goals and objectives in accordance the academic departments and the University of Puerto Rico's Systemic Strategic Plan.

The Institutional Plan was recently addressed to identify areas to be strengthened. The plan is used for decision-making and to set priorities upon assigning fiscal, human and physical resources.

### **2.11.2.6 Curricula Establishment**

The process to create a new academic program leading to a degree starts at the department level based on petitions by students, faculty members, local and state agencies or the private sector. This process is initially discussed at department meetings where institutional and departmental issues are analyzed.

Departments submit their proposals after researching social needs, prospects for alumni employment, faculty, budget, and physical plant requirements. Once this

takes place, the proposals are then referred to the Academic Senate and the Administrative Board. In the University Board, these proposals are reviewed and then approved by the Board of Trustees. This screening process allows full participation by all sectors.

### **2.11.5 Administrative Affairs**

Autonomy has clearly enhanced all administrative procedures in a most positive manner. The non-teaching staff as well as faculty members have likewise greatly benefited from autonomy in as much as processes, which normally took close to two months, are solved in less than two weeks. These are processes dealing with personnel actions.

The Dean of Administrative Affairs interacts and conducts business with the Finance Director, the Human Resources Director, and the Budget Director. At other levels, the Deans of Administration from the UPR System meet monthly and rotate the meeting site among the different campuses. The purpose of these meetings is to bring about positive change to common problems when and where applicable by the Central Administration, and to discuss shared issues. It has proved to be an active and most productive forum and has brought about a favorable reaction from the President of the University.

Administrative support for employees seeking a better quality of life through personal educational improvement is contained in the University of Puerto Rico System's policy of sponsoring and financially supporting employees furthering educational objectives. This is in addition to programs of continuing education and professional development in their particular fields.

The system has collectively bargained with two labor organizations, i.e., The Brotherhood of Non-Teaching Employees and the Workers Syndicate. Both these labor organizations meet with the college administration on a scheduled basis at least once a month and the lines of communication are permanently open.

Because of these meetings, the need for a daycare center was deemed necessary. The administration initiated actions leading to the construction of such a center. This will be completed during calendar year 2001 and will be utilized by all employees. Childcare for students is presently available through a state sponsored program.

Integrity also has to do with physical and sport facilities. For this reason the institution is engaged in improving its physical facilities in tune with local and federal regulations in accordance with the Americans with Disabilities Act (ADA). The institution's employee sports program fosters participation in a scheduled intramural and UPR-wide (SERDEC) sports program.

In June 2000, efforts were directed to the building of a softball field. Basketball courts and a sand-based volleyball court are already in place on campus.

One of the main tasks of the Office of the Dean of Administrative Affairs is the institutional budget. The President of the UPR initiates the budget petition process. Each unit in turn must comply with the strategic plan. The current budget information is provided to each academic and administrative office so they can evaluate their current budget in order to assist in formulating the next year's budget.

The budget document is then prepared by the officers of the institution to be brought before the Administrative Board. Once approved, it is forwarded to the President's Office for his review and further submitted to the University Board and subsequently to the Board of Trustees for approval.

Once the Board of Trustees approves the budget, it is then analyzed at unit level taking into account goals and objectives. The Administrative Board then reanalyzes this approved budget and prepares the institutional operational budget based on local priorities. The approved operational budget is then submitted to the President for evaluation. He then grants recurring or non-recurring funds.

CUniC is well aware of the need for integrity and does its utmost to achieve this goal within the framework of both the Systemic Strategic Plan as well as the institution's own Institutional Plan.

## **CHAPTER 3 ORGANIZATION, ADMINISTRATION AND GOVERNANCE, AUTONOMY, GOVERNING BOARD, AND HUMAN RESOURCES**

### **3.1 MSA Standard**

“The organization, administration, and governance that facilitate teaching, research, and learning and which foster their improvement within a framework of academic freedom.

A governing board actively fulfilling its responsibilities of policy and resource development.”

### **3.2 Introduction**

This chapter describes the administrative structure and governance of CUniC since the last periodic review. A significant growth in enrollment occurred during academic year 1997-98 when it reached 4,475 students, an increase of 2,157 over 1994-95. This is coupled by a corresponding increase in administrative complexity upon receiving its autonomy on July 1, 1999.

Since July 1, 1999, CUniC has been headed by a chancellor who answers to the UPR President and serves at the discretion of UPR Board of Trustees. This a dramatic change since its founding in 1974, when the institution was one of five other colleges under the Administration of Regional Colleges headed by a chancellor.

All structures are geared towards facilitating teaching, learning, and research, seeking their improvement within a framework of academic freedom. A task force was formed to determine the effectiveness of these structures.

### **3.3 Working Strategies**

In order to measure the effectiveness of the organization, the task force considered the following guidelines:

1. What is the present organization and structure?
2. Does the chief executive office provide effective leadership for administrative operations, the faculty and other professional staff, and the governing board in fulfilling the institution’s mission, goals, and objectives?
3. Do the members of the administrative staff have the necessary skills, time, and assistance that will enable them to discharge their duties effectively?
4. Are the lines of communication among administrators and with various constituencies of the institution open and sufficient?
5. How is the administrative process perceived by the faculty and non-academic staff?

6. What are the strengths and areas for improvement of the administrative process?

### **3.4 Administrators**

The highest-level authority of CUniC is the Chancellor who exercises his authority according to UPR Bylaws. The President of the UPR, with the consent and approval of the Board of Trustees, appoints the Chancellor. The Chancellor presides over all faculty meetings, the Academic Senate and the Administrative Board. The Dean of Academic Affairs, the Dean of Administrative Affairs, and the Dean of Student Affairs assist him in his endeavors. The Chancellor appoints all deans after consulting with the college community. His recommendation is then endorsed by the President and confirmed by the Board of Trustees.

Ample participation by the faculty members and students is afforded through representatives in both the Administrative Board and the Academic Senate. Issues dealing with non-teaching staff are voiced through the Dean of Administrative Affairs in the Administration Board.

The Chancellor presides over all faculty meetings, which are held twice every academic year. Furthermore, he publishes a newsletter once every quarter-term summarizing the highlights of the past quarter-term and surfaces other issues, including future developments. In addition, all labor organizations, whether officially registered and recognized or not, meet regularly once a month with the Chancellor and the appropriate principal staff member depending on the issues brought up.

The following separate vital areas answer directly to the Chancellor: the Budget Office, the Information Systems Office, the Student Ombudsman and the Planning and Institutional Studies Office.

The Dean of Academic Affairs supervises all academic departments, the Learning Resource Center, the Registrar's Office and the Division of Continuing Education. He coordinates curricular revisions and research; integrates faculty issues related to academic affairs; develops new academic programs; and is responsible for the evaluation of the faculty and all academic programs.

The Dean of Administrative Affairs's main responsibility is to supply the academic, administrative and student affairs areas with the appropriate required support staff, materials, and equipment. The Dean of Administrative Affairs accomplishes his duties and responsibilities through a number of subordinate offices entrusted with specific duties such as the Human Resources Office, Finance, Operations & Maintenance, Physical Security, Traffic, and Campus Safety.

The Dean of Student Affairs coordinates and supervises all student areas. These are the Admission's Office, the Counseling and Guidance Office, Financial Aid Office,

Quality of Life, Medical Services, Social and Cultural Activities, Athletic Program, Recreation; intramural sports events, childcare for student-parents, Student Council, and student organizations.

### 3.5 Administrative (Non-Teaching Staff)

This section of the self-study explores the extent to which the non-teaching staff supports CUniC teaching-learning environment.

CUniC has 229 administrative employees to cover necessary institutional services. The academic preparation and type of contract held by the administrative staff are shown in Table 3.1.

**Table 3.1  
Administrative Staff by Academic Degree  
1999 – 2000**

<b>ACADEMIC DEGREE</b>	<b>TOTAL</b>	<b>PERCENTAGE</b>
Doctorate	1	.04
Master's	20	8.73
Baccalaureate	78	34.06
Associate	50	21.83
Other	80	34.93
<b>Total</b>	<b>229</b>	<b>100*</b>

**Source: PISO**

**\* Number is not exact due to rounding.**

As can be seen from Table 3.1, 65% of the non-teaching staff has a university degree. The one member shown as having a doctorate is an M.D. in the Medical Services Office under the Office of the Dean of Student Affairs.

**Table 3.2  
Administrative Staff by Type of Contract  
1999 – 00**

<b>TYPE</b>	<b>FULL - TIME</b>	<b>PART - TIME</b>	<b>TOTAL</b>
Service contract	63	4	67
Probationary contract	1	-----	1
Permanent	161	-----	161
<b>Total</b>	<b>225</b>	<b>4</b>	<b>229</b>

**Source: PISO**

Seventy-one percent of the non-teaching staff is permanent. Staff on service contract may be renewed for a maximum of two years before the supervisor is compelled to justify a formal petition for the creation of a regular slot. This new position will then undergo an evaluation to obtain permanent status in about one year or less.

Besides these 229 administrative employees, approximately 40 other employees have been recruited on service contracts for the following special programs: Division of Continuing Education, Upward Bound, Student Support Services and the School-to-Work Program. (Tables 3.3 and 3.4)

**Table 3.3  
Special Programs Service Contracts**

<b>PROGRAM</b>	<b>NUMBER OF SERVICE CONTRACTS</b>
CONTINUING EDUCATION	5
UPWARD BOUND	4
STUDENT SUPPORT SERVICES	7
SCHOOL TO WORK	3
<b>TOTAL</b>	<b>19</b>

**Source: CUniC Personnel Office**

**Table 3.4  
Other Administrative Staff**

<b>PERSONNEL TYPE</b>	<b>NUMBER OF EMPLOYEES</b>
COACHES	9
DAY LABORERS	10
TRUST	1
PLANNING DIRECTOR	1
<b>TOTAL</b>	<b>21</b>

**Source: CUniC Personnel Office**

Other staff is recruited as the need arises in some departments. Administrative non-teaching staff is classified according to their duties following the UPR Classification Plan.

The distribution of administrative non-teaching staff by gender is 43% male and 57% female.

From academic year 1995–96 to 1999–00, the number of administrative non-teaching staff was constant. During academic year 1997–1998, it decreased by 16 employees. However, in 1998–99 the total was increased by 36 additional administrative employees because of the transition to autonomy. This group was relocated to CUniC from the Administration of Regional Colleges. These employees were assigned to different offices by title and classification. As a result, the following areas were reinforced or created: Office of the Chancellor, Administrative Board, Academic Senate, Budget Office, Finance, Payroll Office, Human Resources, Office of the Dean of Administrative Affairs, Division of Continuing Education, Maintenance Office, Reproduction Center, Natural Sciences Department, Information Systems, Office of the Dean of Academic Affairs, Registrar’s Office, Learning Resource Center, Admissions, Academic Computing and the Bursar’s Office. Those underlined are newly created as of July 1, 1999.

The number of administrative non-teaching staff by fiscal year during the from 1995 to 1999 is as follows:

**Table 3.5  
Administrative Non-Teaching Staff  
1995 – 1999**

<b>YEAR</b>	<b>NUMBER OF EMPLOYEES</b>
1995 – 1996	181
1996 – 1997	199
1997 – 1998	183
1998 – 1999	195
1999 - 2000	229

**Source: PISO**

### **3.5.1 Recruitment**

Administrative, non-teaching staff is recruited by a selection process with the assistance of the Human Resources Office. This office handles all petitions for vacant positions in department and administrative offices, publishes advertisements, determines qualifications of applicants, and makes an initial selection of the five (5) best qualified candidates. These candidates are then referred to the department director for interview. The administrative head of the division where the vacancy exists holds interviews and recommends candidates to the Chancellor. The Chancellor is the nominating authority.

Executive positions such as those of department chairpersons and deans are classified as “positions of trust”. This means that the person chosen to occupy these positions is recommended by the Chancellor for official appointment, after consultation with the department faculty or the entire faculty, student and administrative non-teaching staff, respectively.

The UPR Bylaws establish the procedures for the selection of administrative non-teaching staff. The kinds of categories include:

- Trust Positions - This personnel is chosen at the discretion of the nominating authority.
- Career Personnel - This group includes all other positions. Vacancies for career personnel are filled by certification and selection from eligible candidates through a process established by the university bylaws.

The UPR Central Human Resources Office mandates and maintains the criteria for the recruitment of non-teaching staff and these positions becoming vacant from time to time. This information must also be maintained by the different units and must be

reconciled periodically with the Central Administration. The criteria include, among others, eligibility requirements and tests.

The main objective of the recruitment process is to select the most qualified candidates to comply with the merit system principle and the guidelines established by the Federal Affirmative Action Law. Announcements notifying the availability of the position must be made public.

The procedure for the recruitment of administrative non-teaching staff starts when the candidate submits an application form or resume and other required documents, such as academic records, diplomas, and health/birth and good conduct certificates. Recommendation letters may also be submitted, but are not required. Applications are filed at the Human Resource Office. Each applicant must demonstrate proficiency in order to qualify for a position. He or she proves this proficiency by means of an evaluation, which may include written, oral, and performance tests.

In the recruitment of staff, CUniC does not discriminate for reasons of gender, color, race, age, religious or political beliefs, national origin or physical or mental impediment. There is an Equal Opportunity Officer at the institution to assure institutional compliance with a non-discriminatory policy and the institution's Affirmative Action Plan and to investigate any claims regarding discrimination.

The UPR Central Administration Human Resource Office, in coordination with the CUniC Human Resource Office, may establish additional criteria for the eligibility or ineligibility of candidates.

### **3.5.2 Evaluation**

The immediate supervisor evaluates the employee, using an evaluation form, during the probationary period and channels his/her recommendations pertaining to permanence to the Administrative Board. Employees are formally evaluated upon completion of the first half of the probationary period and again at the end of the period. Evaluations are discussed with the employee who then signs the completed evaluation form.

### **3.5.3 Professional Development**

Even though a formal program of professional development for administrative non-teaching staff has not been implemented, the institution allows and encourages the participation of employees in activities that enhance their professional development. Furthermore, CUniC's staff has actively participated in various workshops sponsored by the Human Resources Office of the Government of Puerto Rico in coordination with CUniC's Office of the Dean of Academic Affairs.

During the last several years, some of the activities that have been offered for the professional development of the administrative non-teaching staff are:

- Orientation for filing out income tax forms in coordination with the Treasury Department.
- Introductory workshops on Total Quality Management.
- Financial aid to non-teaching staff for professional improvement with academic credits.
- A physical conditioning program for college staff.
- Recreational activities for college staff such as softball, basketball, pool games, and domino tournaments.
- The institution has also offered workshops for faculty members and non-teaching staff: PowerPoint, Word, and Total Quality Management.
- Introduction to Supervision.
- The Supervision Process.
- Human Relations in Public Service.
- WordPerfect for Windows.
- “Indispensable Assistant” Seminar.
- FRS System Workshop
- “How to Understand Phone Bills”.
- Accounting and Governmental Auditing Forum.

Special financial aid is available to UPR employees who wish to continue improving themselves academically. The tuition fee is waived at any of the 11 UPR campuses and up to six weekly work hours are allotted for these courses.

#### **3.5.4 Rights**

The Puerto Rico Council of Higher Education recognized the right to negotiate on the part of the Brotherhood of Non-Teaching Employees and the University of Puerto Rico Worker’s Syndicate, as stated in Certifications Number 9 and Number 30 (1972 – 1973) and Certification Number 15 (1975–1976). The Brotherhood of Non-Teaching Employees and the Worker’s Syndicate of the UPR are the two officially recognized negotiating units. Each branch campus elects delegates to these organizations.

Letters of understanding have been signed between these labor organizations and the University of Puerto Rico (Documents are on file) Time is granted during regular working hours up to a specified maximum, for union purposes such as meetings and activities, provided official notice is given before the activity. Freedom of expression is fully guaranteed. A bulletin board and free expression boards for the use of these groups have been provided by the administration.

Informational bulletins, leaflets, and promotional material from these labor organizations circulate freely on campus. The only restrictions are those contained in

the UPR General Bylaws concerning libel, obscenity, and the use of unauthorized places to affix promotional materials.

CUniC, as well as all UPR branches, must and do allow the use of its facilities for union purposes, provided they do not interfere with regular academic and administrative functions.

### **3.5.5 Fringe Benefits**

Fringe benefits granted to the administrative non-teaching staff by the UPR Bylaws are the following:

1. Paid vacations accrue at the rate two and a half days per month of work (thirty days per year).
2. Sick leave accrues at the rate of one and a half days per month of work (18 days per year).
3. Leave of absence without pay of one year for government service, teaching and studying purposes or personal reasons.
4. Military leave. All eligible staff accrue 30 days military leave per calendar year. This leave need not be consecutive.
5. Maternity and paternity leaves.
6. Jury leave.
7. In-service leave to work at other units of the UPR System or government agencies.
8. Tuition waiver for studies at UPR for non-teaching staff, their spouses, and children.
9. Time is granted to study up to seven credits per quarter term in the employee's specialized area.
10. Seven days are granted free to the non-teaching staff during the Christmas holidays, not chargeable to vacation time.
11. Approved monthly salary increases are as follows: as of December 1998, \$80.00 monthly; as of July 1999, \$75.00 monthly; as of July 2000, \$90.00 monthly.
12. A ten percent discount in purchases at all institutional bookstores has been negotiated.
13. The annual Christmas bonus as of December 1998 was \$630.00; as of December 1999, \$680.00; and as of December 2000, \$730.00.
14. Employees have a health plan of which a maximum of \$250.00 a month is paid for by the institution.
15. All accrued sick leave in excess of 90 days is paid every year.
16. Other fringe benefits are included in the Letter of Agreement with the UPR Brotherhood of Non-Teaching Employees.

### **3.6 Faculty**

The professional and academic competence of the faculty is one of the most important attributes of an institution of higher education. CUniC strives for a high academic and professional standard for its faculty.

For academic year 1999-2000 there are 200 faculty members. One hundred eighty-eight are teaching personnel, seven are librarians and five are counselors. Fifty three point five percent of the faculty is male and forty-six point five is female

The work week of all UPR faculty members consists of 37 1/2 hours distributed as follows: 12 teaching hours, 6 office hours, 15 hours for preparation of instructional materials, 4 1/2 hours for meetings, course revisions, committee work and other tasks. CUniC faculty members differ from other UPR faculty in the basic annual teaching load. At CUniC, the regular teaching load is twelve credit hours for each of the first and second quarter-terms, and nine credit hours for the third quarter-term. At other campuses, the regular annual load is twelve credit hours for each of two semesters.

The quarter-term system is unique at CUniC compared to the other academic units of the UPR system. This academic calendar requires faculty members to work for three consecutive quarter-terms in the academic year. Faculty salary must be proportional to the additional annual workload of nine credit hours. It is equal to 1.37 of the faculty load at other UPR campuses as stated in Certification 77 (1979-80) of the Council of Higher Education.

The CUniC faculty claims that it has not been paid the full 1.37 pay differential since 1980. Salary increases since that time have not taken into account the 1.37 rate excess (UPR System:  $12=12/24=1$ ; CUniC:  $12+12+9/24=1.37$ ). The CUniC faculty renders a service of nine credit hours over the rest of the UPR System faculty members. Efforts by the CUniC faculty to correct salary retribution have been to no avail.

#### **3.6.1 Recruitment Procedures and Criteria**

The main concern of the recruitment process at CUniC is the selection of the most qualified candidates. An excellent academic record, teaching potential, and effective performance are important criteria in the selection of new faculty members.

As to academic requirements, the minimum is a master's degree in the area of specialization, although the institution promotes the recruitment of instructors with the highest academic degree. Applicants holding a baccalaureate degree have been hired when a master's degree has not been available in critical fields where recruitment is difficult. Teaching personnel with baccalaureate degrees is required to complete the master's degrees in their area.

Faculty recruitment procedures start with the candidate's submitting an application form and other required documents including academic records, curriculum vitae, birth certificates, good conduct certificates, and income tax certificates to the Human Resources Office. The applications are sent to the academic department to be evaluated by the chairperson and by the departmental personnel committee. The Dean of Academic Affairs must qualify the candidates in terms of his or her academic credentials and teaching area. The departmental personnel committee then carries out the corresponding evaluation.

There are usually enough applications on file from which to make a good selection. The recruitment sources are published advertisements, adjunct faculty, personnel database, and walk-in applicants, among others. The UPR system has a non-discrimination policy for gender, sex, age, race, religion, physical or mental handicap, or political reasons.

Article 47 of UPR bylaws establishes the criteria for the selection of faculty members for the entire university system. Criteria for the selection includes the following:

1. Excellence in academic performance and the academic standards of the university that granted the degree held by the candidate.
2. Mastery of the subject to be taught
3. Experience in teaching and in the application of knowledge to the particular field of specialization.
4. Articles published and lectures offered.
5. Knowledge and understanding of the philosophy, goals and objectives of the UPR.
6. Ability to conduct scientific research or to engage in creative work.

The department personnel committee and the department chairperson analyze the documents and interview the candidates. The best-qualified candidate is recommended to the Dean of Academic Affairs, who then submits his recommendation to the Chancellor who is the appointing authority. The process strives for the recruitment of the best-qualified instructors for the position.

### **3.6.2 Types of Teaching Contract**

UPR faculty may hold any of the following types of teaching contract:

- Temporary - This is to fill a position for no more than 12 months.
- Substitute - This is to fill a position of a faculty member who is on leave. It is to be granted for no more than 12 months.
- Probationary - This is a tenure-track position and has its own budget assigned to it. It may lead to tenure.
- Tenure - This is a position granted once the faculty member has satisfactorily fulfilled his probationary period.

### **3.6.3 Faculty Evaluation**

The faculty is evaluated in a systematic way, following the criteria established in the University Bylaws. The Academic Senate, in its Certification number 1989-90-3 stated the evaluation procedures, the university organism and officials responsible for it, and the function of each. Certification Number 16 (1986-87) of the Academic Senate includes evaluation documents used by peers, students, and the department chairperson. The evaluation is made for recruitment, tenure, and promotion purposes.

The evaluation procedure begins at the academic department. The department chairperson and the departmental personnel committee evaluate the faculty member in the teaching-learning process and related areas. Students also participate in the evaluation of their instructors using the evaluation document approved by the Academic Senate. Currently the evaluation is made every quarter-term, in all areas, for tenure and for the first promotion. A faculty member may obtain tenure after five years and his/her first promotion in four and a half years. Tenured faculty is evaluated every quarter-term for the three consecutive years before the year the faculty member is a candidate for promotion. More in-depth details addressing the faculty and academic programs are provided on Chapter 6, "Faculty".

A cross section of the college community was surveyed to assess the quality indicator of the administration offices and their services. Fourteen (14) faculty members in administrative positions such as directors of academic departments, deans, and the Director of Planning and Institutional Studies Office answered the questionnaire.

The survey reveals that the faculty members in administrative positions are aware of:

- The new governing structure of CUniC after its autonomy.
- The additional duties of their work and the understanding of their responsibilities after autonomy.
- The changes in channels of communication and administration with the advent on autonomy. Most of the surveyed personnel consider that their

recommendations are taken into consideration in the decision-making process since the advent of autonomy.

### **3.7 Strengths and Areas for Improvement**

CUnic's staff is knowledgeable in all processes related to academic, administrative and student affairs. In addition, our physical facilities, although requiring some expansion in the administrative area, are presently suitable for our needs.

The institution's physical location has been identified as being one of the fastest growing and most highly developing areas of Puerto Rico, both industrially and in terms of population. It is closely connected to the principal banking, industrial, and transportation centers of the island.

An area for improvement is the need for increasing administrative support staff due to the accelerated pace of the quarter-term system. Special emphasis must be placed on those offices directly serving the students, such as Bursar's Office, Collections Office, Registrar's Office, Financial Aid, Admissions, and Medical Services Offices.

### **3.8 Preparation for Emergencies**

In the event of emergencies, hurricanes, or any other natural disaster, an emergency alert committee is under appointment directives. The members of this committee or term are: the Chancellor, the three deans, the department chairs, the engineer, and the Operation and Maintenance Office supervisor. This committee meets ahead of a weather system-making landfall to identify all the laborers required to recover operations after the emergency. Before making landfall, every able employee prepares his/her area to safeguard all assets within means.

So far, damages caused by hurricanes Hugo, Marylyn, Hortense, and Georges have been minimal to structures and equipment due to measures taken before and after the emergency.

### **3.9 Governing Board**

CUnic is subject to the General Bylaws of the University of Puerto Rico. These were first enacted on January 1, 1979 and revised in December 1990. The legal basis for the General Bylaws is known as the University of Puerto Rico Law, or Law Number 1 of January 20, 1966 and Laws 2 and 3 of the same date with their corresponding amendments. The merit system included in the bylaws is based on Law Number 5 of October 14, 1975, known as the Public Service Personnel Law of Puerto Rico.

The bylaws apply to the entire university system and take precedence over all regulations, procedures, certifications, resolutions, and customary practices in place within the system.

The governance of UPR is a shared responsibility of the boards and officials that comprise the governing system. All play a role in the decision-making process to assure the integrity and quality of the institution. The main governing system consists of three entities, the Board of Trustees, the President of the University System, and the University Board.

### **3.10 Board of Trustees**

The law creating the Board of Trustees of the University of Puerto Rico was approved on June 16, 1993. It constitutes the highest governing body within the university system.

#### **3.10.1 Composition of the Board of Trustees**

The Board of Trustees is the governing body of the University of Puerto Rico. It consists of 13 members which include: one student who is currently in his sophomore to senior year, two regular full-time faculty members from the University System, and ten citizens from the general community of which at least one must be a graduate of the University of Puerto Rico. These last ten are appointed by the Governor of Puerto Rico with the approval and consent of the Puerto Rico Senate.

#### **3.10.2 Power of the Board**

The Board prepares the instructions that govern the orientation and development of the University of Puerto Rico, examines and approves the general performance norms proposed by the university's legislative and administrative organisms in agreement with the current law, and supervises the general progress of the institution.

#### **3.10.3 Duties and Responsibilities of the Board**

The Board of Trustees determines the standards and guidelines for general trends and development of the University System. It appoints the UPR President and approves the annual budget proposal submitted by the President. It also appoints the chancellors, deans, and other officials who are nominated by the President. These are appointed after the corresponding consultation process has taken place.

An effective board, as defined by the seventh edition of *Designs for Excellence*, is:

“One that understands and accepts its functions, that is sensitive to the need for its own renewal, and that includes members who are competent and willing to serve unselfishly, avoiding even the appearance of conflicts of interest or personal financial gain.”

On July 27, 1993, the Board enacted Certification 1-93 stating the principles and objectives that would guide it in its endeavor. It envisioned the role of the Board as one that:

1. defines the path of institutional development.
2. defends the genuine autonomy of the university system.
3. directs and coordinates the democratic reform of the university system, as the law mandates, stimulating maximum participation of the university community in the process.
4. guarantees the excellence of the institution.
5. makes a concerted effort to assure the best living, studying and working conditions for the members of the university community.

### **3.11 The President of the University of Puerto Rico**

The President is the Chief Executive Officer of the University of Puerto Rico System. As part of his responsibilities, the President must submit before the Board of Trustees the budget and the Plan for Institutional Development; the regulations, contracts and agreements that require the approval of the Board; and the Annual Institutional Report.

### **3.12 The University Board**

The Board members are the President of the University, the chancellors of the three main campuses and the eight University Colleges, the Director of Finance, a faculty representative from each of the Academic Senates, and a student representative from each campus. Among its responsibilities, the Board approves the general regulations or bylaws of the university, student regulations, and the Plan for Development of the University System. It also evaluates the consolidated budget of the institution, and constitutes the first appellate authority in cases involving decisions made by the Administrative Board or the Academic Senate at any of the campuses.

#### **3.12.1 Responsibilities**

Among its responsibilities, the Board approves the general regulations or bylaws of the university, student regulations, and the Plan for the Development of the University System. It also evaluates the consolidated institutional budget, and constitutes the first appellate authority in cases involving decisions made by the Administrative Board or the Academic Senate at any of the campuses.

### **3.13 Autonomy**

This section on autonomy has been for the first time in the Self-Study because we feel that it is a significant change in the institutional decision-making process. On July 1,

1999, the institution obtained its autonomy from the Administration of Regional Colleges.

### **3.13.1 Legal Base**

The legal base for the granting of autonomy to CUnIC is founded upon Certification 055 (1997-98) of the Board of Trustees of the University of Puerto Rico dated November 6, 1997. This certification approves the “Plan to Convert the Colleges under the Administration of Regional Colleges into autonomous units within the University of Puerto Rico System.” In harmony with this certification, the Senate of Puerto Rico passed Senate Bill 166 dated February 19, 1998. This project authorized the Board of Trustees of the University of Puerto Rico to convert the six colleges of the Administration of Regional Colleges into autonomous units adjusting the needs of these colleges to present day reality.

Public Law Number 16 of June 16, 1993 that created the Board of Trustees of the University of Puerto Rico in Section 1, Article 3 E-18 indicates that: “university autonomy of the units and respect to academic freedom must be essential to any proposal for revision. The proposed plan must provide for the decentralization of the system and promote, at the same time, our obligations with scientific research, development of technology, and modernization of university processes.”

The Strategic Plan of the University of Puerto Rico of September 26, 1996 indicates in its vision statement that: ...“The University of Puerto Rico is under constant renovation and transformation in order to fulfill its mission strengthened in its diversity and its academic, fiscal, and administrative autonomy” It reads, in addition, ...“The university is committed to obtaining the highest quality in all its endeavors making itself more agile and flexible.”

This Systemic Plan identifies five key areas, as well as critical issues and the strategies to approach these key areas. The first key area is institutional environment. In this respect, it indicates that the university should: “... hasten and facilitate all processes, systematize continued improvement of services, promote personnel participation in decision making processes and create the necessary infrastructure...” The strategy to be used, according to the plan, is to “strengthen university autonomy.” On the third critical matter on self-evaluation, it indicates that the University should: “facilitate the introduction of initiatives that arise from institutional self-evaluation processes”. CUnIC’s petition for autonomy was in accordance with this directive.

The third key area in this Strategic Plan is related to the planning and assessment of academic, administrative, fiscal, and physical processes. It mentions the need to establish mechanisms that will hasten the university processes in order to enforce decisions”. The conferring of autonomy to CUnIC is one of the ways that will permit the making and enforcement of its own decisions. Thus, the conferred autonomy agrees with the Strategic Plan of the University of Puerto Rico.

In accordance with what is expressed here, the Central Administration of the University of Puerto Rico promoted autonomy for the colleges under the Administration of Regional Colleges in order to eliminate the latter as an administrative center. In addition, the faculty of the Carolina Regional College endorsed a petition to become an autonomous unit in a meeting held on September 17, 1997. It appointed a committee to look into its feasibility. Members of the faculty, administrative non-teaching staff, and students approved resolutions with a formal petition to governing bodies for the institution's autonomy.

The Academic Board approved the proposal for autonomy in November of 1997. A request to the Board of Trustees followed and was approved. The measure became effective July 1, 1999. On this date, Carolina Regional College became known as Carolina University College under a new organizational diagram.

### **3.13.2 Justification**

For twenty-four years (1974-1998), Carolina Regional College significantly contributed to Puerto Rico's intellectual and cultural enrichment, as well as to the economic, technological, and scientific progress of the island. Given the college's development, the primary value of autonomy lies in hastening and liberating processes and procedures in order to be able to satisfy the socio-academic demands of Puerto Rico as it enters the 21st century.

In addition, an increasing number of professors and students are becoming involved in both academic and scientific projects. The expansion of the college's physical facilities along with a privileged location in the midst of the fastest growing area in Puerto Rico, evidence that Carolina University College has the merits to be an autonomous unit within the University of Puerto Rico System.

### **3.13.3 Organizational Structure**

Upon the granting of autonomy to Carolina Regional College, the creation of administrative structures similar to those autonomous units of the University of Puerto Rico was established.

The following administrative components were developed after autonomy:

- Academic Senate and Administrative Board
- Budget Office
- Payroll Office
- Finance Office

## **CHAPTER 4 EDUCATIONAL PROGRAMS AND CURRICULA**

### **4.1 MSA Standard**

“Programs and courses, which develop general intellectual skills such as the ability to form independent judgment, to weigh values, to understand fundamental theory and to interact effectively in a cultural diverse world.

Curricula which provide, emphasize or rest upon education in the arts and sciences, even when they are attuned to professional or occupational requirements.”

### **4.2 Introduction**

CUniC’s educational programs respond directly to our mission to foster a learning community that supports the development of our students’ talents, teaching them to learn, so that they can adapt to an ever-changing workforce; therefore being able to contribute to the improvement of the quality of life and to be leaders in society.

This stated mission mainly focuses on the development of intellectual skills in order to prepare our students to join the present day workforce. It also prepares them to become better human beings with independent judgment and with the ability to interact effectively in society.

Because of the Mission Statement, the first objective of the Educational Programs and Curricula Task Force was to ascertain the efficiency and utility of the existing academic programs and the establishment and enrichment of new academic programs in accordance with our society’s needs. Each academic program or department revised its academic offerings to assure that they are up to date with the demands of today’s society and with the development of technology and technical skills. As such, recommendations based on the above mentioned outcome assessment will follow the goals and objectives of the particular programs.

In order to impact academic skills, academic proposals are evaluated by the department faculty members, advisory boards, and the department chairperson, the Dean of Academic Affairs, the Academic Senate, the Administrative Board (in all matters pertaining to finance and budget), the University Board, the Board of Trustees and finally by the Puerto Rico Council on Higher Education. All of these bodies must be convinced that the proposed program demonstrates a relationship between the stated mission, goals, and objectives of the educational program and that the program is a coherent one and increasingly advanced.

Degree course offerings, faculty composition, and other services are presented in the college catalog. The level of performance expected of students is specified in the course syllabus.

### **4.3 Working Strategies**

The Educational Programs and Curricula Task Force considered the following guidelines from the MSA:

- Does the total range of curricula, activities, and services “foster the achievement of institutional goals”?
- For each curriculum, activity, or service, is there congruence between the programmatic goals and objectives; among the institutional mission, goals, and objectives; and between the actual needs of students and the community?
- Do the various components of the educational program meet the specific criteria outlined above for program procedures and content?
- Do existing academic programs have the appropriate breadth, depth, and resources; and do they stimulate independent thinking on a graduate level?
- Does the process for establishing and reviewing the educational program involve appropriate constituencies, and is the process effective?
- Do the institution’s outcomes assessment activities lead to improvements in the educational program, teaching and learning, overall institutional effectiveness, and accountability?

In addition, the different task forces addressed the following questions for each area.

### **4.4 Evaluation Questions**

- What are the criteria and procedures used to recruit faculty members?
- Are the types of faculty contracts, academic preparation, and teaching load adequate for institutional offerings?
- How is the faculty evaluated?
- Is the faculty involved in research activities? Does the institution stimulate and support faculty research projects?

### **4.5 Educational Programs and Curricula**

The Educational Programs and Curricula Task Force will study the program and curricula reports presently in progress by CUnIC academic departments. These and other pertinent documents will be used to determine the extent to which these programs and curricula satisfy the needs of students, faculty, and community. The task forces will assess learning outcomes and determine the extent to which these programs and curricula satisfy the needs of students, faculty, and community. The task forces will assess learning outcomes and determine the institutional effectiveness in the teaching-learning process.

#### **4.6 Course and Program Development**

- What are the procedures for introducing new courses and programs? How effective are these procedures in enabling the College to respond to changing needs? How does the academic department structure affect the way courses and programs are developed and introduced?
- What is the effect of the union structure on program development and the College's ability to respond flexibly to community requests?

#### **4.7 Course and Program Offerings**

- How have our course/program offerings have changed in the past five years? What factors have driven these changes?
- What are the effects of course attrition (fewer sections available) on student's ability to complete their program in a timely manner?
- What evidence is there that faculty and administration have respond to requests from the community for curricular development and updating?
- What evidence is there that the College's courses and program offerings meet community and student needs)

#### **4.8 Instruction**

- What evidence is there that faculty is able to use a variety of instructional strategies in order to meet varied learning needs/styles of students?
- Are opportunities for innovative teaching methods available and encouraged?
- What evidence is there that course goals and specific learning objectives are developed and that they are implemented consistently in course sections taught by various faculty?
- Does adjunct instruction enhance or detract from accomplishment of course and program goals and objectives?

#### **4.9 Integration of Technology**

- What resources are in place, including hardware, software, training, and maintenance, to support technology being used in teaching and learning?
- How extensively and effectively is technology being used in teaching?
- What barriers exist to integrating technology into course design and implementation?

#### **4.10 Student Outcomes**

- What are the academic reasons for attrition within the courses?
- What evidence is there that all programs have a specific set of knowledge and skill criteria that is required of all graduates? In what ways does the college insure that all graduates demonstrate this "knowledge set" before graduation?

- Are CUniC graduates properly prepared for the work force? If not, how can we better prepare them?

#### **4.11 Alternative Learning Environments**

- How much has distance learning been utilized? Has the student outcome been positive/successful? What populations would CUniC serve with distance learning in the future?
- How much has study abroad been utilized? Have the student outcomes been positive/successful? How does study abroad enhance learning about the curriculum?
- How extensively is service learning used at CUniC? How effective is it?

#### **4.12 Library**

- What evidence is there that the library's print and media resources effectively support teaching and learning?
- How do departments/programs integrate library resources effectively support teaching and learning?
- How do departments/programs integrate library resources into the student's course experience?

#### **4.13 Assessment and Evaluation**

- How do we assure that decisions are made in the best interest of students?
- How are changes developed, who "sells" the changes to others in the organization, and how is organization, members' understanding of the changes assessed?
- Who is empowered (and by whom) in the decision-making process in the organization?
- Within the organizational structure, where are decision-makers positioned in relation to the actual implementation and operation of decisions?
- What processes or procedures are used to adequately obtain input from all stakeholders in the college community?
- Describe mechanisms that are in place to evaluate the effectiveness of decisions. To what extent do we evaluate the process of decision-making? Do we have a feedback loop?

#### **4.14 Continuing Education**

- In what way has the Division of Continuing Education Worked with other college departments to develop and provide specifically designed, conveniently located, training programs, workshops, etc.? How have times

(scheduling) and locations of programs been arranged for the convenience of the students?

- How effective is the communication and understanding among faculty regarding the community's demand for credit and non-credit offerings?
- What process is in place to evaluate DCE courses? How has the process of program review changed in the last 10 years, and why? What additional changes are anticipated in the process and why?
- What evidence is there that recommendations from the program reviews are being put into place? Is there a need to change the present program review process?
- What courses/program offerings does DCE provide to meet the needs and interests of today's DCE student? How does DCE determine what course/program changes (development and updating) are needed in preparing the DCE student?
- How have course/program offerings changes in the past 5 years? What factors have driven these changes?
- How will our course/program offerings change in the next 5 years?
- What is the effect of resources and facilities on student's ability to complete their programs/courses in a timely manner?
- How well does the scheduling process consider the needs of DCE students?

#### **4.15 Community Relationships**

- How has the college developed/attracted new relationships, on or off campus, or strengthened existing relationship with the community, regarding CUniC economic development mission? What needs to be done in the future?
- What networking is taking place on and off campus to improve upon instructional programs and practices provided for the CUniC student?

#### **4.16 Programs Evaluation and Revision**

- How has the process of program review changed in the last five years, and why? What additional changes are anticipated in the process, and why? What is the role now envisioned for advisory groups, students, and interested community businesses and groups? Is their input valued and acted upon?
- What process is in place to evaluate the new program review process?
- What evidence is there that recommendations from either the old or the new program review process are being put into place? What process exists for implementation of review process recommendations?
- How does each curriculum determine what needs to be changed (courses, types of courses, practical experience if any, etc.) to prepare graduates to become more competitive in the job market or in pursuing higher education?

#### **4.17 Learning Resource Center**

The purpose of this subcommittee is to determine to what extent the Learning Resource Center is adequate in satisfying the needs of the institution. The task force will also assess the LRC performance and involvement, as a dynamic facility, in the teaching-learning process and in supporting the educational mission of the institution.

#### **4.18 Academic Programs**

CUnic offers associate and baccalaureate degrees, as our mission states to promote endeavor development of students to instill in its graduates the cognitive and effective skills necessary to be community oriented, productive members of society. Students may complete an associate degree in the following fields:

##### **4.18.1 Associate Degrees**

1. Hotel and Restaurant Administration
2. Industrial Automation
3. Natural Sciences
4. Social Sciences
5. Interior Design
6. Education
7. Physical Education and Recreation for the Handicapped
8. Humanities
9. Mechanical Engineering
10. Office Systems
11. Automotive Technology

##### **4.18.2 Cooperative Programs**

These are programs in which the students start their courses at CUnic and finish at another UPR campus. This is an official agreement signed by the CUnic Chancellor and the Chancellor of the other involved UPR campus.

1. Medical Science Campus-Nursing
2. UPR at Humacao
  - a- General Biology
  - b- Microbiology
  - c- Wildlife Management
  - d- Coastal Marine Biology
  - e- Industrial Chemistry
  - f- Industrial Chemistry
  - g- Physics Applied to Electronics
  - h- English – Elementary Education

i- English – Secondary Education

#### **4.18.2 Transfer Programs**

These are programs where our students may apply to other UPR System campuses:

1. Natural Sciences
3. Social Sciences
4. Education
5. Humanities

#### **4.18.3 Baccalaureate Degrees**

1. Business Administration
  - a- Finance
  - b- Management
2. Hotel and Restaurant Administration
3. Graphic Arts
4. Social Sciences: Criminal Justice with majors in Law and Society and Forensic Psychology
5. Technology of Business Advertising

#### **4.18.4 Special Programs**

CUnic has four special programs geared to specific students and community needs:

- Continuing Education programs
- Student Support Services Program (federally funded)
- Upward Bound Program (federally funded)
- Minority Science Improvement Program

#### **4.19 Program Evaluation and Outcome Assessment**

The procedures, guidelines, and criteria followed for program evaluation are included in the following certifications and documents:

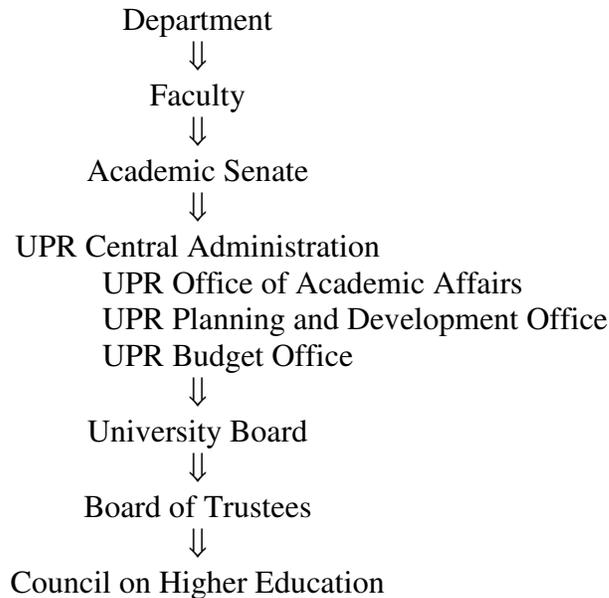
1. Puerto Rico Council on Higher Education (PRCHE), Certification number 93-113: “Amendments to the Handbook of Regulations and Guidelines for the Consideration, Study, and Processing of Proposals for the Establishment of New Academic Programs and for the Revision of Established Academic Programs”.
2. PRCHE, Certification No. 149 (1987-88): “Handbook of Regulations and Guidelines for the Consideration, Study, and Processing of Proposals for the Establishment of New Academic Programs and for the Revision of Established Academic Programs”.

3. PRCHE, Certification No. 92 (1980-81). This certification establishes the legal base for program evaluation.
4. Administration of Regional Colleges (ARC) Academic Senate, Certification No. 74.29: Guidelines for the Establishment and Revision of the Associate Degree Curricula.
5. ARC Plan for Evaluation of Academic Programs (1987)
6. ARC Plan for Evaluation of Academic Programs. (1995)

The evaluation and revision processes start at the department level with the establishment of an evaluation committee. This committee designs a master plan to be followed during the process. A report with the final recommendations of the committee is presented to the program's faculty members for approval. Then, the evaluation report is submitted to the Academic Senate presided by the Chancellor and to the CUnC Administrative Board. The Chancellor notifies the department and the Academic Dean whether to revise or inactivate the process. The inactivation decision requires the presentation of a report to the Academic Senate; while the revision process requires a proposal to be submitted to the Academic Senate.

The revision process, coordinated with the Office of the Dean for Academic Affairs, follows the steps described in the following flowchart.

Flowchart of the Academic Program Revision Process  
according to Certification 93-113 of the Council on Higher Education



The Chancellor sends the proposal to both the Budget and Planning Development Offices for their recommendations, and then submits it to the Academic Senate and the Administrative Board. After the final approval by these bodies is obtained, the Chancellor submits the proposal to the President, who sends it to the Office of Academic Affairs, the Planning and Development Office, and to the Budget Office at the UPR Central Administration for evaluation and recommendation. The President then submits it to the University Board and, upon approval, to the Board of Trustees. The Board of Trustees then submits the proposal to the Council on Higher Education who then gives the final approval.

The evaluation and revision policies that CUniC has employed in the evaluation of an academic program are expressed in the guidelines and criteria in the above-mentioned certifications. These documents point out that the evaluation process is closely related and essential to the functioning of the institution and the search for knowledge.

Academic program offerings involve several decisional processes and stages that require evaluation. Therefore, the evaluation process should be continuous and systematic, allowing the program to adapt to changing circumstances and variables.

PRCHE Certification No. 93-113 indicates that all newly academic programs must be evaluated annually. The results of the yearly evaluations must be submitted to the University Board and PRCHE until the year of the program's first graduation. In addition, the "Handbook of Regulations and Guidelines for the Consideration, Study, and Processing of Proposals for the Establishment of New Programs and for the

Revision of Already Established Academic Programs and Research Projects” establishes that all existing academic programs must be evaluated at least every five years.

On November 24, 1998, an academic workshop on Strategic Planning was offered to the department chairs. In addition, workshops on program evaluation have been offered to the faculty members. These workshops expose the faculty members and administrators to current techniques on program evaluation.

**4.20 New Academic Programs**

**Table 4.6  
New Academic Programs**

DEGREE	PROGRAM	YEAR APPROVED
Associate	Industrial Automation	1998-99
Baccalaureate	Finance Management	1995-96
Baccalaureate	Hotel and Restaurant Administration	1994-95
Baccalaureate	Office Systems	1996-97
Baccalaureate of Arts	Graphic Arts Commercial Advertising Social Sciences Criminal Justice Majors: Law & Society Forensic Psychology	1995-96 1995-96 1998-99

**4.20.1 New Academic Program Projections**

**Table 4.7  
New Academic Programs**

DEGREE	PROGRAM	EXPECTED YEAR
Baccalaureate of Arts	Multidisciplinary Studies Major: Tourism Culture	2001
	Elementary Education Major: Mathematics Gerontology Design Major: Interior Design Fashion Design	2001-2002 2001-2001 2002-2003
Baccalaureate of Science	Chemistry Major: Environmental Chemistry Biology Major: General Biology Biomedical	2002-2003  2003-2004

The following represents the present cycle of the program evaluation.

**4.20.2 Business Administration**

The department has offered an associate degree in Banking Finance and Insurance since 1974. Since 1994, the department has offered a baccalaureate degree in Business Administration with two majors: Finance and Management.

The goal of the Department of Business Administration is to effectively serve the needs of post secondary education in business administration in the northeastern area of Puerto Rico. This goal is based on a series of objectives that strives for the development of a vigorous and solid program that qualifies students to face the economic and social challenge of Puerto Rico's present and future in the business arena.

Four main evaluations and revisions were conducted in 1974, 1984, 1991, and 1995. The academic program of the department has gone through the processes of planning, resource search, implementation, and revision.

## **Achievements**

1. A revision and evaluation of the program was conducted as recently as 1998 and following the Guides for Assessment and Evaluation of Academic Programs
2. The department chairman and faculty members participated in the revision process by:
  - a. reviewing the syllabi for the management, finance, mathematics, economics, real estate and insurance courses:
  - b. studying new academic and training trends
  - c. reviewing text books
  - d. developing new objectives
3. There was an increase in student enrollment from 423 in 1994-95 to 896 students in 1999-00.
4. There is a continuous revision of class syllabi.
5. New computer laboratories and equipment were added to the department.
6. Additional secretarial staff was added.
7. Department graduates are rapidly employed.
8. Five additional faculty members were added in the last five years.
9. Computers and office space were added to the faculty offices.
10. The Business Administration Department sponsored lectures on themes related to Business Administration.
11. Faculty members and students help the college community by filling out income tax forms.

## **Areas for Improvement**

1. The Business Administration Department needs an administrative assistant.
2. Some equipment is needed in order to improve services:
  - a. Overhead projector
  - b. Additional computers for faculty office use in order to help with academic counseling and class preparation.

## **Projections**

1. To develop academic proposals to enhance the human resources, accounting, and real estate areas.
2. To continue with program evaluation.

### **4.20.3 Hotel and Restaurant Administration**

The Hotel and Restaurant Administration Department recognizes that its mission is as multi-faced as the hospitality industry it represents and serves. With this in mind, it has kept throughout the years its focus on meeting the changing needs and

expectations of its students and the demanding standards and challenges of such a diverse and worldwide industry. The department started offering an associate degree in Hotel and Restaurant Administration in 1985 when the CUniC adopted the existing program at the Puerto Rico Tourism Company Hotel School, administered until that time by Cornell University. Then in 1994, after a complete and careful evaluation of the program and the needs of the hospitality industry, the baccalaureate degree in Hotel and Restaurant Administration was established. Since then, the department has grown considerably in both the number of faculty members and student population.

The process of evaluation and development of the both the associate and the baccalaureate degree program has gone hand in hand with the development and changes of the hospitality industry in Puerto Rico and abroad. The department achieves this by constantly keeping in touch with the leaders of the hospitality industry in Puerto Rico, Latin America, and Europe. The department chair is an official member of the Puerto Rico Hotel & Tourism Association Education Committee. The department also has a strong relationship with government agencies such as the Puerto Rico Tourism Company. An active departmental curriculum committee evaluates and discusses alternatives and changes to the existing programs. A department advisory board, composed of leaders from different areas of Puerto Rico's tourism industry, gives feedback about the industry needs and new development. The department also maintains contact with leading hospitality education institutions throughout the world in order to keep up with new trends, projects and innovations in hospitality education. Faculty members have participated in professional development activities in order to enhance the quality of teaching. In addition, all faculty members demonstrate a proactive student-based approach in which new ideas and projects are implemented to cater to the needs of the student population.

### **Achievements**

1. Implementation of an English immersion and internship program with Valencia Community College in Orlando, Florida.
2. The participation of students and alumni in several internship and management trainee programs such as Disney College Program, and those with the Hyatt Resorts and Wyndham Hotels
3. An annual trip to Europe, called "Europa Hotelera" is held as part of the professional development.
4. A faculty member studied at the prestigious Ritz-Escoffier School of Culinary Arts in Paris.
5. There is a Guest Speaker Program, "Dialogando con la Industria Turística"

## **Areas for Improvement**

1. There is a need for additional faculty members in order to increase course offerings
2. Food production proposals are needed in order to access financial resources, food supplies, and kitchen equipment.
3. The hospitality collection at the Learning Resources Center must continue its evaluation in order to keep it up to date.

## **Projections**

1. To initiate the associate degree in Culinary Arts.
2. To offer more hospitality courses during the evenings and on Saturdays.
3. To construct new facilities.

### **4.20.4 Graphic Arts**

Since 1995, the objective of the Baccalaureate Degree in Graphic Arts is to prepare professionals with the necessary skills to perform the different activities carried out in a print shop or related industries.

The program is being evaluated at the departmental level and by the program advisory board. In addition, the departmental Curriculum Committee initiated a curricular revision in 1998. Findings from this revision are being used in the current evaluation process.

Changes in the curriculum have been made based on current students, graduates, and industry recommendations. Our institution is currently one of two in Puerto Rico that prepares graphic arts professionals at the baccalaureate degree level.

## **Achievements**

1. The students have had on-site practice in the printing and graphic arts industry. This is a major achievement since students are exposed to current trends and innovative technology in the field.
2. A program of academic counseling was implemented in 1995.
3. Student visits to industry, seminars, and conferences were conducted to expose them to the latest state of the art technology in the field.
4. A cycle of conferences by visiting professionals in the field was held.
5. Coordination with government offices, and printing agencies and employment offices was established.
6. New resources such as books and films were acquired.
7. Additional faculty members were recruited.
8. Modern computers for graphic design laboratory were acquired.

9. An academic program evaluation was conducted to improve course offerings.

### **Areas for Improvement**

1. The acquisition of additional modern printing equipment and graphic design computer programs must continue.
2. Faculty must get actively involved with in service training activities.

### **Projections**

1. To encourage faculty to enhance their abilities by means of formal studies, seminars, and courses in their respective fields.
2. To finish an outcomes assessment study to determine the program's relevance and the effectiveness in the teaching-learning process.

#### **4.20.5 Social Sciences**

Since 1974, the Social Sciences Department has offered an associate degree in Social Sciences and an effective transfer program to four-year institutions. The program's main goal is to facilitate the understanding of the social, economic, and political problems of contemporary society. This can be achieved by the scientific study of the foundations of the social sciences.

Course syllabi are revised on a continuing basis. In 1995, after a needs assessment, a committee began developing a baccalaureate degree in Social Sciences with a major in Criminal Justice, and minors in Forensic Psychology, Law and Society, Juvenile Justice and Correction and Rehabilitation. Of these four minors, university authorities approved two: Forensic Psychology and Law and Society.

The new baccalaureate degree program started in September 1998, with 60 students. As of August 2000, the program has 452 students: 221 in Law and Society and 231 in Forensic Psychology. The transfer program, the associate degree in Social Sciences has 129 students.

### **Achievements**

1. There has been a baccalaureate degree in program in Criminal Justice with minors in Forensic Psychology and Law & Society since September 1998.
2. Two faculty members completed their doctoral degree; one in clinical psychology and the other in education counseling. One faculty member is presently enrolled in a doctoral program.
3. Additional faculty members were appointed.
4. More physical space and office equipment was acquired.
5. The department co-organized and co-sponsored the Eighth Puerto Rican Forum on Civil Rights held March 1999.

6. An Interdisciplinary Alliance was formed among the Department of Justice of the city of Carolina; the Puerto Rico Department of Education, and the Social Science Department, to work on the prevention of child sexual abuse and domestic violence.
7. The department co-sponsored a forum on the death penalty in held in March 2000.
8. Two faculty members presented their research work at two international forums; one held in India; the other in China.
9. Computers were acquired for faculty offices.
10. Additional in secretarial staff was hired.

### **Areas for Improvement**

1. Funds for faculty participation at local, national and international meetings must be provided.
2. Additional learning and audiovisual resources must be acquired to help improve courses.
3. An administrative assistant is needed.
4. A social sciences research laboratory is needed.
5. Additional classrooms are needed.
6. Forensic psychologist and a criminologist must be hired.

### **Projections**

1. To hire an administrative assistant.
2. To establish a social science research laboratory.
3. To establish alliances with the city of Carolina for the prevention of drug abuse, domestic violence, and child sexual abuse.
4. To establish cooperative agreements with other campuses to facilitate transfer for students seeking a baccalaureate degree in Criminal Justice.
5. To present a proposal for a baccalaureate degree in Criminal Justice with a minor in Juvenile and Adult Correction, and Rehabilitation.
6. To establish consortiums with other universities for the exchange of students in the Criminal Justice Program.
7. To offer the baccalaureate degree in Criminal Justice to adult students.

#### **4.20.6 Government Assistant**

In 1979, this program was transferred to the Social Sciences Department. A departmental program evaluation was undertaken and a report submitted to the department's Curricular Revision Committee in 1990. It recommended the elimination of the associate degree in Government Assistant and the creation of a baccalaureate degree in Public Administration to adjust the program's offering to the needs of the public sector. The report was endorsed by the department's faculty in 1990.

In 1993, the CUniC Academic Board recommended that the Social Science Department work on the creation of a baccalaureate degree in Public Administration, but the project be postponed until another needs assessment is undertaken.

#### **4.20.7 Police Science Program**

Since 1991, there has been no recruitment of new students. The program was inactivated. This action was taken because of the small number of students who applied and the fewer number that qualified for the program.

#### **4.20.8 Business Advertising**

Since 1995, Baccalaureate Degree Program in Business Advertising has provided students with essential knowledge and skills necessary to perform as professionals in advertising. The department objective is to prepare students to become executives in the field. The curriculum includes courses in advertising techniques, business, and general culture.

The graduates may be employed by advertisers, advertising agencies, or media and related fields such as administration, art, or production and media.

#### **Achievements**

1. Students now have their on-site practice in advertising agencies, media (radio and TV) and graphic design agencies. This is a major achievement since students are exposed to current trends and innovative technology in the field.
2. A program of academic counseling has been offered since 1995.
3. Visits to industry, seminars, and conferences were conducted to expose the students to the latest state of the art technology in the field.
4. A cycle of conferences by visiting professionals in the field was held.
5. Coordination with government offices, advertising agencies, and employment offices was established.
6. New resources such as books and films were acquired.
7. Modern facilities for production and photography laboratories were constructed.
8. Additional faculty was recruited.
9. Modern computers for the graphic design laboratory were acquired.
10. A 68-member student organization was created: "Association of Future Advertising Professionals."
11. An academic program evaluation was conducted to improve academic offerings.

### **Areas for Improvement**

1. Additional modern production equipment and graphic design computer programs are needed.
2. Faculty must become more involved with in-service training activities.

### **Projections**

1. To encourage faculty members to enhance their abilities by means of formal studies, seminars, and courses in their respective fields.
2. To finish an outcomes assessment study to determine the program's relevance and the effectiveness in the teaching-learning process.
3. To acquire production equipment and increase the number of graphic design computers.

#### **4.20.9 Office Systems Department**

CUniC has offered an associate degree as well as a baccalaureate degree in Office Systems (formerly known as Secretarial Sciences) since the academic year 1995-96.

The department is engaged in the preparation of secretaries able to confront the challenges of a modern office. It is a program based on administrative science. The faculty uses the scientific method to teach students the knowledge, attitudes, and basic skills needed to perform successfully as secretaries.

In 1981, a revision of the associate degree in Secretarial Sciences began in coordination with the other Secretarial Sciences Departments of the then Administration of Regional Colleges. In 1988, the proposal for revision was submitted to the Academic Board and recommendations were made. Program revision has continued since that time.

Efforts to evaluate and revise the curriculum have been successful to a certain extent and the committee is acting upon recommendations received from the college's academic bodies.

### **Achievements**

1. A revision and evaluation of the program was conducted in 1999.
2. Microcomputers have been purchased to be used as a tool for the teaching-learning process in all courses.
3. Electronic typewriters have been purchased for the transcription and typewriting courses.
4. Government agencies and industries request our students to work as secretaries.
5. The baccalaureate degree in Office Systems began in June 1995.

6. There has been an increase in program enrollment.
7. New physical facilities and equipment for the program were acquired.
8. The department received an excellent evaluation by the Council of Higher Education in February 1997.

### **Areas for Improvement**

1. Additional training for the faculty members in computer technology is needed.
2. Laboratory equipment must be updated.

### **Projections**

1. To recruitment additional faculty members.
2. To hire additional support personnel.

#### **4.20.10 Education**

The program provides students with the latest educational methods and techniques, following UPR and CHE curricular guidelines. The program's faculty is aware of the great importance the teaching profession has for the development of Puerto Rico. The faculty strongly emphasizes student professional development and provides them with guidelines for the reaffirmation of teaching as a vocation.

Since 1987, when the new bylaws for the Certification of Teachers in Puerto Rico were enacted, a baccalaureate degree in Education has no longer been accepted as sufficient to grant a teaching license. Through the ACR Dean of Academic Affairs and under the sponsorship of the Chancellor, the associate degree in education was changed to a transfer program in Elementary Education. Students may now take up to two years in general liberal arts education and major courses in education at CUniC, and then request transfer to any of the UPR campuses that offer a baccalaureate degree in Education.

The Education Program at CUniC has been working closely with the Puerto Rico Department of Education to better meet the needs of public school students. To that effect, the department has identified areas of specific needs. This information has helped the Division of Continuing Education to submit proposals to strengthen these areas, either through direct involvement with students or through the continuing education of their teachers.

In 1998, the department curriculum committee worked on a proposal for a baccalaureate degree in Education. A study conducted in academic year 1998-99 found that our students prefer to stay at CUniC, rather than to transfer to another campus. However, students who do apply to the Río Piedras and Bayamón campuses of the UPR are accepted.

## **Achievements**

1. Ninety-three percent of the Education Department students transfer, most of them to the Río Piedras and Bayamón campuses.
2. A full time secretary was hired.
3. A new student association, “Asociación de Educadores Preparando el Mañana”, was created.
4. New faculty members were appointed.
5. Faculty members do academic research and attend professional conferences and workshops.
6. Both the department catalogue and the syllabus were revised in 1998.
7. The program was evaluated in 1998.

## **Areas for Improvement**

1. Additional learning and audiovisual resources must be acquired to help improve courses.
2. Syllabi should be evaluated continuously.

## **Projections**

1. To offer the baccalaureate degree in Education by the year 2001.
2. To add new academic offerings.

### **4.20.11 Humanities**

The purpose of the humanities courses is to acquaint students with western civilization’s most representative values. The basic premise of these courses is the reflection of philosophy, arts, literature, politics, sciences, and history of ancient culture as they relate to current culture. The Humanities faculty guides students to reflect upon their human condition and to identify with works created throughout history.

A curricular revision was initiated in 1994-95 with other faculty members of the UPR System at Central Administration. Faculty members revise department course syllabi as part of the department curriculum committee.

A curricula revision was carried out in the department to meet the needs of current Social Sciences Department students. Because of this revision, the department curriculum committee designed a multi-disciplinary baccalaureate degree with majors in Legal Culture, Tourist Culture, and in Puerto Rican and Caribbean Studies. A study conducted in academic year 1998-1999, found that department students prefer the Tourist Culture major over the other two, although the Legal Culture and Puerto Rican and Caribbean Studies majors were accepted as relevant by the students as well.

## **Achievements**

1. Four (4) faculty members are pursuing the PhD degree.
2. Faculty members are involved in doing research, attending conferences and workshops.
3. The department publishes the magazine, “Carolina, Humanismo y Tecnología”.
4. Several faculty members published their works in various media.
5. The proposal for the baccalaureate degree in Tourist Culture and Puerto Rican and Caribbean Studies was submitted.
6. There was a syllabus revision in 1994.
7. The department catalogue was revised in 1998.
8. One hundred percent of all students who applied for transfer to the Río Piedras campus were accepted.

## **Areas for Improvement**

1. To improve the teaching-learning process through the acquisition of materials and resources such as computer and films.
2. To continue the program and syllabi evaluation.

## **Projections**

1. To recruit additional faculty members.
2. To begin the baccalaureate degree in Tourist Culture in the academic year 2000-2001.

### **4.20.12 Interior Design**

The Interior Design Program prepares professional interior designers qualified to be licensed and to practice in Puerto Rico.

The interior designer is a qualified professional with formal studies at the university level. Their work consists of planning, advising, and carrying out interior designs projects. These professionals also work with visual elements that deal with as form and volume among others. They must be prepared to produce and handle blueprints and sketches as well as the selection of furniture and accessories.

The interior design profession is related to the fine arts and architecture. The associate degree in Interior Design also includes general education courses to take into account cultural and technological knowledge and skills.

The program continues its evaluation following the guidelines for program evaluation because of these evaluations; a proposal for a baccalaureate degree in interior design is currently being prepared.

### **Achievements**

1. Two laboratories were equipped with computer equipment.
2. Physical facilities for laboratories were expanded.
3. The department members have a successful relationship with business and industry.
4. A new faculty member was hired.
5. A proposal for a baccalaureate degree is presently being prepared.

### **Areas for Improvement**

1. There is a need for additional faculty members to expand academic offerings.
2. Additional laboratory equipment is needed.
3. Faculty members' development to keep pace with industry involvement is required.

### **Projections**

1. To fill three faculty member positions.
2. To acquire additional laboratory equipment.
3. To allocate resources for faculty member development.

#### **4.20.13 Industrial Automation**

The associate degree in Industrial Automation develops the necessary skills that enable students to install, operate, and repair automatic systems that control production, inventory, environmental pollutants, and other types of processes used in the industry. The creation of the associate degree in Industrial Automation was approved by means of Certification number 018 (1998-99).

This program will be evaluated after graduation of its first class, as established in Certification number 93-113.

### **Achievements**

1. A consortium with Square D (a private enterprise) was established.
2. The department acquired new laboratory classrooms and office facilities.
3. Square D continues to supply new equipment.
4. Laboratory equipment was purchased.
5. Academic services were provided on-site at the Eli Lilly Pharmaceutical Company.

### **Area for Improvement**

Additional laboratory equipment is needed.

### **Projection**

To submit a proposal for a baccalaureate degree in Management of Industrial Technology with a major in Digital Controls.

## **4.20.14 Mechanical Engineering Technology**

This program prepares students to understand the workings and the repair methods of modern industrial equipment, machines, and accessories. Students are also prepared to recognize and diagnose mechanical difficulties, which affect industrial operation and productivity, as well as to make decisions in troubleshooting situations.

Faculty has been made aware of the constant changes in industry to keep up with its current development. At this time, an evaluation process, which includes a curricular revision, is being conducted.

### **Achievements**

1. New laboratory facilities were inaugurated.
2. Damages due to Hurricane Georges to the laboratories were repaired.
3. One hundred and twenty-four students graduated between 1995-2000.
4. A number of industry-sponsored seminars were offered.
5. A proposal from Eli Lilly Pharmaceutical Company was developed through our intramural program. As a result, our technical courses were offered at that institution.

### **Areas for Improvement**

1. To reorganize the electricity laboratory.
2. To refurbish the areas for the machinery and soldering laboratories.

### **Projections**

1. To offer courses within industry through the Division of Continuing Education and intramural programs.
2. To maintain a continuous evaluation of the program

#### **4.20.15 Automotive Technology**

The Automotive Technology program has kept abreast of technological advances so that students may be prepared to confront the demands of today's industry. The curriculum includes courses concerning the latest innovations in the field, hands on work practice, and the management of service workshops.

The program has implemented changes that keep it up to date with industry, such as the consortium with General Motors Corporation. At this time, an evaluation process, which includes a curricular revision, is being conducted.

#### **Achievements**

1. A consortium between Ford Motor Company and the institution was established.
2. A consortium between General Motors Corporation and the institution was established.
3. Ford Motor Company and General Motors Corporation offered workshops to department faculty members and students.
4. Laboratory damages due to Hurricane Georges were repaired.
5. In the past year General Motors Corporation donated the following vehicles:
  - a. Pontiac Grand Prix Sedan 1999
  - b. Chevrolet Malibu 1999
6. Training centers for General Motors Corporation and Ford Motor Company were inaugurated, as were the Automotive Technology facilities.
7. General Motors Corporation and Ford Motor Company donated teaching materials.
8. Laboratory equipment and tools were purchased.

#### **Areas for Improvement**

1. To purchase additional equipment including computers for laboratories.
2. To purchase additional technical manuals.

## **Projections**

1. To put into place a training program for the faculty to keep up with today's technology.
2. To employ our students in local companies.
3. To obtain funds for the purchase and repair of equipment according to industry standards.
4. To establish a baccalaureate degree in Industrial Technology Management.

### **4.20.16 Recreation for the Handicapped**

This program provides students with the necessary skills to become professionals in recreation for the physically challenged. Program graduates are considered recreation technicians for the physically challenged. They can be employed by municipalities, city recreation centers, and public or private agencies that have programs for the physically challenged.

The curriculum includes basic courses in physical education, courses and seminars in recreational activities for the physically challenged, and laboratory experiences in community centers that serve the physically challenged. Decisive efforts are being made to develop a strong on-site student-training program at community centers that serve the physically challenged.

In December 1998, the department made an evaluation and revision of the program. Top priority has been given to this evaluation – revision process to determine the program's relevance.

## **Achievements**

1. Students continue to participate in the Puerto Rico Annual Athletic Competition for the Physically Challenged.
2. The program collaborated with public and private school in the organization of recreation activities.
3. One of our former students has received a doctoral degree.

## **Areas for Improvement**

1. Better physical facilities for laboratory experiences and practice for the physically challenged should be provided as well as equipped to meet the special needs of the program.
2. The program needs a separate structure with three rooms and one academic laboratory.
3. The program must continue its evaluation.

## **Projections**

1. To provide adequate laboratory facilities, equipment, and materials.
2. To formally evaluate the program and revise the curriculum.
3. To encourage faculty members to enhance their abilities by means of formal studies, seminars, and courses in their respective field of expertise.

### **4.20.17 Division of Continuing Education**

The main goal this academic department is to provide educational opportunities to the community by offering a wide range of courses and programs oriented towards the special interest and specific needs of the adult student returning to college.

This division is committed to a variety of innovative, flexible, yet in-depth adult learning experiences, designed for people serious about advancing their careers, gaining qualifications or staying current in their professions. Many simply need to find a new job.

By achieving its goals, this non-traditional academic program strengthens the ties of our institution with the surrounding communities.

## **Achievements**

1. Office facilities were greatly improved.
2. More advanced computers and office equipment were acquired.
3. The short courses program was revised in compliance with present community needs and demands.
4. The program catalogue was redesigned for a more comprehensive description of courses and an attractive appearance.
5. The course offerings on teachers' certification within the Professional Improvement Program were reestablished and expanded, according to demand.
6. Comprehensive computer training packages were designed on-demand for the personnel of local schools, government offices, and private enterprises.
7. In the present academic year, 30 workshops for teachers participating in the local School-to-Work Program have been offered.
8. Courses for the degree program within the alliance between the Puerto Rico Electrical Power Authority and the UPR were re-established.

## **Areas for Improvement**

1. Updated audiovisual and the Power Point Data Show equipment must be purchased for use in classrooms and promotional efforts.
2. More access to using existing computer laboratories is needed in order to meet the demand for more computer courses.

3. There is a need for more access to motor pool vehicles to attend more meetings related to our areas of interest.

### **Projections**

1. To implement the project for the Evening University for Adults, beginning with the following academic programs:
  - Baccalaureate degree in Criminal Justice with a minor in Forensic Psychology.
  - Baccalaureate degree in Business Administration with minors in Management and Finance
  - Associate degree in Interior Decoration
  - Associate degree in Industrial Maintenance
2. To implement the following vocational certificate programs:
  - Licensed Practical Nursing
  - Paramedical
  - Emergency Medical Technician
  - Tourist Guide
  - Operator of Aquatic Vehicles
  - Computer Technology for the Graphic Arts
3. To distribute information bulletins to area public schools, neighboring municipal offices, government agencies, and to the industrial sector.
4. To conduct an in-depth needs-assessment of the different community sectors who participate in our courses and programs.

#### **4.20.18 Natural Sciences**

The Natural Sciences Department started with the inauguration of the college in September 1974.

The Natural Sciences Program offers academic services in the following areas: biology, chemistry, physics, mathematics, and technology (management of laboratory equipment and computers). The department strives to integrate the course curriculum with knowledge of issues in social, economics, and ethics, in order to afford the students the necessary skills to deal with the social problems of our community.

The goals of the Natural Science Department are to:

1. prepare students for pursuing a baccalaureate degree in the areas of science or health.
2. develop research skills in our students.
3. to provide for the academic betterment of the department staff.

### **Achievements**

1. New laboratories and equipment in biology and physics were acquired.
2. New department administrative offices were added.
3. New faculty offices were added.
4. New computers were acquired for the faculty and administration
5. New academic positions were created.
6. An administrative officer was added.
7. All course syllabi were revised.
8. Three laboratory technicians were hired.
9. A research office was created.

Current research projects include:

- a. “Medida de Lluvia Ácida en Puerto Rico”
- b. “Variación Climática en el Caribe”
- c. “Aspectos Bioquímicos y Celulares de la Regeneración del Lente de la Salamandra Adulta”
- d. “Banco Fotográfico Digital de la Flora Puertorriqueña”

### **Areas for Improvement**

1. The program needs to increase the number of courses in biology, chemistry, mathematics, and physics.
2. Additional laboratories for chemistry and biology are needed.
3. Additional laboratory equipment is required.

### **Projections**

1. To present proposals for the following:
  - a. Baccalaureate degree in Multidisciplinary Sciences with a major in Emergency Management and Disasters.
  - b. Baccalaureate degree in Chemistry with majors in Environmental Sciences and Chemistry Management
  - c. Baccalaureate degree in Biology with a major in General Biology.

2. To supply the department with additional equipment and material in order to afford more individualized teaching.
3. To furnish the new laboratories in biology and chemistry.
4. To continue the program evaluation.
5. To keep a faculty program for professional development.

#### **4.20.19 Spanish**

The Spanish Department aims to develop the four language arts: listening, speaking, reading, and writing.

When students understand what a language represents and intends they feel much more responsible and sure of themselves and, as a result, they show a greater enthusiasm and love for language in general.

Both written and oral communication is the basis for all cultural processes. Language and literature courses at CUnIC hold a privileged place. One reason is the previously mentioned one. Another is that they provide a linguistic instrument for students who wish a general preparation as well as for those who plan to enter technical fields.

##### **Achievements**

Faculty members published several books and articles.

##### **Area for Improvement**

To improve the evaluation of course offerings.

##### **Projections**

1. To continue evaluating course offerings.
2. To integrate technology into course offerings.
3. To hold language-related cultural activities.

#### **4.20.20 English**

The English Department is a service department, which provides English courses to regular academic programs. This department provides students with the skills to communicate in both oral and written English. These skills will better enable our students to achieve academic progress and professional development.

##### **Achievements**

1. New faculty has been recruited.

2. A new computer lab for languages was installed.
3. A proposal entitled “Innovative Strategies for the Teaching of English” was approved and implemented.
4. New computers with Internet for faculty were acquired.
5. Assessment techniques are being implemented in course offerings.
6. Faculty members regularly offer presentations at college and island-wide professional activities.

### **Areas for Improvement**

To enroll students in our courses by level of proficiency, not by the department program to which they belong.

### **Projections**

1. To provide students with additional experiences regarding the use of English as a Foreign Language.
2. To provide faculty development in the areas of assessment.
3. To offer English courses to the local community in coordination with the Division of Continuing Education.

## **4.21 Curricular Revision Survey Findings**

A questionnaire was administered to department chairs and faculty members who are members of department curriculum committees. The departments evaluated were: Business Administration, Humanities, Social Science, Graphic Arts, Advertising, Physical Administration, Natural Sciences, Office Systems, English, Spanish, Hotel and Restaurant Management, Interior Design, Education, Automotive Technology and the Division of Continuing Education.

The number of members of these curriculum committees ranges from three to sixteen. Seventy-two faculty members constitute the sample consulted. Forty-six out of seventy two faculty members answered the questionnaire, which represents 64%. This is taken as database. (Documents on file).

### **4.21.1 Program Findings**

Ninety six percent of the departments have a curriculum committee in charge of revising the curricula of the department. These committees recommend changes to the department chairpersons so that curricular revision takes place according to new trends of academic and technological needs.

In order to keep curricular offerings updated, 87% of departments have revised their goals and objectives in the last five years. These departments have identified their needs and have carried out a study to determine their needs and an assessment plan to

establish a complete revision process. Ninety one percent of the curricula has been revised and updated so that course content can be modified according to new trends and student needs.

To design new curricula and establish curricular sequence, 80% of programs have studied the profiles, needs, and abilities of new students. Consequently, more students finish their studies in the period of time established by the departments. Eighty two percent of the department or programs have maintained or increased student enrollment in the last five year. Thirty three percent of programs have made a study of student needs.

#### **4.21.2 Faculty Findings**

To continue offering programs of excellence, 87% of programs have offered training in order to integrate new teaching trends and adopt distance learning as an alternative for teaching. Furthermore, 71% of the programs have succeeded in the faculty's knowing and evaluating the procedures used to approve new programs and courses. To increase the creation and introduction of new courses, 84% of programs have established new procedures following institutional norms. In the last five years, 62% of our departments have hired specialized personnel. The questionnaire also revealed that 73% of programs do not have sufficient physical resources to accomplish their goals and objectives.

#### **4.21.3 Learning Resource Center Findings**

Fifty three percent of the programs have identified and confirmed the existence of bibliographic resources and have used updated references in the course syllabi and bibliography, stating that the LRC personnel have been available.

#### **4.21.4 Course and Program Findings**

Sixty two percent of programs have identified the professional job demand for students who graduate, and 29% have done research among alumni.

Program offerings are excellent and the communication between departments is satisfactory. However, there are identical courses in different codes. The Office of the Dean for Academic Affairs is aware of this situation and plans to develop effective strategies to solve it.

Although the departmental structures are adequate, it is necessary to revise them. New strategies should be used to provide the necessary procedures for the application and articulation of departmental and systematic strategic plans.

#### **4.21.5 Findings on New Trends**

Sixty two percent of our academic programs have incorporated new business trends into the curricula.

The data collected reported that the research area has already begun. Twenty two percent of programs are currently doing research.

#### **4.21.6 Alumni Findings**

The data collected from the departments reported that the average student is employed immediately after graduation. On the other hand, there is no formal investigation or research that shows that alumni have the abilities required in the job they apply for in the business world.

#### **4.21.7 Division of Continuing Education Findings**

It was found that the Division of Continuing Education courses are not related to the institution's academic programs. Only 22% of regular programs have an effective communication and share planning of the academic offerings.

### **4.22 General Findings**

#### **4.22.1 Strengths**

1. The programs respond to societal and student needs.
2. Course syllabi effectively respond to student needs.
3. Faculty members use a great variety of education strategies.
4. The academic department structures are adequate to apply procedures in course development.
5. Departmental goals and objectives are closely related to the Institution's Strategic Plan.
6. Resources in the Learning Resource Center help faculty in the teaching learning process.
7. Bibliographic resources in the Learning Resource Center are adequately used to integrate technology.
8. Technological resources are being integrated into the curricula.
9. Curriculum committees are active and performing their duties in course development and design.
10. Most courses content has been updated.
11. Most of the faculty members know program revision procedures.
12. Department annual plans respond to previously identified needs.
13. Most alumni are employed immediately after finishing their studies, according to information given by the departments.

14. The Learning Resource Center has appropriate resources, which have been updated.
15. Faculty members keep abreast of new technological trends.
16. Curriculum committees know the procedures for creating and revising courses and programs.

#### **4.22.2 Areas for Improvement**

1. The lines of communication concerning curricula development should be improved, especially between the Division of Continuing Education and the academic departments.
2. Curricular offerings should be revised in relation to technological advances and new trends in job markets.
3. A more consistent follow up procedure for alumni must be established.

#### **4.22.3 Projections**

1. To continue with the evaluation of the academic strategic plan
2. To continue the assessment of student needs.
3. To establish a process of communication between the Division of Continuing Education and the academic departments.
4. To evaluate ways of communication between faculty members and administration.
5. To revise curricular offerings to relate them to technological advances, to new trends in the job market and society needs.
6. To carry out an investigation of student's success in being employed in their field of studies.
7. To continue academic program evaluation.
8. To continue faculty members development in the use of technology.
9. To reinforce the use of technology in academic programs.
10. To continue the registration process by Internet.
11. To encourage faculty members to do research.
12. To maintain fiscal resources for faculty members research.

#### **4.23 Main Conclusions**

In accordance with MSA accreditation standards, CUniC has a written philosophy/mission approved by its governing body. This mission serves as reference for program evaluation, new offerings, and course creations. It is a direct response to the needs for institutional changes.

The integrity of the institution is of main concern in regard to program evaluation and approval of new degrees, taking into consideration institutional resources and needs of its constituents. It is of main interest that curricula emphasize a balanced education in arts and sciences even if the requirements are vocational in nature.

The procedures and policies for program and syllabi evaluation lead to an assessment of institutional programs. Because of program evaluation, institutional achievement can be evaluated. It is important to emphasize the academic freedom at CUniC, which facilitates the teaching-learning process.

Adequate use of physical facilities, along with the teaching-learning process, meets the needs of CUniC's academic offerings.

After analyzing the previous information, we can conclude that the programs are clearly defined, approved by the governing bodies, and are consistent with the Mission and Vision of our institution. Most of the instructional materials are up to date and as such allow for the development of the necessary skills to engage in further education or to enter the work place.

Our faculty reflects sound approaches to teaching applying modern instructional guides. Class size is adequate for the utilization of different teaching strategies and the curricula revision development is a consequence of an on-going evaluation. All the faculty members are involved in curriculum development.

All services are supported through funds in an annual budget. The curriculum is a dynamic one responding to educational and community. New baccalaureate offerings are the consequence of program evaluation, expected student performance, faculty qualifications and the resources and support services in compliance with Middle States Association. CUniC is responsible for all activities conducted in its name.

## **CHAPTER 5            LEARNING RESOURCE CENTER-**

### **5.1            MSA Standard**

"Library/learning resources and services sufficient to support the programs offers and evidence of their use"

### **5.2            Introduction**

The Learning Resource Center (LRC) offers its services to students, faculty members, and the public. Its goal is to provide its patrons with essential resources and services to support academic programs. It also contributes to the cultural enlightenment of students and the university community. The LRC faculty and administrative personnel are highly competent and committed to the Center's mission and service. Services offered include orientation about facilities and services, library instruction, and information literacy workshops to develop skills in the use of information resources.

The LRC is engaged in meeting the educational and information needs of CUnic's academic community. This goal is achieved by providing quality information services that support the teaching/learning process. The LRC has the responsibility to:

- Offer the up-to-date information services
- Respond to new technological demands
- Develop an effective bibliographic instruction program
- Offer quality audiovisual services

### **5.3            Working Strategies**

The LRC task force was responsible for considering the following questions:

- How is the LRC organized in terms of personnel, service areas, and holdings? Are these adequate for institutional offerings?
- What are its physical facilities?
- What handbooks or manuals are available to students so that their use of the LRC is enhanced? Are they adequate to support library services? How is this collection used?
- Is bibliographic instruction offered? Which strategies are used to provide an effective program of bibliographic instruction? Does it respond to the needs of the College's programs?
- How is the serial collection organized? What services are offered? How are they used?
- How has the collection increased since the last self-study visit? In what areas? In what way?

- What audiovisual equipment and materials are there? What services are offered? How are they used? How effective are they?
- What does the analysis of library usage suggest about teaching methods and their effectiveness?
- Do the collection, equipment and materials support the curricula of all or most of the programs?

#### **5.4 LRC Personnel and Organization**

Library services are organized into three main areas: public service area, Collection Development, and Educational Technology. The public service area comprises reference, circulation, reserve, periodicals, and the Puerto Rican Collection. Collection Development comprises ordering and cataloguing. The educational technology services area includes equipment and audiovisual resources, circulation, production, and graphic arts services.

LRC personnel are known for its competency and commitment to the Institution. At present, is consists of seven professional librarians and nineteen support personnel divided as follows: seven professional librarians, one computer and telecommunications specialist, ten assistant librarians, one library assistant, four laboratory technicians for educational services, two secretaries, and one typist. Services offered have been excellently evaluated by its patrons thanks to the dedication of the entire library staff. The LRC extended its hours of service in the reference and reserve areas. Both are opened Mondays through Thursdays until 9:00 pm and Saturdays from 9:00 am to 1:00 pm. These hours will be extended even more when additional funds and personnel become available.

Furthermore, when additional funds and personnel become available, LRC plans to improve library instruction by expanding training services in information literacy and software (MS Office, Pro-Cite) through the establishment of a Library Instruction Program.

#### **5.5 Physical facilities**

The LRC is located in a modern building specifically designed for its facilities. The following areas are located on the first level of the building: reserve, reference, circulation, the administrative office, and collection development. Periodicals, the Puerto Rican Collection, and the Educational Technology areas are on the second level. The building also has a private lounge and service rooms for library personnel.

The library has a seating capacity of 350. The distribution is as follows: Reference, 150; periodicals, 75; Puerto Rican Collection, 75. The educational technology area has two multimedia rooms with a 30-seat capacity. It also has a multiple use room located on the third floor with a 50-seat capacity. The third floor is being used temporarily by the Hotel and Restaurant Administration Department.

## **5.6 Library Instruction Program**

The LRC Library Instruction Program includes conferences and workshops. These activities are offered to students in coordination with the faculty. The LRC offers facility and service orientation to freshmen students. The workshops given include: Annotated Bibliography, How to Prepare a Research Paper, Internet, MicroJuris, NotiAccess, OPAC, ProQuest and Ebsco Host databases, and Research Paper Writing. Handbooks and manuals related to these courses have been prepared for students and are available for review.

Librarians have offered workshops using the educational technology rooms and the institution's Information System Laboratory. In May 2001, another strategy will be implemented to expand library instruction services to our community with the LRC home page. It will contain a section that includes Power Point presentations covering workshop material. This is expected to function so that LRC better meets the needs of the Institute's programs improving even more services that have already been positively evaluated. The academic departments that request library instruction activities have been: Business Administration, Student Support Services, English, Social Sciences, and Upward Bound.

## **5.7 Services**

The newspaper and periodicals area has print and online resources, provides ProQuest and Ebsco Host databases online, and individual orientation about indexes, microfilm and microfiche readers. The Puerto Rican Collection has specialized research resources about Puerto Rico such as NotiAccess, Microjuris, and LexJuris online databases. Students and faculty members receive individual help on the use of all previously mentioned databases. Students may print, save, or e-mail information retrieved in databases. Recent issues of printed periodicals are exhibited and may be used by patrons inside the room. They may photocopy articles of printed materials.

## **5.8 LRC Holdings**

LRC holdings include print and non-print resources, online database services and CD ROM information services. Total holdings on June, 2000 were: print titles, 27,803; print volumes, 41,084; microfilm titles, 1,642; microfilms volumes, 2,210; audiovisual resource titles, 2,284; and audiovisual volumes, 9,076; a total of 31,729 titles and 52,370 volumes. This represents an increase from 20,751 titles in 1992-93 to 27,803 titles in 1999-2000. Volumes went from 26,900 to 41,084 in the same period. The periodical section has 1,907 titles. (Appendix 3, tables 17-18). General collection increase has been very positively supported by the acquisition of online database services. Notable among these database services are:

1. Online Public Access Catalogue (OPAC): The online catalogue of the University of Puerto Rico Library System.
2. CONUCO: A general index of Puerto Rican periodicals.
3. LEGISLIB: Online catalogue of the Puerto Rico Legislature.
4. Educational Resource Information Clearinghouse (ERIC): Online access to the Eric database of education articles.
5. CINAHL: Database about nursing and allied health sciences.
6. ProQuest: Includes article magazines of approximately 6,137 publications. Abstracts are provided and many are full text. Patrons may print, save, or email articles.
7. Ebsco Host: Includes article magazines from approximately five databases that add up to more than 4,915 articles. Abstracts are provided and many are full text. Patrons may print, save, or email articles.
8. General and specialized encyclopaedias about Puerto Rico and other specific disciplines and countries.
9. NotiAccess: Online database that contains articles from 1990-present from El Nuevo Día newspaper.
10. LexJuris: Online database that contains legal information.
11. MicroJuris: Online database that contains legal information about Puerto Rico, Latin America, and the European Union.

All of these databases have proven very effective and useful in helping both students and faculty members in their research projects.

## **5.9 Educational Technology**

The Educational Technology area provides materials and equipment, audiovisual productions and graphic art services. Material services includes films, videos, recordings, slides and others types of material. Audiovisual production involves videos and recordings, filmstrips, slides and photography. Graphic art services include charts, transparencies, and signs.

### **5.9.1 Collection**

The audiovisual collection consists of filmstrips, videos, films, recording, cassettes, and other kinds of materials. Table 18 sums up the audiovisual collection since 1991-2000.

### **5.9.2 Services**

The audiovisual area offers audiovisual services, equipment loans, and recordings of conferences, seminars, workshops, and other activities at CUnic. The area also prepares different kinds of graphic art materials.

Tables 20 and 21 (Appendix 3) show statistics concerning attendance since 1991-2000 in the educational technology area. Table 22 shows the services offered since 1991-2000. The constant increase in numbers that these tables reveal prove that they have been very effective and very important to support the teaching/learning process at CUniC.

A number of factors suggest that library usage has been important to CUniC teaching methods and their effectiveness. Examples are increases in institutional offerings that increment library service demands. Teaching methods that do not encourage library use do not provide for the research skills needed in today's world. As technological advances are introduced in the classroom, they also reach the library. Increase in enrollment and program offerings arises when teaching methods and library usage go hand in hand in an educational institution. Statistics within this report prove this is what has happened at CUniC from academic years 1991-2000.

### **5.10 Sources for this Report**

This report was prepared in accordance with LRC 1992-2000 annual reports and 1998-2000 budget petitions. The LRC Task Force administered a survey to students on campus. Findings are included in our recommendations.

The questionnaire administered had twenty-one items. The questions dealt with the quantity and quality of materials, equipment, and services. The Task Force decided not to count those items marked as average.

Results revealed that students were satisfied with all services but one; photocopy facilities were considered inappropriate. In general, findings show that LRC supports the curriculum of programs at CUniC.

### **5.11 Achievements**

- The LRC moved to a new building.
- New online information databases are now available for research.
- New computers were acquired to offer Internet and database access to support and encourage research among students and faculty members.
- Circulation and Puerto Rican Collection services were automated.
- Collection Development procedures were automated.
- Extended service hours in some areas were begun in academic year 1995-1996.
- Additional personnel were recruited for public service areas.
- A self-study of patron's perception of LRC was conducted.
- Library instruction conferences and workshops have been offered to faculty members and students in the Academic Computer Laboratory.
- Implementation of Horizon Library Automation System was begun during August 2000.

## **5.12 Areas for Improvement**

- To relocate the reserve collection to a more ample area of the building.
- To increase LRC seating capacity.
- Library instruction workshops should be offered in LRC facilities.
- To create group study areas.
- To open all LRC areas during evenings and Saturdays.
- To improve the building's electric power capacity.
- To bring LRC budget closer to American Library Association standards.

## **5.13 Projections**

- To create a Library Instruction Center with adequate computer equipment.
- To include LRC information literacy workshops as part of the institution's future distance education programs.
- To digitalize CUnic's historical archives and have them available online.
- To continue with the academic research project about patron's attitudes towards the library and its staff.
- To automate LRC statistics using Horizon Library Automation features.
- To complete the LRC home page by May 2000.
- To make available library instruction workshops on the LRC home page.
- To make available an information database of URL's related to CUnic's specific disciplines on the LRC home page to support research.

## **CHAPTER 6 FACULTY**

### **6.1 MSA Standards**

“Faculty whose professional qualifications are appropriate to the missions and programs of the institution, who are committed to intellectual and professional development, and who form an adequate care to support the programs offered”.

### **6.2 Introduction**

High qualifications and standards of excellences in professional development and academic preparation are two of the main aspects that characterize CUnIC faculty. A commitment with the mission and vision of the institution makes teaching faculty members most important task. This encourages the use of the best teaching/learning strategies and supports active involvement in professional activities. This involvement keeps faculty members up to date in their respective fields of discipline and aware of technological advances.

### **6.3 Working Strategies**

A Faculty Task Force was composed to answer the following questions:

- What are the criteria and procedures used to recruit faculty members?
- What are the responsibilities of the faculty?
- Are the types of faculty contracts, academic preparation and teaching load adequate for institutional offerings?
- Is the faculty motivated for professional development?
- How effective has recruitment, promotion, tenure, and faculty development been in improving curricular offerings?
- How is the faculty evaluated?
- Is the faculty involved in research activities?
- Does the Institution stimulate and support faculty research projects.

### **6.4 Recruitment Procedures and Criteria**

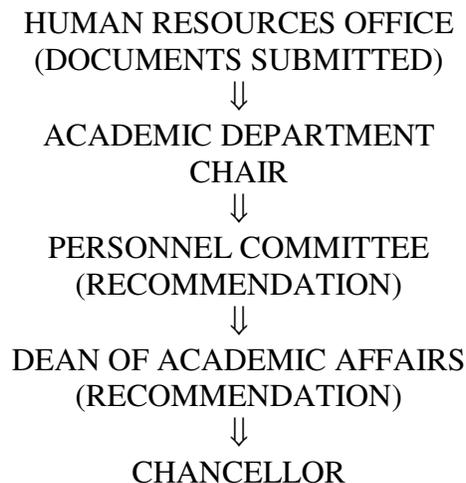
The main concern of the recruitment process at CUnIC is the selection of the most qualified candidates in respective areas of specialization. An excellent academic record, teaching potential, and effective performance is important criteria for faculty selection. As to academic preparation, the minimum requirement is a master’s degree in the area of specialization, although the institution promotes the recruitment of faculty members with the highest academic degree. Applicants holding a bachelors degree have been hired when a master’s degree has not been available in specific

fields where recruitment is difficult. Faculty members with baccalaureate degrees are required to complete the master's degree in their teaching area.

Faculty recruitment procedures begin with the candidate submitting an application form and other required documents that include academic records, curriculum vitae, birth certificates, good conduct certificates, income tax certificates. These are submitted to the Human Resource Office. All applications are sent to the concerned academic department to be evaluated by the department chairperson and the departmental personnel committee. The Dean of Academic Affairs must qualify the candidates in terms of his or her academic preparation and teaching area. After this step, the departmental personnel committee carries out the corresponding evaluation.

The following flowchart shows the faculty recruitment procedure:

### **FLOWCHART**



Usually there are enough applications on file from which to make a good selection. The recruitment process is announced through published advertisements, instructors by contract, adjunct professors, personnel database, walk-in applicants, and others.

The University of Puerto Rico System has a non-discrimination policy for gender, sex, race, religion, physical or mental handicap, or political reasons. The UPR bylaws establish the criteria for the selection of faculty members for the entire university system

Selection criteria includes the following:

1. Excellence in academic performance and the academic standard of the institution that granted the degree held by the candidate.
2. Proficiency in the field to be taught and the ability to integrate it into related subject areas.

3. Experience in teaching and in the application of knowledge to the particular field of specialization.
4. Articles published and lectures offered.
5. Knowledge and understanding of the philosophy, goals and objectives of the University of Puerto Rico.
6. Ability to conduct scientific research or to engage in creative work.

The departmental personnel committee and the department chair analyze the documents and interview the candidates. The best-qualified candidate is recommended to the Dean of Academic Affairs, who then submits his/her recommendation to the Chancellor who is the nominating authority. This process supports the recruitment of the best-qualified candidates.

## **6.5 Faculty Duties and Responsibilities**

1. To participate in the development of institutional and departmental goals and objectives.
2. To attend institutional and departmental meetings.
3. To be aware of new professional knowledge and educational techniques.
4. To participate in evaluation procedures.
5. To carry out administrative tasks and other activities related to the position.
6. To uphold intellectual integrity and objectivity in the search for the truth respecting discrepancies in criteria.

In order to examine faculty knowledge of institutional goals, participation and satisfaction within institutional life, the faculty task force submitted a questionnaire to faculty members. Sixty-seven questionnaires were returned. This represents 31.5% of the total faculty. Ninety-one percent knows their goals and objectives of their department; eighty-six percent participates in institutional and departmental committees; seventy-four percent is aware of university bylaws and rules; fifty-nine percent knows the functions of the Academic Senate and the Administrative Board; ninety-seven percent knows the rules related to their responsibilities with students; and ninety-seven percent respond that they remain up-to-date in his/her teaching area.

## **6.6 Workload**

The working week for all CUniC faculty consists of 37.5 hours distributed as follows: 12 teaching hours, 6 office hours, 15 hours for preparing instructional materials, 4.5 hours for meetings, course revisions, committee work and other administrative tasks as stated in the UPR. Bylaws CUniC faculty workload differs from all other UPR units in the basic annual teaching load. At CUniC, the regular teaching load is twelve credit hours for each of the first and second quarter-terms, and nine credit hours for the third quarter term for 33 credit hours per academic year. At other campuses, the regular annual load is twelve credit hours per semester, for 24 credit hours.

## 6.7 Faculty Profile

Of 200 faculty members, 180 hold a full academic load. Four percent is engaged in administrative work. Fifty-four percent hold regular academic positions while forty-six percent are on contract.. This gives a student/faculty ratio of 26 students per faculty member. For an in-depth explanation of CUniC’s teaching contracts, see Chapter 3, “Organization, Administration and Governance, Autonomy, Governing Board, and Human Resources”.

**Table 6.8**  
**Faculty Distribution by Type of Contract**  
**1995-2000**

YEAR	TENURED	TENURE TRACK	TEMPORARY	COMPLETE SERVICE CONTRACT	PARTIAL SERVICE CONTRACT	TOTAL
1995-1996	76	14	2	24	59	176
1996-1997	95	5	6	35	53	194
1997-1998	N/A	N/A	N/A	N/A	N/A	N/A
1998-1999	81	17	4	57	40	199
1999-2000	83	23	2	55	37	200

Regarding the faculty on service contracts, 60% works on a full-time basis and 40% on a part-time basis. (Table 6.8).

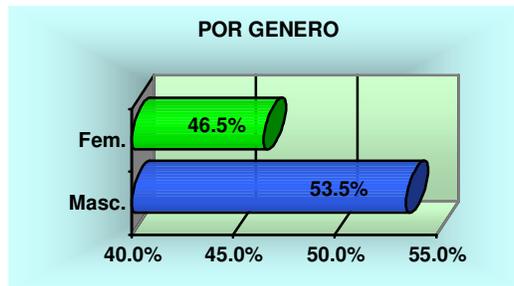
As shown in table 6.9, 7.5% of faculty members hold the rank of full professor; 16% , associate professor; 18.5%, assistant professor; and 57.5% instructors.

Thirteen percent of faculty members hold doctoral degrees and 80%, master’s degrees. Seven percent have baccalaureate degrees. These come from areas of difficult recruitment, which are mostly automotive technology and graphics arts.

**Table 6.9  
Faculty Profile**

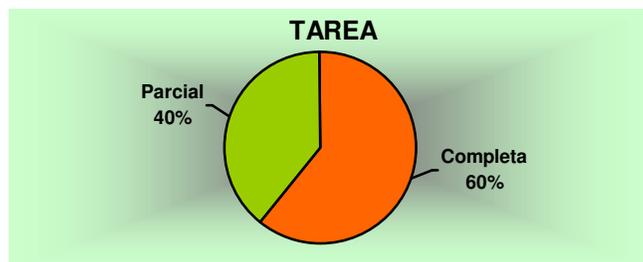
<i>FACULTAD</i>	
En Facultades	180
En Tareas Administrativas	8
Bibliotecarios Profesionales	7
Consejeros Profesionales	5
<b>TOTAL</b>	<b>200</b>

<i>POR RANGO</i>	
Instructor	115
Cat. Auxiliar	33
Cat. Asociado	37
Catedrático	15
<b>TOTAL</b>	<b>200</b>



<i>POR TIPO DE NOMBRAMIENTO</i>	
Contrato	92
Temporero	2
Probatorio	23
Permanente	83
<b>TOTAL</b>	<b>200</b>

<i>POR PREPARACION ACADEMICA</i>	
Bachillerato	10
Maestría	165
Doctorado	25
<b>TOTAL</b>	<b>200</b>



## 6.8 Professional Development

Professional development of faculty members is essential for academic the excellence of the institution.

The faculty is responsible for curricular planning, development, and assessment. Active faculty development is needed to accomplish the academic progress and other aspects of student life related to the teaching-learning process. The institution promotes faculty development and participation in activities such as workshops, seminars, lectures, summer courses, community activities, cooperative activities, development of innovative teaching strategies, and seminars on modern technology.

A professional development plan for the faculty has been prepared to meet their needs. This plan provides for training sessions and workshops that helps teaching staff to improve their quality of work, and keep abreast of the latest advances in their fields of discipline.

This plan is designed annually through the following process: First, each academic department prepares its own strategic plan and budget, and second, the Faculty Development Office at CUniC evaluates all departmental plans and prepares the final one.

The Office of the Dean of Academic Affairs administered a questionnaire to all faculty members to assess their professional development needs. Questionnaire results revealed that skills related to the use of computers as part of the teaching-learning process was the main concern for faculty members. The Office of the Dean of Academic Affairs and the Academic Computing Office established a plan to offer seminars and workshops related to this area.

The amount of faculty members engaged in the completion of their formal education tells us that self-improvement is another important aspect of their development. Table 6.10 shows the number of faculty members that has requested extraordinary leaves and financial aid to complete their studies during the last eight years.

**Table 6.10**  
**Extraordinary Leaves and Financial aid Requests for Faculty Studies**  
**1992 to 2000**

YEAR	SABBATICAL	EXT. LEAVE WITH SALARY	EXT. LEAVE WITH FINANCIAL AID	SPECIAL FINANCIAL AID	EXT. LEAVE WITHOUT SALARY OR FINANCIAL AID	TOTAL
1991-92	0	2	3	0	3	8
1992-93	1	2	2	0	1	6
1993-94	3	5	0	2	2	12
1994-95	1	4	0	1	1	7
1995-96	0	4	1	0	0	5
1996-97	0	2	0	1	1	4
1997-98	1	1	0	0	3	3
1998-99	1	0	0	0	1	2
1999-2000	1	0	1	1	2	4
TOTAL	7	20	7	5	14	51

**Source: Administrative Board**

Since the last MSA accreditation, the Administrative Board has approved thirty- one leaves and financial aid applications: four sabbatical leaves, seventeen study leaves with salary, six study leaves with financial aid, two special financial aid requests and two study leaves without salary or financial aid.

Faculty members in the Natural Sciences, Humanities, Spanish, Social Sciences, and Hotel and Restaurant Administration departments have used these study leaves and financial grants. Efforts to provide financial support to faculty members that show interest in completing their graduate degrees are made. Funds are allocated for faculty professional development. Faculty members are urged to apply for financial aid that is available to them. (See Appendix II for faculty members that have received financial aid in the last ten years).

## **6.9 Faculty Evaluation**

The faculty is evaluated in a systematic way, following the criteria established in the University Bylaws. The Academic Senate in its Certification 1989-90-3 stated the evaluation procedures, the university organism, officials responsible for it, and the functions pertaining to each. Certification Num. 16 (1986-87) of the Academic Senate includes evaluation documents used by peers, students, and the department chairs. The evaluation is made for recruitment, tenure, and promotion purposes.

The CUnic to Administrative Board is responsible for granting tenure and promotions to faculty members, as well as study leaves, sick leaves among others. Currently the faculty uses a point system to earn promotions. The guidelines for activities and corresponding points are established in a document called Comparison Sheet for Promotions and Instruction Manual.

The criteria for evaluation are quality of teaching, creative work, research, publications, professional improvement, involvement in university and governmental affairs, and community service.

The evaluation process begins at the academic department. The department chairperson and the departmental personnel committee evaluate the faculty members with respect to the teaching-learning process and related areas. Students also participate in the evaluation using the document approved by the Academic Senate. Currently, the evaluation is made every quarter-term, in all areas, for tenure and for the first promotion. A faculty member may be granted tenure after five years and his/her first promotion in four and a half years. Tenured faculty members are evaluated every quarter-term for three consecutive years before the year that the faculty members becomes a candidate for promotion. In the last five years, 100% of faculty members applying for promotion and tenure as well as those on service contracts were evaluated.

Table 6.11 shows promotions and tenure granted from 1995 to 2000.

**Table 6.11**  
**Faculty Promotions and Tenures**  
**1995 to 2000**

YEAR	PROMOTIONS	TENURES
1995-1996	5	0
1996-1997	3	0
1997-1998	5	4
1998-1999	1	3
1999-2000	6	1
TOTAL	20	8

In the questionnaire administered to faculty members, 40% expressed that all evaluation documents must be revised; while 10% expressed that they were adequate. Eighty-four percent responded that the evaluation process always or usually promoted professional development. To the question related to the frequency of the evaluations, 49% responded that evaluations must be performed once a year, while 45% said that they must be carried out two or three times a year.

## **6.10 Research Activities**

Research activities in an institution of higher education are of vital importance. Scientific research and creative work complement the teaching learning process. Involvement with community problems in order to find solutions to them is part of university responsibilities. CUnIC faculty is very aware of this.

Although physical and fiscal resources at the institution are limited, faculty members who conduct research. Faculty members in physics, biology, humanities, hotel and restaurant administration, mathematics, and the social sciences are involved in research. For many years two biology faculty members have conducted research using the UPR Río Piedras campus facilities. Thanks to various proposals submitted to the Administration of Regional Colleges and later to CUnIC, these faculty members have received the equipment they need for their research.

During the last two years, CUnIC has adopted the Research and Creative Work Policy. Now, faculty members have the opportunity to submit research or creative work proposals to the Dean of Academic Affairs. The Institutional Research and Creative Work Committee evaluates the proposals and makes recommendations to the Dean of Academic Affairs for approval. In the proposal the faculty members can ask for equipment, materials, released time, load equivalencies, etc. The Institutional Research and Creative Work Committee are reviewing this policy. The following are examples of research being conducted at CUnIC:

**Table 6.12**  
**Research Proposals**

<b>Faculty Member</b>	<b>Department</b>	<b>Research Proposals</b>
Milagros Román Gerardo Perfecto	Social Sciences	“Timidez y ansiedad social” “La participación del padre en el trabajo de la familia el nivel socioeconómico medio en P.R.”
Luis D. Torres Víctor Borrero Anyá Parrilla	Natural Sciences - Biology	“On the Possible Role of BFGF, TGF-b and ECM Components on the Newt Lens Regeneration in Vitro”. “Effect on Growth Factors and Cytokines on Newt Lens Regeneration in Vitro”. “Banco Fotográfico Digital de la Flora y Fauna Puertorriqueña”.
José Peñalbert Rafael Méndez	Natural Sciences - Physics	“Análisis de los registros de temperatura durante los últimos 20 años en P.R.” “Análisis de la Lluvia Ácida e Carolina, P.R.”. “Análisis de la Lluvia Ácida Santo Domingo, República Dominicana”. “Estimating Caribbean Climate Change: Statistical Approach to Temperature, Humidity and Precipitation”. “Análisis de temperaturas máximas y mínimas en los últimos 30 años en la República Dominicana”.
Ramón L. Matos Guillermo Castro	Natural Sciences - Mathematics	“Fórmulas explícitas, tríos pitagóricos” “Sistema integrado computarizado”
Ana E. Falcón	Office Systems	“Factores relacionados con las actitudes hacia el trabajo de los estudiantes que están matriculados en el Programa de Sistemas de Oficina”. “Percepción de la Facultad con relación a la Educación a Distancia en el CUnic”
Santiago Román	Humanities - History	“Estadía de Betances en Caracas en el primer semestre del año 1869”.
Luis Ramírez	Humanities - Philosophy	“La lógica de la de la existencia en los pensadores contemporáneos Charles Sanders Peirce y Albert Camus”.
Alejandro Apesteuña	Humanities - Philosophy	“La lógica de la existencia en los pensadores contemporáneos: Ludwig Wittgenstein, Paul Ricoeur y Teilhard de Chardhin”.

<b>Faculty Member</b>	<b>Department</b>	<b>Research Proposals</b>
Luis Olivieri	Humanities - History	“Movimientos anexionistas en Cuba y P.R.: 1870-1900, Relaciones de los partidos políticos en P.R. y E.U.”
Amalia Alsina	Humanities - History	“La Era Trujillista”.
Rosario Lecaroz	Interior Design	“Suelos Estructurales en áreas urbanas”.
Rosa Rodríguez	Learning Resource Center	“Actitudes que tienen los usuarios hacia la Biblioteca del Colegio Universitario de Carolina”.
Evelyn Ortiz	Education	“Relación que existe entre las técnicas de avalúo y el aprovechamiento académico de los estudiantes en los cursos de Pedagogía”.
Lydia Rodríguez Wilda Martínez Anäis Malinow	English	“A Holistic Approach To basic English Courses”.
Carlos Sariol	Business Advertising	“¿Matrimonio feliz o divorcio seguro? Estado actual de la Publicidad”

The Research and Creative Work Committee submitted a proposal to the Dean of Academic Affairs and to the Chancellor to establish the Multidisciplinary Center for Research and Creative Work at the institution. This center will help the faculty members in seeking funds and will help them with proposal writing. The center must have the technology; equipment and the materials the faculty members need to conduct research and creative work. Institutional support is important to promote research among the faculty. The administration has already identified the physical and human resources that could be used for this program.

### **6.11 Intramural Practice**

This program provides the opportunity for students and faculty alike to offer professional services to the off-campus community. This way, students can

acquire practical experience in their field of studies and faculty members can keep up to date in their areas of specialization. This program allows participants to receive extra income.

## **6.12 Outcomes and Recommendations**

### **6.12.1 Outcomes**

1. There is a low faculty turnover. As such, there is institutional stability.
2. Faculty members have the opportunity to apply for promotion and professional improvement.
3. Faculty members are aware of the goals and objectives of their departments, of the rules and regulations regarding their responsibilities to students, of the procedures for the evaluation of teaching staff, and of the institutional mission.
4. Faculty members take part in institutional decision-making.
5. Faculty members are aware.
6. A Committee for Research and Creative Work has been created to evaluate proposals for faculty research.
7. Most faculty members have been provided with computers, Internet access, and educational software.
8. The Planning and Institutional Studies Office is being strengthened.
9. Instruction is being offered in research technology and technology for classroom use.
10. UPR-Net is accessible from faculty members' homes.
11. The UPR library catalog is available on-line.
12. There are 40 computer laboratories on campus.
13. Seminars concerning classroom assessment are being held.
14. A program of intramural practice has been developed.
15. Newly hired faculty members receive training sessions concerning academic, administrative and student affairs.
16. The Academic Senate is revising all faculty evaluation instruments.

### **6.12.2 Recommendations**

1. All faculty evaluation instruments (peers, students and department chair) should be revised and updated frequently.
2. More funding from the Central Administration to support faculty research must be requested.
3. Faculty members must encourage students to become more involved in campus activities.

## **CHAPTER 7    STUDENT PROFILE AND STUDENT AFFAIRS**

### **7.1        MSA Standard**

“Clearly stated admissions and other student policies appropriate to the mission, goals, programs, and resources of the institution.

Services appropriate to the educational, personal, and career needs of students.”

### **7.2        Introduction**

The Office of the Dean for Student Affairs is responsible for the coordination and supervision of programs and services offered to students. These services support the individual development of students, supplement their academic training, and are oriented toward their integral development. The main functions of the Office are:

- Organize, develop, and maintain the operation of all offices, departments, or programs that offer support services to students.
- Coordinate student services with deans, offices, service areas, the UPR Central Administration, and the general community.
- Identify the needs, limitations, or difficulties that affect student academic performance to find alternatives and solutions.

### **7.3        Working Strategies**

The Student Profile and Student Affairs Task Force considered three main functions related to student services: (1) enrollment and registration, (2) personal support services, and (3) transitional services. The guidelines used to consider these three points are as follows:

- Does the range of services offered meet the diverse needs of the student body?
- Do the programs and services that are offered correspond with the institution’s mission, goals, and objectives?
- Are admissions policies appropriate to the purposes of the institution and consistent with other criteria in characteristics, such as those for educational programs and curricula and for faculty?
- By what means does the institution gather information about student characteristics, such as demographics, beliefs, attitudes, values, interests, skills, cultural awareness, and other aspects of psychological and social development?
- How effectively does knowledge about student characteristics influence and inform the teaching and learning process, the campus climate, the programs offered, and the services provided?

The following guidelines were considered for the analysis of services offered to students:

- How are student support services organized to serve the heterogeneous student population?
- What is the student perception of student support services?
- How effective is student participation in the decision making process?
- Do services and programs offered meet the student's needs?
- Are admission policies appropriate for the purposes of the Institution and consistent with programs and curricula offered?
- Does the admissions program ponder if student qualifications, interests, and needs are compatible with institutional objectives?
- How well is the enrolment and registration process understood by students, faculty, staff, and administration?
- How well are the interrelationships of the offices involved with the registration and enrolment process understood and utilized?
- How effective is the coordination of services provided and processes of the offices and other personnel involved in the enrolment and registration process?
- What are the characteristics of the student population?
- How does the Institution gather information about student characteristics, such as: demographics, beliefs, attitudes, values, and psychological and social development?
- How is information used to make decisions?
- Are there adequate resources and the proper assessment techniques to measure results?
- Are the policies and processes clearly stated and properly disseminated?
- Do athletic, recreational, social, and cultural programs; meet the needs and interests of students? How do they help students carry out their university life?
- How does the Quality of Life Program affect the university community and what purpose does it have?
- How well are students made aware of financial aid, scholarship, and other alternative methods of meeting their tuition liability?
- How well are students made aware of the availability of personal counseling services?
- How are the professionals who work with students regarding personal counseling identified and what is the referral process?
- How well are personal counseling services coordinated with other campus services?
- What are the needs of our student population relating to child care services?

- How effectively does the child care programs meet these specific needs?
- How well are we meeting the needs of the current level of health care services on campus to student well being?
- How effective is the design, maintenance and security of records relating to personal support services?
- How effective are the programs offered as new student orientation?
- How are students informed about new student orientation programs and how many participate?
- How are students, advisors, and other staff made aware of and given access to transfer articulation agreements.
- Does the catalog contain all of the information necessary for students to make informed decisions about their education?

Student services at CUniC consist of the following areas: Registrar's Office, Admissions, Financial Aid, Guidance and Counseling, Health, Employment, Student Child Care, Student Activities, Student Support Services (remedial courses and tutoring), Upward Bound Program, Athletic Program, Intramural and Recreational Program, and Quality of Life.

Except for the Registrar's Office, Student Support Services (remedial courses and tutoring), and the Upward Bound Program, which are supervised by the Dean of Academic Affairs, all other student services are offered by the Office of the Dean of Student Affairs.

#### **7.4 Institutional Policy on Student Services**

The institutional policy is oriented to provide students with the basic services that will enable them to adjust to university life in the shortest time possible.

Student services are also geared towards assisting students to achieve their social, professional and personal goals, and to provide essential support services needed to promote student academic potential within the framework of CUniC.

In this sense, our institution is committed to providing learning experiences not only through formal programs, but also through a variety of other activities consistent with institutional objectives, and with the goal of providing a well-rounded education.

Efforts are made to provide for student's needs during their stay on campus through a program of quality of life services. These services are focused on promoting quality of life and student awareness of the significance of their participation in all institutional procedures, and cultural, recreational, and social affairs.

The main goal of student services is to make them an integral part of the educational process so that these services support the institutional mission. This is a mission that fosters a learning community that supports the development of our students' talents, teaching them to learn so that they can adapt to an ever changing work force, as such, they will be able to contribute to the improvement of the quality of life and to be leaders in society.

## 7.5 Student Profile

The student profile is defined as those personal characteristics that identify the individual, and includes, among other aspects, the following: age, gender, marital status, place of residence, family composition and annual income, parent's school level, high school GPA, type of school origin, admissions index (GAI), and course load.

Student population data at CUnIC is as follows: during the first quarter-term of 1999-2000 4,060 students were enrolled; 870 freshmen and 3,190 non-freshmen. There were 1,056 (26%) in transfer programs, 758 (18.66%) in associate degree programs; 2,203 (54.26%) in baccalaureate degree programs, and 43 (1%) enrolled as special students.

Total registration at CUnIC for academic years 1994-95 to 1999-00 was 21,658. Of these 38.5% (8,343) were male and 61.5% (13,315), female. (Table 7.13).

Students at CUnIC come mainly from the metropolitan area (San Juan and Carolina), but the institution's specialized academic programs also bring students from other parts of the island.

**Table 7.13**  
**Total Enrollment by Gender**  
**First Quarter-Term**  
**1995-95 to 1999-00**

Academic Year	Gender		Total
	Female	Male	
1994-95	1450	868	2318
1995-96	1852	1184	3036
1996-97	2320	1531	3851
1997-98	2736	1739	4475
1998-99	2420	1498	3918
1999-00	2537	1523	4060

Source: UPR-Carolina

Tendencies in terms of gender for the last six years have shown an increase in the number of females and a decrease in the number of males. In fact, for the first quarter-term of academic year 2000-2001, out of 945 new students, 620

(66%) were females and 325 (34%) males. Total registration for the same period was 4,198 students divided as follows: 2,616 (62%) females and 1,582 (38%) males.

This fact could also be observed during graduation ceremonies at UPR system units, where female graduation ratio was higher than that of males even in academic areas traditionally dominated by men.

Average student age at CUniC is between 18 and 19 years old. The average student is predominantly female, single, and a permanent resident of Carolina and the San Juan metropolitan area. The typical student come from families with three to five children and approximately 55% of their families fall under the national poverty level as shown by the Puerto Rico Department of the Family. (A family with five members with an annual income below \$29,925 was used as reference).

Ninety-six percent of students are single and four percent are married. Forty-six percent comes from private schools. This tendency has remained stable during the last years. However, the percentage of students coming from public schools from academic year 1994-95 to 1999-00 has decreased from fifty-six point two to fifty-two point one percent.

**Table 7.14**  
**New High School Student Registration by Type of School**  
**1995-96 to 1999-00**

<b>Academic Years</b>										
<b>School</b>	<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>		<b>1998-99</b>		<b>1999-00</b>	
	<b>Freq</b>	<b>%</b>								
<b>PUBLIC</b>	572	56.2	706	52.3	732	53.9	415	53.1	453	52.1
<b>PRIVATE</b>	440	64.3	47.7	47.7	626	46.1	367	46.9	417	47.9
<b>OTHER</b>	5	0.5								
<b>TOTAL</b>	1017	100	1349	100	1358	100	782	100	870	100

Thirty-seven percent of high school students graduated with an average GPA between 3.01 and 3.50; thirty percent between 2.51 and 3.00; Nineteen between 3.51 and 4.00, and fourteen percent between 2.00 and 2.50.

Ninety-one percent of students live with their parents or legal guardians while they study, and fifty-seven percent works while studying. Thirty-nine percent works part-time and thirty-seven percent on a full-time basis.

Seventy-one percent of total students enrolled during academic years 1994-95 to 1999-00 maintained a regular academic load (12 credit hours or more) and twenty-nine percent less than 12 credit hours.

During academic years 1994 to 1999, the average GAI was 234, 234, 234, 258, 235, and 260 respectively.

This student profile provides CUniC with relevant information to make decisions related to services, offerings, academic programming, and for planning the transition process from high school to college.

This information is constantly updated, made public, and sent to every office that offers services to students.

## **7.6 Student Affairs**

### **7.6.1 Enrollment**

From academic years 1994-95 to 1999-00, 11,172 students coming from high school were admitted. Of these 6,908 (61.8%) entered transfer programs, 2,728 (24.4%) technical programs, and 1,536 (13.7%) entered baccalaureate degree programs.

During this same period, 1994-95 to 1999-00, 50,815 students applied to CUniC. Twenty-two percent were admitted. This data corresponds with statistics that place CUniC as the fourth unit within the UPR System in terms of applicant distribution, seating capacity, and total admitted. This is shown in Table 7.15.

**Table 7.15**  
**Distribution of First Alternative Applicants, Recommended Seating Capacity,**  
**and Admitted Students by Branch Campus,**  
**August 1999**

<b>BRANCH CAMPUS</b>	<b>APPLICANTS</b>	<b>SEATING CAPACITY</b>	<b>ADMITTED STUDENTS</b>	<b>SEATING CAPACITY</b>
Río Piedras	6,156	3,329	3,021	90.7
Mayagüez	3,765	2,739	2,376	86.7
Cayey	987	1,263	1,057	83.7
Humacao	1,349	833	900	108.0
Arecibo	1,613	1,307	1,141	87.3
Bayamón	2,239	1,273	1,239	97.3
Ponce	1,703	1,295	1,158	89.4
Aguadilla	975	860	802	93.3
Carolina	1,357	875	831	95.0
Utua	304	596	586	98.3
<b>Total</b>	<b>20,448</b>	<b>14,370</b>	<b>13,111</b>	<b>91.2</b>

This statistical fact clearly shows the need to expand institutional capacity in terms of new programs, facilities, personnel, and resources that make possible the granting of services to a larger number of students.

CUnC has practically doubled its total registration in order to meet increasing demands. From academic year 1994-95 to 1999-00, numbers went from 2,679 to 4,459. The amount of courses offered during this period also went up substantially. For 1998-99, it reached a 56% increase, and for 1999-00, 58%.

Another strategy used to meet the increasing demand has been the establishment of extended hours in the departments of Office Systems, Business Administration, and Criminal Justice. Class hours were extended until 10:10 pm. Projections include to establishing a night time study program to serve the adult population and also to use facilities in a more effective way.

**Table 7.16**  
**CUnC Admissions by Academic Program**  
**1994-95 to 1999-00**

PROGRAMA	1994-95		1995-96		1996-97		1997-98		1998-99		1999-00	
	Solicitantes	Admitidos	Solicitantes	Admitidos	Solicitantes	Admitidos	Solicitantes	Admitidos	Solicitantes	Admitidos	Solicitantes	Admitidos
<b>TOTAL</b>	<b>3570</b>	<b>891</b>	<b>4777</b>	<b>1195</b>	<b>5458</b>	<b>1492</b>	<b>6066</b>	<b>1499</b>	<b>6120</b>	<b>867</b>	<b>5506</b>	<b>964</b>
<b>PROGRAMA GENERAL:</b>	<b>1502</b>	<b>369</b>	<b>2004</b>	<b>477</b>	<b>2194</b>	<b>577</b>	<b>2257</b>	<b>534</b>	<b>2290</b>	<b>299</b>	<b>1932</b>	<b>388</b>
Ciencias Naturales	264	85	336	84	394	111	406	102	388	61	293	53
Ciencias Sociales	282	69	385	101	448	146	344	90	365	28	255	34
Humanidades	187	48	250	75	227	88	257	95	243	31	259	75
Pedagogía	198	72	241	81	268	94	313	90	330	39	295	82
Pre-Educación en Salud	9		5		10	2	18	5	21	6	22	6
Pre-Enfermería*	41	24	101	46	119	47	129	53	155	57	136	56
Pre-Farmacia*	141	24	157	26	150	28	145	26	142	22	138	22
Pre-Médica*	154	15	145	12	158	14	198	11	179	9	133	11
Pre-Médica Nuclear			26	7	20	4	25	5	21	4	26	5
Pre-Odontología*	40	6	47	10	65	9	70	25	67	20	70	23
Pre-Técnica Médica*	46	6	73	11	85	12	80	11	87	5	70	6
Pre-Terapia del Habla			19		24		20		11		20	
Pre-Técnica Salud Animal*	30	5	56	6	40	6	38	4	63	7	61	7
Pre-Terapia Física*	93	14	141	13	153	12	175	11	175	4	122	
Pre-Terapia Ocupacional	17	1	22	5	33	4	39	6	43	6	32	8
<b>PROGRAMA TECNICO:</b>	<b>2019</b>	<b>492</b>	<b>1465</b>	<b>530</b>	<b>1583</b>	<b>593</b>	<b>1673</b>	<b>559</b>	<b>1476</b>	<b>299</b>	<b>1357</b>	<b>255</b>
Artes Gráficas	142	38	144	34	123	57	162	68	152	24	98	
Banca, Finanzas y Seguros	280	99	209	105	180	94	165	62	146	26	99	
Ciencias Secretariales					32		21					
Sistemas de Oficina	230	60	199	60	221	58	264	62	138	32	176	43
Diseño de Interiores	190	48	129	50	139	58	152	58	150	34	163	53
Ingeniería Mecánica**	184	48	143	55	132	57	144	64	124	31	118	30
Ciencias Policiales	21		22								18	
Publicidad Comercial	315	57	188	53	183	75	206	61	173	35	133	
Tecnología Automotriz	116	45	100	46	152	57	132	62	138	57	121	34
Educ. Fis-Recr. Imped.	152	39	114	72	174	104	142	61	111	30	119	42
Automatización Industrial											31	29
Administración Hotelera	389	58	217	55	247	33	285	61	344	30	281	24
<b>BACHILLERATO:</b>	<b>49</b>	<b>30</b>	<b>1308</b>	<b>188</b>	<b>1681</b>	<b>322</b>	<b>2136</b>	<b>406</b>	<b>2354</b>	<b>269</b>	<b>2217</b>	<b>321</b>
Adm. de Empresas-Finanzas			260	44	267	59	290	89	262	30	204	52
Adm. de Empresas-Gerencia			434	51	472	100	491	90	465	61	446	52
Administración Hotelera	49	30	589	68	593	86	622	91	665	76	553	65
Artes Gráficas			13	13	153	30	198	60	208	29	207	27
Arte-Tec. Publicidad Com.			12	12	196	47	219	59	223	30	261	43
Justicia Crim. Ley y Soc.							299		329	22	242	24
Justicia Crim. Psic. Forense											177	25
Sistemas de Oficina							17	17	202	21	127	33

Fuente: Oficina de Admisiones UPR-Carolina  
Oficina de Admisiones AC-UPR, 4 de oct. de 1999

Another significant fact revealed by application statistics is that demand for baccalaureate degrees it has increased while for associate degrees has diminished. Since the first baccalaureate degrees were granted (1995) until now (2000) these have increased 1,369%, from 26 to 381 alumni.

During academic years 1994-95 to 1999-00 21, there has been an average of 658 of students that applied at CUnIC on an annual basis.

Totals for headcount registration for academic years 1994-95 to 1999-00 was 24,001 students. Of these 71% enrolled as regular students and 29% took less than 12 credit hours.

Table 7.17 shows the total registration distribution for this period:

**Table 7.17**  
**Total Enrollment (Head count)**  
**1994-95 to 1999-00**

ACADEMIC YEAR	TOTAL ENROLLMENT (HEADCOUNT)
1994-95	2679
1995-96	3479
1996-97	4370
1997-98	4677
1998-99	4337
1999-00	4459

Source: PISO

Registration for this period also shows an increase in baccalaureate program applications and a decrease for associate degree programs (technical programs).

Registration proportions among baccalaureate, technical and transfer programs for academic year 1999-00 was 54%, 19%, and 26% respectively. Because of this constant increase in the demand for baccalaureate programs, the institution has focused its main efforts towards the creation of new baccalaureate degrees and some technical programs have been inactivated.

Table 7.18 shows statistics about registration increases by unit provided by the Central Administration of the University of Puerto Rico.

**Table 7.18**  
**Enrollment by Institutional Unit**  
**First Quarter-Term**  
**1994-95 to 1999-00**

Unidades Académicas	Años Académicos						(7) Aumento Acumulado o en los pasado seis años (Col. 6-1)	(8) Por ciento Acumulado en seis años con año base (1994-1995) (Col. 7/Col. 1)
	(1) 1994-95	(2) 1995-96	(3) 1996-97	(4) 1997-98	(5) 1998-99	(6) 1999-2000		
Total Sistema	56,002	62,767	67,146	69,540	69,277	69,749	13,747	25%
Recinto Universitario de Río Piedras	18,690	20,027	20,515	21,164	21,385	21,539	2,849	15%
Recinto Universitario de Mayagüez	11,123	11,903	12,594	12,846	12,883	12,794	1,671	15%
Recinto Universitario de Ciencias Médicas	2,823	2,881	3,125	3,272	3,240	3,292	469	17%
Universidad de Puerto Rico en Cayey	3,149	3,571	3,758	3,944	3,914	3,959	810	28%
Universidad de Puerto Rico en Humacao	3,925	4,228	4,294	4,320	4,508	4,469	544	14%
Universidad de Puerto Rico en Bayamón	4,263	5,066	5,833	5,827	5,900	5,797	1,534	36%
Universidad de Puerto Rico en Arecibo	3,837	4,531	4,715	4,665	4,580	4,730	893	23%
Universidad de Puerto Rico en Ponce	2,918	3,557	4,126	4,345	4,202	4,265	1,347	46%
Universidad de Puerto Rico en Aguadilla	1,874	2,730	3,118	3,351	3,327	3,251	1,377	73%
Universidad de Puerto Rico en Carolina	2,318	3,036	3,851	4,476	3,918	4,060	1,742	75%
Universidad de Puerto Rico en Utuado	1,082	1,237	1,217	1,330	1,420	1,593	511	47%

\* Source: PISO

This table shows that while total registration increase in the UPR System for academic years 1994-95 to 1999-00 was 25%; at CUnIC, it was 75%. In fact, this increase was the largest among all eleven UPR system units. Average increase in the UPR system was 4%, while as CUnIC registered 13%.

This information is quite useful for academic programming, budget justification and requests, and projections in all institutional areas. In addition, it is also used for evaluating and assessing academic programs, for curricular revisions, and as a reference point while restructuring courses and programs.

The analysis of this type of information allows us to determine how well the institutional mission is being fulfilled.

### **7.6.2 Admission and Recruitment Process**

The Central Administration of the UPR System establishes admission policies. They state that every individual that meets requirements may apply for admission at the University of Puerto Rico. The Admissions Office at CUnIC contacts candidates for the first time.

The Admissions Office processes applications from public and private high school students as well as from students from other institutions of higher education that are recognized by the University of Puerto Rico Board of Trustees. This office receives and evaluates admission candidates' official documents. It provides orientation to students concerning admissions requirements, application procedures, and study programs offered by the institution.

The Admissions Office coordinates the recruitment process with the offices of Counseling and Guidance, Financial Aid, and department chairs. To recognize the effectiveness of student participation, this process uses student counselors. This process takes place from August to December during each academic year. Freshmen candidates must have a high school diploma from an institution accredited by the Puerto Rico Department of Education or from the GED (General Educational Development Test) or USAFI (United States Armed Forces Institute). Prospective applicants must take the College Entrance Examination Board test or the Scholastic Aptitude Test (SAT) with the Educational Testing Service (ETS) Achievement Tests.

The recruitment process involves but is not limited to the following: (1) visits to public and private high schools, mostly in Carolina, Luquillo, Trujillo Alto, and Río Grande; (2) participation in College Days organized by public and private schools; (3) visits to other high schools by invitation; (4) active participation in meetings with high school counselors coordinated yearly by the UPR Central Administration; (5) promotion activities in shopping malls

located in the metropolitan area; (6) coordination of orientation meetings with high school counselors at CUnIC.

In these recruitment activities, published materials about academic offerings are used. These materials are prepared at CUnIC and at the Central Administration. These will be available for the MSA Evaluation Team.

Requirements and procedure to apply for admission at CUnIC are as follow:

1. The student must be graduated or a candidate for graduation from a secondary school accredited by the Puerto Rico Education Department or must have passed the GED.
2. He/she must have filled out the UPR Admissions Application along with a postal money order or a certified check (\$15.00) payable to the UPR. **KEEP IN MIND THAT THE APPLICATION TO TAKE THE COLLEGE BOARD EXAMINATION IS NOT THE ONLY ADMISSIONS APPLICATION FOR THE UNIVERSITY OF PUERTO RICO.** Late applications will be charged a \$7.50 late fee
3. The student must have taken the following Puerto Rico College Entrance Examination Board exams in either October or February: “Academic Aptitude” (verbal and math) or the English version, “Scholastic Aptitude Test”, and the “Achievement Tests” in English (composition), math (level 1), and Spanish (reading), which are offered in December and January.
4. Exams taken after February **WILL NOT BE CONSIDERED** for admission in August.
5. Graduates of the GED must request the Department of Education to send the official results to the campus selected as their first choice.

In the general application index, the following factors are used:

- The score obtained on the verbal reasoning section of the “Academic Aptitude” exam.
- The score obtained on the mathematical reasoning section of the “Academic Aptitude” exam.
- High school grade point average based on a score of 200 – 800.

The Chancellor, the academic and student deans, the planning director, admissions director, and departmental chairs establish grade point average for admission to each CUnIC program. The selection of candidates is based on the minimum General Application Index (GAI) established for each program and the number of seats available in each particular program.

Beginning in November until the end of January (See admissions calendar) all UPR units send submitted applications to the Admissions Office at the UPR Central Administration.

In January, the Admissions Office at CUniC begins to receive credit transcripts of credit from those students that selected CUniC as their first choice among all other UPR units. The Admissions Office gives them an appointment and hands them a Certificate of Admission, a seat reservation card, and a Graduation Certificate to be sealed by the school of provenance.

Among the 11 units of the UPR System, CUniC ranks as the fourth one that receives the most applications for admission. Baccalaureate degrees are also notable with respect to other areas of study. During this period a large number of parents and students visits the Admissions Office looking for information about academic programs, financial aid, and to inquire about admission possibilities at CUniC.

Admission officials receive these students and refer them to the Financial Aid and Guidance and Counseling Offices if need be.

The reconsideration process begins after the regular admissions process. At this point non-admitted students may reapply. Those who qualify according to GAI standards receive orientation about academic offerings.

At this time, non-admitted students who use a special ability or skill to apply for admission are evaluated. Exceptional cases are referred to the Chancellor for his consideration.

The Admissions Office keeps the records of admitted students. After student enrollment, these records are sent to the Registrar's Office.

The process for students that transfer from private universities is carried out twice a year during the first and the second quarter-terms. Students are interviewed and informed about requirements for transfer.

The Admissions Office evaluates transcripts sent by private universities and determines if requirements are met (24 credit hours or more and a 2.00 grade point average). Once requirements are met, the application is sent to the academic department for its consideration.

The admission process has been largely automated at the Central Administration and at CUniC.

The incorporation of computerized systems speeds up the evaluation of applications and all other general services offered. It also improves communication with the Central Administration and among CUniC offices that offer services to students.

### **7.6.3 Registrar and Registration Process**

The Registrar's Office is attached to the Office of the Dean of Academic Affairs.

This office certifies student study programs, protects student documents, insures that all academic regulations are followed, and offers its services to students, faculty members, non-teaching staff, and the public.

The Registrar's Office also evaluates academic progress for financial aid, certifies registration for student loans, health plans, study travel, income tax and the student status confirmation report required by the Federal Department of Education.

Transcripts for students, for office use, and official copies are processed continuously; applications for readmission, in-transfers, special permission, and reclassifications are also processed at this office.

The office exercises extreme caution in dealing with student information and carefully protects all of its records. In order to protect privacy, it establishes controls based on federal and state laws that preserve confidentiality and on institutional bylaws created with this same purpose. All of these regulations are made public to the university community. Auditors from the Central Administration and the Federal Department of Education evaluate its fulfillment.

Another important function is to evaluate the academic qualification of candidates for honor registration, Students Awards Night, Student Council participation, and graduation. The office prepares schedules for final examinations, notifies students of their academic status, certifies grade point averages, and academic status of student athletes.

The coordination of this office with other student service areas is very important for decision-making processes such as: 1) providing information to the Financial Aid Office about student academic progress to determine eligibility for aid, 2) notifying departments about graduation candidates for program evaluation, 3) informing the Office of the Dean for Academic Affairs and the Counseling and Guidance Office students that may be suspended and start retention measures, and 4) providing the Office of the Dean for Students Affairs with the information needed to determine eligibility of student-athletes, the status of students that may participate in student council elections, and the names of students that qualify to participate in academic achievement activities.

The Registrar's Office coordinates the entire pre-registration and registration processes at CUniC. All courses are placed on bulletin boards after

departmental approval. During pre-registration academic counseling is carried out, each student looks for his/her personal code at his/her department and then begins course registration using the Internet or at CUniC.

During the registration process, students guarantee a seat through payment of their courses at the Collector's Office. Payment may be made through ATM cards, Visa, MasterCard, or through a payment plan.

Tuition fees are as follow:

1. Technical programs
  - \$30.00 per credit hour for residents of Puerto Rico
2. Baccalaureate degree or transfer programs
  - \$30.00 per credit hour for residents of Puerto Rico
3. Part-time students
  - \$30.00 per credit hour for residents of Puerto Rico (12 credits or less)

Other fees are:

- Building fee: \$35.00 per quarter-term
- Laboratory fee: \$25.00 per lab
- Health plan:
  - a. \$163.00 without pharmacy and \$238 with pharmacy per quarter-term.
  - b. The above-mentioned health plan fees are subject to change.

During the last years, the registration process has been speeded up thanks to computer technology and the Internet. This addition accelerates the process itself and the availability of statistical data.

Additional information about the registration process will be available in the catalogue and in other institutional documents that will be available to the MSA Task Force.

#### **7.6.4 Counseling and Guidance**

This office visualizes and implements the counseling process as one in which a professional with due academic preparation and experience helps someone to 1) understand him or herself in a better way, his/her potential, strengths and weaknesses, 2) make proper adjustments and make decisions, 3) assume responsibilities for his/her actions and conduct, and 4) follow-up a course of action that corresponds with his/her goals.

This office offers vocational, academic, educational, and personal counseling and guidance through individual or group sessions. It aims to help students to better understand themselves and their peers, to make the best of their academic professional and personal opportunities; to make appropriate adjustments and decisions in the light of this insight, to accept responsibility for their choices and to follow courses of action in harmony with them.

Table 7.19 shows the existing demand for counseling services:

**Table 7.19**  
**Counseling and Guidance Office**  
**Interviews 1999-2000**

Type of Interviews	Total of Students
Personal	194
Académica	2,220
Vocacional	412
Educativa	693
Bajas Parciales	1,752
Bajas Totales	72
Pruebas	73
Otras entrevistas	561
Entrevistas por teléfono	252
<b>Total of Interviews</b>	<b>6,229</b>

Source: Annual Report , Counseling and Guidance Office 1999-2000 Vocational Interest Test

Personal counseling is conceived to encourage students to know themselves in a better way and to help them in facing situations that affect their conduct such as: self-esteem, family problems, interpersonal relations, moral conflicts, and other personal problems.

Academic counseling deals with everything that is related to academic progress to help students become aware of the factors that affect their studies so that they may be able to identify them and overcome them. Such factors may be study habits, attitude toward studies, preparing for exams, and any other aspect related to academic performance.

Vocational counseling provides the student with the opportunity to openly manifest his/her vocational preferences, establish professional goals, and to select a discipline that corresponds to his/her abilities and interests. Counselors administer and interpret vocational interest tests to students that show indecision in this aspect.

Counseling and guidance services are offered on a voluntary basis as soon as the student is admitted as a freshman. An Orientation Week is organized every

year to welcome all freshmen. During this activity, students meet their counselors and other personnel that give services to them. New students receive verbal and written information about university standards, regulations, services, and responsibilities.

To achieve counseling and guidance program objectives, individual and group counseling sessions are carried out.

Counselors offer workshops, conferences, and services in areas such as study habits, academic success, and personal development, among others. Counselor and academic department chairs agree on dates to send groups of students who can benefit from these services.

The Admissions and Counseling and Guidance Offices coordinate Orientation Week. However, all offices that give services to students participate in it. This effort translates into a more effective transition process from high school to college. This positive experience has led us to develop a university life course that will ease student adjustment from high school into a college community.

Counselors receive referrals from professors and personnel from other offices such as Medical Services, the Registrar, and the Financial Aid Office.

During the first quarter-term, counselors send freshmen students and invitation to visit the counseling program. Each counselor makes appointments according to their assigned load. The letter sent to freshmen students includes information regarding services offered by the counselor, service schedule and office location. During the second and third quarter-terms, counselors give appointments to students whose academic record shows a grade point average below 2.00 and to those that have been placed under academic probation. In some cases, counselors coordinate services to be offered with the academic department chair. These services may include workshops, group counseling sessions or individual interviews.

Personal counseling services are offered on an individual basis. Counselors detect students who may have personal problems through interview or referrals. Students needing psychological, psychiatric or other services not offered at the institution are referred to previously identified support professionals. If a student presents a crisis, the counselor coordinates services with the medical office.

There is an established procedure for crisis intervention, although it is not stated in writing. The procedure is as follows:

- The counselor interviews the student and if a crisis is detected, he/she immediately calls another counselor.

- Either counselor calls the Medical Services Office and begins the referral process.
- Parents or legal guardians are notified and urged come to the office.
- One of the counselors fills out all documents needed for referral while the other stays with the student until his/her parents or guardians arrive.
- A record is open and kept in the counselor's office. Each counselor has a file where he/she keeps his/her students' records.

Students with special needs receive assistance according to their particular situation. These services include: individual counseling, motivation workshops, referrals to physicians, social workers, attorneys, psychiatric service centers, emotional support, and lodging. In the case of students with veteran benefits, a counselor gives them services in conjunction with the Veteran's Affairs Administration and any other related government agencies (See this section inside the report).

An increase in students who are parents has been identified. These students show specific characteristics and needs different from regular students; economic problems, time limitations due to the need to work while studying, and childcare. In addition to the counseling given to them at the office, they are referred to the Student Child Care Program (See this section inside the report).

The assistance offered to physically challenged students (See this section inside the report) is coordinated in conjunction with governmental agencies such as the Department of Vocational Rehabilitation and the Government Office for the Physically Challenged.

The Counseling and Guidance Office offers its services from 8:00 am to 4:30 pm. However, it has offered services during irregular hours to assist crises or when a student calls to requesting late services. The office has also assigned a counselor to offer services during irregular hours in the registration process.

An area that this office has given priority to is the availability of information related to transfer programs within the UPR System, to private universities, reclassification in associate degree programs, and baccalaureates. This job has required direct coordination with institutional academic departments and the UPR Central Administration.

Counselors participate in other official activities such as Student Awards Night, graduation, and institutional committees. They also offer services to college personnel by giving workshops and conferences. As stated in the admissions section, they visit high schools as part of the recruitment process to offer information about academic offerings at CUniC.

The personnel of this office constantly participate in seminars, conferences, and workshops as a way of improving its efficiency and its services. These activities are included in annual reports and will be available to the MSA Task Force.

In addition to the computers already used at the office, new ones are intended for secretarial tasks. This should improve the availability and the exchange of student information among departments and service offices.

### **7.6.5 Student Support Services Program**

The Student Support Services Program (SSSP) is funded by the US Department of Education. Its purpose is to improve retention and graduation rates of low-income, physically challenged, and first generation college students. SSSP assists participants in completing their post-secondary education through the support services provided.

This program serves 300 eligible participants from the freshmen student population. SSSP participants meet the eligibility criteria of low income, first generation college students and/or physically challenged. Two thirds of SSSP participants have to be low income and first generation. Participants also have serious academic needs due to their lack of basic language arts and mathematical skills required to succeed in college.

Student's benefit from the activities and services designed to contribute to a successful attainment of program objectives. Among these services is the offering of skill development during the summer before their freshman year. Academic skill courses in English, mathematics, and Spanish are offered during the academic year to provide students with efficient tools that lead to academic success. In addition, peer tutoring provides review and practice of skills in English, math, Spanish, and accounting. Cultural activities and workshops offered by SSSP facilitate the organization of peer groups. Academic advising, personal, career, and financial aid counseling are provided in individual and group formats.

SSSP made changes in its academic offerings for the 1994-95 academic year. These changes are still in effect. SSSP increased and strengthened its services through the offering of academic skill courses. It has been found that freshmen admitted to SSSP do not master basic academic skills in English, math, and Spanish. These students need to master them to satisfactorily complete their English, math, and Spanish courses, as well as other college courses. For many years, SSSP has been assisting college students in achieving academic success.

In prior years, SSSP academic services were focused on offering tutorials that depended mainly on the material that the course faculty members were

discussing in class. During sessions, the instructors clarified student's doubts that pertained exclusively to the material that faculty members were covering in class.

Due to the limitations of these one-hour tutorial sessions, it was a priority to expand the services that SSSP offered. For this reason, courses for the strengthening of academic skills in English, mathematics, and Spanish began to be offered at the 1994-95 academic year along with tutoring.

The Student Support Services Program goals are:

- to increase college retention and graduation rates for eligible students;
- to increase transfer rates of eligible students to 4-year institutions;
- to foster an institutional climate at CUniC that supports the success of low income and first generation college students and the physically challenged.

The Student Support Services Program (SSSP) offers English, mathematics, and Spanish academic skill courses in the first two quarter-terms of each academic year. These SSSP courses are not otherwise available at CUniC; and they are limited to eligible project participants. Qualified full-time SSSP instructors teach these courses.

The SSSP courses emphasize the development and/or strengthening of basic academic skills making use of innovative teaching techniques, such as cooperative learning. In addition, a variety of instructional materials such as computers and calculators are used to help SSSP instructors meet their classroom objectives. In these SSSP courses, main skills from the regular English, mathematics, and Spanish courses are taught, as well as other basic skills that students need to succeed.

A participant is enrolled in the SSSP course(s) associated with the academic area(s) in which he/she has academic need. For example, if a participant has an academic need in English and math, he/she enrolls in the English and math SSSP courses corresponding to his/her academic program.

Each SSSP course lasts ten hours. Sections meet once a week for a period of one hour per day. Each section consists of a maximum of 20 students, giving instructors the opportunity to better assess student performance and assist them in an individualized manner. Instructors are also available during their six weekly office hours to assist students in developing and strengthening skills.

For each SSSP course in which a participant is enrolled, he/she receives a grade based on a pass (P) or not pass (NP) scale, which is reported on his/her

academic record. An average of 70% or more is required to pass the SSSP course. Students do not receive academic credits for the SSSP courses.

Table 7.20 shows how the SSSP courses are titled, their related regular course, and codes:

**Table 7.20**  
**SSSP Freshman Courses**

<b>Regular Course Title</b>	<b>Regular Course Code</b>	<b>SSSP Course Title</b>	<b>SSSP Course Code</b>
Basic English I	Ingl 3101	Basic English Skills Course I	PSEI 0005
Basic English II	Ingl 3102	Basic English Skills Course II	PSEI 0006
Intermediate Algebra	Math 3001	Intermediate Algebra Skills Course	PSEM 0005
Technical Math I	Math 1001	Technical Math Skills Course I	PSEM 0006
Technical Math II	Math 1002	Technical Math Skills Course II	PSEM 0007
Quantitative Methods I	Math 3001	Quantitative Methods Skills Course I	PSEM 0015
Quantitative Methods II	Math 3012	Quantitative Methods Skills Course II	PSEM 0016
Precalculus I	Math 3171	Precalculus Skills Course I	PSEM 0009
Precalculus II	Math 3172	Precalculus Skills Course II	PSEM 0010
Business Math	Adem 1005	Business Math Skills Course	PSEM 0008
Basic Spanish I	Espa 3101	Basic Spanish Skills Course I	PSEE 0005
Basic Spanish II	Espa 3102	Basic Spanish Skills Course II	PSEE 0006

Source: SSSP, 2000.

The syllabus of each SSSP course is revised annually to include the appropriate changes that best satisfy participants' specific needs.

As was mentioned before, each SSSP course is distinguished by the use of innovative teaching methods and resources. Cooperative learning, research activities, and/or other techniques are used to foster an appropriate learning climate and to provide for a better assessment of participant's learning. The use of overhead projectors, VCRs, TVs, computers, etc., helps to achieve the courses' objectives. The SSSP math courses include the use of graphing calculators to emphasize the discovery and comprehension of mathematical concepts and skills, as recommended by the National Council of Teachers of Mathematics (NCTM, 1989).

SSSP offers an intensive program in the development of English, math, and Spanish academic skills and a counseling workshop for at least 75 SSSP participants during the summer session before their freshman year. This Summer College Experience (SCE) provides each participant with a preparatory (remedial) course in one of the academic areas in which he/she shows academic need. The participant is enrolled in the English, math, or

Spanish courses. In addition, each student takes the seminar *How to Adjust to College Life*. The SCE has been designed to provide comprehensive remedial services in English, math, and Spanish to SSSP participants and to address their academic, vocational, and personal needs to increase retention and improve academic performance.

Each preparatory course lasts 20 hours. The contents are structured based on the College Entrance Examination Board (CEEB) scores, SSSP participants' academic need assessment, and SSSP instructors' prior experience. Pre-tests and post-tests are given to students to determine their academic progress and their skill mastering.

In addition, all SCE participants are registered in the *How to Adjust to College Life* seminar. This seminar lasts 16 hours. It consists of a variety of workshops that help participants identify and develop important abilities for an adequate adjustment to college life.

Some of the workshops given in prior years are: 1) Skills and Study Habits, 2) Career Planning, 3) Stress Management, 4) Self-esteem, and 5) The Internet.

Tutorial services in English, math, Spanish, and accounting are offered as an academic service during the first two quarter-terms of the academic year. Sophomore and junior students are hired to offer them. These students have to fulfill the tutor's requirements established in the agreement between CUnIC and the US Department of Education. Peer tutoring promotes a sense of group identity.

Tutorial services are given to SSSP participant on an optional basis. Tutors assist SSSP participants in clarifying their doubts related to the material being discussed in regular courses, as well as in SSSP courses.

Peer tutoring sessions are offered for 11 weeks each of the first two quarter-terms. Eight weekly hours for English tutoring are programmed per quarter-term, ten weekly hours for math, six weekly hours for Spanish, and seven weekly hours for accounting. Tutoring is programmed according to tutors and participants' available hours.

SSSP provides different cultural events not usually available to its participants. These activities promote their personal, academic, and cultural enrichment. The cultural activities are designed to promote a sense of group identity and peer support.

As a final academic year activity, SSSP offers a Student Awards Night. The purpose of this activity is to recognize and reward participants' efforts as college students, their efforts to overcome personal barriers, and their

participation in different college organizations. In this activity, special awards are given to distinguished participants.

Counseling and guidance are essential to maintain motivational factors that improve the program participants' academic success and future integration to the employment market. These services are offered during the entire academic year: academic advising, financial aid counseling, career counseling, and personal counseling.

### **7.6.6 Financial Aid Programs**

The main objective of these programs is to assist students who, due to economic problems, are academically and socially underprivileged and otherwise unable to achieve their academic goals. Financial aid programs available to CUnIC students are Pell Grant, Supplemental Opportunity Grant (SEOG), Leveraging Educational Assistance Partnership Program (LEAPP), Supplementary Institutional Grant (PIBS), College Work-Study Program, Legislative Grant, America Reads, Stafford Loans, and Special Scholarships. All this aid is used for the payment of registration, books, nutrition, transportation, lodging, and personal expenses.

Since 1978, financial aid has been subjected to eligibility requirements and is now being granted on an annual basis (three academic terms). Students must meet the following eligibility requirements: (1) be a permanent resident of the USA; (2) be admitted to an accredited institution of higher education; (3) be enrolled in at least six credit hours per quarter-term (except for the Pell Grant that students could receive benefits with one credit); (4) fulfill the academic progress requirements; (5) demonstrate economic need. Specific requirements for each program, especially academic ones, are included in the institutional catalogue. Brochures and flyers will be available for the MSA Evaluation Committee.

Funds for these programs come from the Legislature of Puerto Rico, various federal programs, and the student grant program. The Financial Aid Office administers the funds using the norms and conditions established by contributing agencies.

Financial aid is essential for the majority of students if they are to pursue a higher education. Table 7.21 shows the different financial aid programs and the number of students benefited from 1995-96 to 1999-00.

**Table 7.21**  
**Financial Aid Office**  
**Number of Students Benefited and Amounts Received**  
**1995-2000**

Programs	1995-96		1996-97		1997-98		1998-99		1999-00		Total Amounts
	Number Students	Amounts	Number Students	Amounts	Number Students	Amounts	Number Students	Amounts	Number Students	Amounts	
Pell Grant	1,740	\$2,853,273.27	2,021	4,002,750.00	2,328	5,325,143.02	2,856	4,319,803.00	2,354	\$4,534,636.90	
Legislative Grant	173	123,760.87	195	119,596.00	206	119,596.00	72	29,200.00	1,065	556,821.67	
Federal (SEOG))	87	61,897.33.90	90	79,710.00	150	79,563.00	361	168,635.00	241	131,329.00	
Work-Study	178	184,022.59	159	186,663.00	170	170,050.00	170	107,298.44	151	179,221.60	
America Reads	N/A	N/A	N/A	N/A	N/A	N/A	20	20,550.00	52	46,390.80	
Incentive (LEAPP)	28	18,003.00	25	13,000.00	21	6,700.00	22	10,768.00	16	8,417.00	56,888.00
Supplementary	319	149,022.00	325.	201,853.00	347	201,753.00	270	143,513.00	335	184,855.00	880,996.00
Special Scholarships	8	15,420.00	4	2,650.00	4	2,650.00	10	17,000.00	24	28,530.00	66,250.00
Stafford Loans	22	75,900.00	110	340,771.00	77	240,328.00	46	166,917.00	71	241,393.00	1,065,309.00
Totals	2,555	3,481,299.06	2929	4,946,993.00	3,303	6,145,783.00	3827.00	4,983,684.44	4,309	5,911,594.97	25,469,354.49

Source: Financial Aid Office

Fifty-eight percent of CUniC students depend on financial aid to pay tuition and finance their studies. The Pell Grant program is the one that finances most students with eight three percent. Totals for financial aid from 1995-96 to 1999-00 increased from approximately three point five to six million dollars. (Table 7.21).

In order to keep students informed, the Financial Aid Office publishes information regarding eligibility requirements, processes, and requirements for available programs.

CUniC publishes a guide for students, and brochures from the Central Administration Financial Aid Office and the Federal Department of Education are distributed. Information about aid programs is also included in the college catalogue. In addition, flyers are shown on bulletin boards with information about loans and special programs with due dates included.

Counseling and orientation related to finance alternatives for study is essential. At CUniC, Financial Aid officials carry out this function through the following activities:

1. During Orientation Week, new students receive information related to existing programs, requisites, duties and obligations, registration processes and academic progress requirements.
2. Group and individual orientation about educational costs, the application process, due dates, how the institution determines financial need, how to apply for reconsideration, and progress requirements that apply when determining eligibility.
3. High school visits in conjunction with the Admissions and Guidance Offices.
4. Special workshops for Work and Study Program, America Reads, and Student Loan participants.

CUniC keeps an active Committee for Financial Aid Revision. Students that do not qualify due to academic progress or other reasons may apply for reconsideration to this committee. The committee analyzes reasons and evidence presented by the student and determines if financial aid is granted again.

Since the last Middle States evaluation, the Financial Aid Office facilities were relocated to a larger area with new office equipment and furniture to offer better service. All financial aid officials now have a personal computer. All proceedings to handle student information, determine eligibility, make corrections, and submit reports to the Federal Department of Education have been automated. These changes promote and support better and faster services.

All audits carried out by internal and external auditors and from the Federal Department of Education revealed that the handling of financial aid funds has been carried out effectively and in accordance with all dispositions established. This achievement occurred thanks to the effective coordination between the scheduling and the fiscal areas of the Financial Aid Office. Officials meet periodically to discuss new bylaws and special cases, and participate regularly in workshops and training organized by the UPR Central Administration and the Federal Department of Education. They also keep a suggestion box for students so that they may express their impressions about the services received.

### **7.6.7 Medical Services**

Adequate medical services are essential for the well being of the university community. The Medical Services Office personnel include a part-time physician, and a full-time secretary. This office offers emergency services and medical diagnoses in cases involving surface wounds, traumas, and other similar conditions. It also provides referrals to licensed physicians and specialists and to clinical laboratories and assists in determining the physical fitness of the athletes.

Services are available for enrolled students, non-teaching staff, and faculty members. In addition, the University of Puerto Rico, through contract with a recognized private medical health plan company, provides students who don't have a health plan for a moderate cost. Students may use it for doctor's appointments and at participating hospitals.

**Table 7.22**  
**Students Served by the Medical Service Office**  
**1990 to 1999**

<b>Year</b>	<b>Students Attended</b>	<b>Students Appointments</b>	<b>Students Examined</b>	<b>Students Referred (Including X-ray and laboratories)</b>	<b>Employees Examined</b>
1990-91	11,556	2,116	1,813	666	745
1992-93	7,260	2,351	1,693	422	53
1993-94	13,520	1,989	1,478	371	92
1994-95	14,860	1,929	1,450	399	167
1995-96	12,060	2,180	1,632	385	234
1996-97	8,640	1,923	1,411	360	264
1997-98	7,880	1,832	1,422	327	490
1998-99	12,698	1,591	1,319	316	622
1999-00	7,323	1,347	1,193	339	803

In 1999-00, the number of students attended was 7,323; student appointments, 1,347; students examined, 1,193; students referred (including X-ray and laboratories), 339; and employees examined, 803.

As part of admission process, students are required to take various laboratory tests (CBC, U/A, UDRL, tuberculin, chest x-rays). There is also coordination with the Quality of Life Office to offer conferences and distribute literature related to drugs, alcohol, sexually transmission diseases, AIDS, and general well being.

The health plan remains in effect for three quarter-terms. During academic and administrative recess periods, a primary physician near CUniC is assigned with the approval of the health plan. Students are covered on the first day of classes and after having paid the corresponding individual premium.

### **7.6.8 Student Activities (Socio-Cultural Activities)**

Due to the importance of the social and cultural activities in the educational process, students are urged to participate actively and passively in the program. This program allows for student involvement in educational, cultural, and social experiences, which are complementary to academic activities.

In this program, conferences, seminars, cultural activities such as concerts, recitals, plays, art expositions, and dances are coordinated and developed. These are carried out in response to student needs and interests. They are encouraged to participate in institutional activities such as the Intercollegiate Theater Festival and the Voice Festival. These activities allow talented

students to show their abilities. Students also participate in the choir, the band, and the drama club. Students do not pay fees for these activities.

People from the surrounding community attend many of these activities, especially plays. Civic and academic groups from the metropolitan area also organize educational and cultural activities.

Every quarter-term a schedule with all activities is distributed to the university community. The Office of Social and Cultural Activities coordinates institutional activities such as graduation ceremonies, Awards Night, the Christmas Party, CUniC anniversaries, Secretary's Week, Women's Week, etc. This office coordinates cultural trips for students in conjunction with the Humanities and Hotel and Restaurant Administration departments.

### **7.6.9 Intramural, Recreational, and Athletic Activities**

The Athletic Program's main goal is to coordinate student intercollegiate sport competitions. The program allows students with high athletic abilities to compete with other students at the same level.

CUniC belongs to and participates in the Interuniversity Athletic Organization (IAO). Current sports in which CUniC takes part are basketball, baseball, cross-country, softball, track and field, tennis, volleyball, weight lifting, tennis table, and chess; in both the male and female divisions.

IAO bylaws condition student participation to reasonable levels of performance and academic progress. This way a balance is established between athletic and academic endeavors.

CUniC has kept a balance among female and male athletes and resources assigned to both as requested by the equality in Athletics Disclosure Act. Table 7.23 shows the results of the last report made related to equality in athletics by gender.

**Table 7.23**  
**Equality in Athletic Disclosure Act Information**

<b>Program</b>	<b>Men's Teams</b>	<b>Budget</b>	<b>Women's Teams</b>	<b>Budget</b>
Basketball	12	\$5,810	12	\$5,810
Baseball	18	8,250		8,250
Cross-Country	12	9,470	8	7,050
Softball			18	8,250
Track and Field	35	Included in cross-country	25	Included in cross-country
Tennis	2	1,100	2	1,100
Volleyball	12	5,810	12	5,810
Weight Lifting	11	2,040	10	1,530
Table Tennis	3	1,100	2	1,000
Chess	1	300	1	300
<b>TOTALS</b>	<b>106</b>	<b>33,880</b>	<b>90</b>	<b>30,850</b>

Source: Athletic Department, 2000.

Benefits that student athletes representing CUniC receive include tuition exemption, athletic uniforms and an expense allowance. The cafeteria provides 20 daily lunches that are shared among the total number of athletes.

Student recruitment efforts include visits to high schools, participation in orientation for new students, and organizing special activities with trainers and coaches.

Student athletes receive orientation on preventive medicine, nutrition, study habits, and effective time management. At the end of the academic year, a Student Awards Night is held for student athletes.

The Intramural Program organizes recreational and competitive activities in which the entire university community may participate. Unlike the Athletic Program, the focus here is recreational. Therefore, priority is given to participation.

This program provides students with an opportunity to compete with friends and integrate into the university community. Students may take an active part or just watch competitions. They may socialize, identify with their institution, and achieve an adequate balance between these types of activities and their academic life.

The Intramural Program organizes activities such as athletic exhibitions, tournaments in volleyball, basketball, softball, weight lifting, tennis, billiards, and table tennis, cross-country. The program also offers orientation to students

and employees on improving physical condition through individualized exercise plans, doing exercises correctly, and the proper use of exercise equipment.

These activities are offered during universal hours (Tuesdays and Thursdays 10:40 am to 12:30 pm) At this time there are no classes held, so students and faculty members may arrange for meetings or attend special activities.

#### **7.6.10 Student Childcare**

The Student Child Care Program is ascribed and subsidized by the Puerto Rico Department of the Family. The program helps students begin and end their professional studies. Students must be enrolled in a minimum of 12 credit hours and fulfill admission requirements established by the Child Block Grant.

The program provides full or partial payment of childcare services while studying. Services are offered to children up to the age of 12 years and 11 months. Physically or mentally challenged children up to the age of 18 years and 11 months also qualify for them program.

In order to strengthen their role as parents, participant students receive a number of workshops, conferences, orientation services, and educational activities.

The program carries out its functions in coordination with the Counseling and Guidance Office. Print information is distributed and flyers are shown on bulletin boards throughout the Institution. At this time, space is available for 46 children.

#### **7.6.11 Quality of Life Program**

The Quality of Life Program carries out its functions through a committee that includes representation from all university sectors. It has a president and a number of members that collaborate in the planning and development of activities.

The Quality of Life Committee encourages the well being of the college community through experiences that promote happiness, peace, safety, and physical and emotional health. It carries out efforts to prevent the use of alcohol, illicit drugs, sexual harassment, and to improve security on campus.

The committee carries out the following functions:

1. Promotes a university environment that contributes to the personal development of all its components.

2. Develops activities that prevent the use of alcohol and drugs.
3. Develops a safety plan to prevent crimes such as physical aggression, rapes, and other criminal acts.
4. Establishes an environment that promotes effective communication among all university community sectors.

Activities that help achieve all of the above-mentioned include distribution of literature, the annual Quality of Life Week where outside guest speakers are invited. This office also sponsors any other activities related to its functions.

#### **7.6.12 Veteran's Services**

The Counseling and Guidance Office assigned a counselor for veteran students. In order to help this special population in a more effective way, this counselor participates in workshops and conferences given by the Veteran's Affairs Administration.

Services offered are:

- To offer information about study programs and counseling to those vocationally undecided.
- To administer vocational interest tests.
- To provide students with information about the Veteran's Affairs Administration study program.
- To certify veteran's registration and his/her dependents.
- To inform the Veteran's Affairs Administration about registration changes (adds and drops) for each veteran student).
- To revise the number of credit hours for each student and/or his/her dependents.
- To classify active and inactive cases and send records of both.
- To keep custody of advance paychecks.
- To provide applications for the payment of studies from the Veteran's Affairs Administration and help in filling them.
- To be a link between the CUniC and the Veteran's Affairs Administration.
- To provide personal counseling when needed.

#### **7.6.13 Services for Physically Challenged Students**

The services that CUniC provides to physically challenged students are within the framework of federal and state regulations. They correspond to the Institutional vision that promotes humanistic values and the development of the human being. The institution fosters a pleasant environment for its physically challenged students. To achieve this, special facilities include parking for the disabled, ramps, elevators, phones for persons with hearing impairments, special bathroom facilities, automatic doors, tutors for reading,

and reasonably comfortable surrounding. These facilities conform to the Americans with Disabilities Act (ADA).

CUniC is, through a committee and an officer, part of the efforts made in the UPR System to implement Law 51, which was approved on June 7, 1996: Ley de Servicios Educativos Integrales para Personas con Impedimentos (Law of Integral Educational Services for the Physically Challenged).

This law imposes the following specific responsibilities on the University of Puerto Rico:

- To promote research and provide technological advances for the physically challenged.
- To train a reasonable number of professionals that offer services to the physically challenged according to demand.
- To provide Continuing Education services to physically challenged students.

Recommendations made by the Law 51 Institutional Committee, with physically challenged student participation, helped achieve the following goals:

- Floor modifications and repairs ease wheelchair access
- Parking spaces for persons with temporary limitations (pregnant women and injured students).
- Use of facilities, equipment, and materials from the Student Ombudsman's Office to offer services to the physically challenged.
- Development of workshops and forums about services for the physically challenged.
- Distribution of literature to the university community about centers that offer assistance, legal rights, and recommendations for the well being of the physically challenged.
- Faculty member orientations on how to offer better services and referrals to the physically challenged.
- Translate and accordingly adapt the questionnaire to detect needs of the physically challenged that was taken from the "Do - It" project (Disabilities Opportunities Investment Working Technology). The purpose is to put it in practice at CUniC.

The Law 51 Committee and the Counseling and Guidance Office coordinate services and referrals to the Office of the Dean of Student Affairs at the Central Administration of the UPR, the Vocational Rehabilitation Office, the Governor's Committee for Employment of Handicapped People, and the Physically Challenged Ombudsman.

A major effort must be performed in order to provide the necessary aid for the physically challenged population such as: additional ramps and special equipment to ease their movement around campus and enhance their academic life.

#### **7.6.14 Student Organizations**

Student organizations include academics, social, professional, athletics, and artistic, religious, and political organizations. They provide students with the opportunity to participate in activities with people that share similar interests.

It has been felt that student organizations give students a sense of belonging and stimulate achievements. Students feel peer support within the various organizations. This is especially important for freshmen. The administration supports student organizations because these enhance retention. The Office of the Dean of Student Affairs is in charge of the accreditation of organizations. They are accredited based on the institutional policy of student services.

There are 12 organizations recognized by the Dean of Student Affairs and 2 in formation process:

1. Cheerleaders Association
2. Association of Student Athletes
3. University Band
4. Advertising Student Association
5. Human Resource Student Management Organization
6. Student Organization for Statehood
7. Student Theatre Association
8. CUniC Choir
9. Educators Preparing the Future
10. Student Counselor's Association
11. Campus Girl Scouts
12. Young Christian Fraternity
13. Hotel and Restaurant Administration (in process)
14. Alpha – Psi – Alpha (in process)

The cheerleaders, band, and choir hold performances for the off-campus and university community. These activities strengthen institutional relationship with the community and promote CUniC as a choice for studies. The Student Theatre Association organizes plays for the university community and every year represents CUniC at the Intercollegiate Theatre Festival. The Student Counselor's Association contributes to the achievement of the Counseling and Guidance Office and helps in the social adjustment of fellow students to university life.

In academic year 1999-00, \$4,000 was assigned to student organizations for the first time. They were distributed among organizations recognized by the Office of the Dean of Student Affairs. Use of these funds is carried out in coordination with the Dean's office.

Student organizations have the right to use institutional facilities in accordance with established regulations. The Office of the Dean of Student Affairs provides required information and documentation for the acknowledgement of student organizations. Rules and proceedings to establish student organizations are included in institutional bylaws and in the Student Manual.

### **7.6.15 Student Government and Institutional Participation**

The Student Council represents students at CUniC. Its constituents are annually elected through a direct student vote. Its general function is to provide for the expression of students as a body, its problems, contributions, and initiatives that support institutional effectiveness.

The Student Council has the following responsibilities:

- To officially represent the student body
- To express their opinions and recommendations to corresponding authorities on matters that affect students and the Institution
- To sponsor institutional activities
- To support an adequate intellectual environment that stimulates student development
- To support communication among students, faculty members, and administration.
- To elect representatives for institutional boards with student participation

CUniC funds the Student Council with \$1.00 for each enrolled student. The Council administers these funds.

Students have voice and voting participation in academic and administrative boards within CUniC and the University of Puerto Rico System. These rights are exercised at departmental and academic levels, at faculty meetings, at the Academic Senate, the Administrative Board, University Board, and the Board of Trustees.

They also participate in various institutional committees to assess teaching and non-teaching staff about student services. They express their point of view and submit recommendations related to institutional operation.

Eligibility requirements for the Student Council, the election process, and rules applicable to participation in student organizations are available and explained in the Student Bylaws and the Student Manual. Both documents will be available for the revision of the MSA Task Force.

#### **7.6.16 Employment**

CUniC and the Puerto Rico Labor and Human Resources Department provide employment placement services thanks to a collaborative effort. The Labor Department, through its student employment service, assigns a placement officer to offer services to the university community. The hours are from 8:00 am to 3:00 pm, Mondays to Thursdays. Services are located at the Counseling and Guidance Office.

The program offers the following employment services:

- Visits of employers to CUniC.
- Instruction on how to look for employment through seminars and printed materials.
- Orientation on present and future areas of higher employment demand.
- Job openings on CUniC bulletin boards.
- Counseling related to occupational services offices, skills preferred by employers, interview preparation, and other relevant aspects to employment search.

#### **7.6.17 Cafeteria**

A concessionaire on a 3-year contract operates the cafeteria at CUniC with an option for renewal. Services are evaluated on an annual basis.

On Mondays to Thursdays it operates from 6:30 am to 7:00 pm, Fridays from 6:30 am to 4:30 pm, and Saturdays from 7:00 am to 3:00 pm. A variety of breakfasts and lunches are served. Prices range from \$2.50 to \$3.25.

The concessionaire offers catering services for different activities at CUniC and provides 20 daily lunches for student athletes. The concessionaire has made the best use of the available space. It also has a terrace with a lake view.

The cafeteria is well known for its nice environment, the quality of its food, and its excellent sanitary conditions.

#### **7.6.18 College Bookstore**

At CUniC, diverse concessionaires run on-site bookstores. Students can get their textbooks and necessary school supplies from these facilities during the first three weeks of the quarter-term. Although there have been problems in

acquiring textbooks, they have been reduced. Bookstore services operate on Mondays to Fridays from 8:00 am to 3:00 pm. In addition to these concessionaires, there are off-campus sources such as private bookstores and school supply stores.

Faculty members inform concessionaires which books will be used and refer students for their acquisition.

#### **7.6.19 Housing**

There are no college-owned housing facilities at CUnIC. However, there are boarding houses in the surrounding community. The Guidance and Counseling Office keeps a registry of these facilities. Prices are agreed upon by the regulatory agreement with the Puerto Rico Department of Consumer Affairs and between students and proprietors.

Lodging owners visit CUnIC and place their ads on bulletin boards, especially at the beginning of the quarter-term.

#### **7.6.20 Student Ombudsman**

The student ombudsman helps student conflicts. As part of her services, the ombudsman also works in coordination with other offices. She looks for solution and gives recommendations.

Her main duty is to offer assistance for situations that affect the educational process in a fast and informal way. The goal is to make sure that students receive a fair treatment by university authorities. She serves as a mediator between students and all other components of the university community. Although she has no decision making power, she can make recommendation, and lead discussions among the parties involved.

One of her functions is to counsel students on their duties and rights, and to inform them about remedies and options they have available to solve conflicts.

Another of her main functions is to identify recurring problems, situations that lack a procedural policy, and deficiencies within regulations or institutional policies. When found, these must be informed to corresponding authorities so that they receive proper attention. The ombudsman may suggest appropriate changes to any regulation or institutional process that she perceives as negative for students.

As a preventive measure, the ombudsman promotes policies and institutional regulations within the university community. The ombudsman attends conferences, workshops, and training sessions for her professional

improvement. She also has access to all university officials and to all records in agreement with current confidentiality regulations.

## 7.7 Student Retention

Student retention efforts have always been a challenge to university authorities, especially for those individuals who directly deal with student services. The student profile is a very important aspect that must be considered in order to achieve retention. This includes student educational goals, characteristics, interests, and needs. Attention should be paid to this beginning in the first year of studies, the period with the highest dropout rates.

Efforts made based on the elements previously mentioned have caused a constant progressive retention increase for the last five years. In the academic year 1999-2000, the highest rate achieved reached 87% (Table 7.24).

ACADEMIC YEAR	PERCENTAGE OF ACADEMIC RETENTION
1995-96	67.1
1996-97	72.5
1997-98	73.3
1998-99	79
1999-00	87

A number of institutional initiatives had a key role for this:

- New students must make drastic adjustments such as a transition to a college environment. During Orientation Week for new students, relevant information is offered that makes this transition process a more pleasant one. Currently a proposal has been prepared to begin the University Life Course, which is a curricular tool created to support this transition period.
- The Registrar's Office annually notifies the student and the Dean for Academic Affairs about suspensions due to low academic progress. The student has the option to ask the Academic Affairs Committee for probation. The Dean informs the student and the Counseling and Guidance Office about the granting or not of probation including its conditions. The Counseling and Guidance Office offers services to the student to help him/her achieve satisfactory academic progress and continue with his/her studies.

- The procedure for withdrawing from any course (whether total or partial) requires a signature from a counselor. This provides for an opportunity to dialogue with the student to find any possible solution other than withdrawal.
- In order to increase retention and graduation rates of college eligible students, the Student Support Services Program (SSSP) assesses the individual participants' need for specific services and monitors their academic progress at CUniC to ensure academic success. SSSP staff develops an individualized educational plan for each participant. To fulfill this goal, it identifies individual participants' academic need, using the CEEB scores. The staff also administers the Individual Profile Questionnaire, the Study Habits Questionnaires, and the Harrington O'Shea Vocational, Professional and Career Choice Test during the identification and selection process and at the beginning of each academic year.
- Faculty members emphasize the importance that their office hours have on student academic success. This allows students to clarify doubts and dialogue with their teachers about things that may be affecting their academic performance.

Studies to determine student needs and their satisfaction level have been conducted:

- Questionnaire related to student services at CUniC – May 2000
- Student Support Services Program Evaluation – 1998-99
- Study of New High School Students Admitted to CUniC from August 2000 to February 2001

Other initiatives that increase retention rates are the Quality of Life Program, the establishment of a Day Care Center for students' children, support of student financial needs, and counseling services.

## **7.8 Evaluation of Student Services**

In May 2000, the Student Profile and Student Affairs Task Force conducted a study that revealed a high level of satisfaction with student services. The number of participants was 719 students, 468 females, and 251 males. This number represents 21.28% of the student body. (Table 7.25)

**Table 7.25  
Evaluation of Student Services**

<b>Services</b>	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>
<b>Admissions</b>	21%	53%	21%	5%
<b>Social and Cultural Activities</b>	16	49	28	6
<b>Financial Aid</b>	24	39	27	10
<b>Cafeteria</b>	40	45	13	2
<b>Employment Services</b>	15	51	27	8
<b>Counseling and Guidance</b>	22	147	23	8
<b>Office of the Dean of Student Affairs</b>	20	50	22	8
<b>Day Care Center for Students</b>	27	45	20	8
<b>Student Ombudsman</b>	15	56	23	6
<b>Registrar's Office</b>	28	51	16	5
<b>Medical Services</b>	27	43	22	7

An average of 71% of students stated that services were excellent and/or good.

In 1998-99, a questionnaire was administered to 149 SSSP participants. This represents 48.22 % of SSSP participants at that time. The purpose was to measure their level of satisfaction with Program services.

Satisfaction about how the program's activities provided contributed to support them in pursuing a college degree.

- Ninety percent felt that the English course contributed in an excellent/good way
- Eighty-six percent felt that the Math course contributed in an excellent/good way
- Eighty-four percent felt that the Spanish course contributed in an excellent/good way

- Ninety-four percent felt that the Seminar, “*How to Adjust to College Life*”, contributed in an excellent/good way
- Ninety-one percent felt that the English skills courses contributed in an excellent/good way
- Eighty-five percent felt that the math skills courses contributed in an excellent/good way
- Seventy-eight percent felt that the Spanish tutoring contributed in an excellent/good way
- Eighty-four percent felt that the English tutoring contributed in an excellent/good way
- Ninety percent felt that the math tutoring contributed in an excellent/good way
- Seventy-six percent felt that the Spanish tutoring contributed in an excellent/good way
- Fifty percent felt that the accounting tutoring contributed in an excellent/good way
- Ninety-four percent felt that the academic counseling provided by the counselors contributed in an excellent/good way
- Ninety-six percent felt that the group counseling provided by the counselors contributed in an excellent/good way
- Ninety-five percent felt that the personal counseling provided by the counselors contributed in an excellent/good way
- Ninety-one percent felt that the career counseling provided by the counselors contributed in an excellent/good way
- Ninety percent felt that the financial aid counseling provided by the counselors contributed in an excellent/good way
- Ninety percent felt that the financial aid provided contributed in an excellent/good way
- Eighty-six percent felt that the cultural activities contributed in an excellent/good way
- Seventy-five percent felt that the cultural activities offered during the quarter-terms contributed in an excellent/good way
- Sixty-eight percent felt that the campus services offered by other institutional offices contributed in an excellent/good way

Student service annual reports constitute another useful source of information for evaluation purposes. Data included such as goals, projections, areas for improvement and service statistics are very helpful for the decision-making process related to funding requests, personnel, and service reevaluations.

## **7.9 Areas for Improvement**

- To create an Assessment Task Force to assess student services and write a plan to systematize the existing strategies and incorporate other alternatives in order to obtain results.
- To create a Career Center to provide more effective vocational counseling that students may discuss their vocational preferences, establish professional goals, and select a career that corresponds to their abilities and interest.
- To create a Student Organizations Office to encourage the establishment of more organizations and to support their activities.
- To reevaluate the need for more personnel at various offices that falls under the Office of the Dean of Students.
- To speed up the building of facilities using funds approved (\$1.8 million) by the UPR Board of Trustees.
- To continue with the incorporation of technological advances that help speed up processes and information exchange with other student services areas.

## **Chapter 8 Strategic Planning and Finance**

### **8.1 MSA Standard**

“Financial Resources sufficient to assure the quality and continuity of the institution’s programs and services.

A clear definitions of the process by which priorities are determined before the budgeting process begins is consistently followed.

A sound budget that accurately reflects institutional resources, needs, plans and priorities.

A budget that guides the institution’s operations, subject to any necessary amendments by the institution’s officers and its board.”

### **8.2 Introduction**

This chapter describes how financial resources are appropriated and assigned and how they equate to the formulation of the operational budget of the institution’s plans and priorities.

### **8.3 Working Strategies**

The Strategic Planning and Finance Task Force based its evaluation and analysis on the following guidelines:

- To what extent does planning drive resources?
- Assess the ability of the institution to adequately finance its educational objectives.
- How effective are current funding mechanisms for meeting operational needs?
- How effectively are we spending what we have?

### **8.4 Budget Office**

The Budget Office was created on July 1, 1999 when autonomy was granted to CUnIC. Autonomy was granted through Certification Number 83 (1998-99) by the Board of Trustees and law number 186 on August 7, 1998, which amended Law Number 1 of January 20, 1966, known as the University of Puerto Rico Law, to grant academic and administrative autonomy to the Regional and Technological Colleges of the University of Puerto Rico.

Since the beginning of CUnIC in 1974 until June 30, 1999, the Budget Office of the Administration of Regional Colleges of the University of Puerto Rico

was responsible for preparing all budget request documentation. This office was in charge of assigning, controlling, and evaluating the budget execution. It was closed on June 30, 1999 when the former regional colleges became autonomous units.

Since July 1, 1999, CUniC has had the responsibility to plan, control, and evaluate the budget distribution to all institutional components.

#### **8.4.1 Budget Planning Process**

The budget planning process at CUniC is in line with the administrative and institutional policy of the University of Puerto Rico. CUniC's institutional policy is included in the Strategic Plan of the Institution, which was established with the participation of every sector taking into account the institutional mission and vision, its goals and objectives, student needs, the university needs and society in general. All long and short-term goals, objectives, and activities, which are part of the planning process, are expressed into economic terms.

#### **8.4.2 Planning and Execution**

The Budget Request Document is used to establish and update specific work plans and their implementation costs for the next fiscal year.

As part of the process to prepare the Budget Request document for the next fiscal year, the UPR Central Administration establishes the guidelines on how to plan and formulate the budget for that specific fiscal year. For example, in the year 2000-2001 the Zero Base Budget was used while in other years it was required that the budget request not exceed 20% of the current budget allocation.

The Budget Office at CUniC prepares all forms and specific guidelines for every college administrative and academic component. General instructions are adapted based on CUniC's Strategic Plan.

The instructions include statistical data about departments and/or units prepared by the Planning, Human Resources, Finance, Dean of Academic, Student, and Administrative Affairs offices. This data provides for the analysis, evaluation, and justification of the budget requested for the next fiscal year. It also states the need to set priorities for goals and objectives in tune with the Strategic Plan and available funding.

Once instructions are given, the Budget Office meets with deans, department chairs, and office supervisors to address guidelines, answer questions, analyze specific situations and needs, and discuss new programs. Faculty and non-

teaching staff exchange ideas and recommendations that are taken into consideration.

When departments prepare and submit their budget requests, the Deans of Academic, Administrative, and Student Affairs analyze them according to priorities in response to long and short-term goals.

The Chancellor convenes a meeting with all deans and the Planning, Budget, Finance, and Human Resources Office directors, to analyze and discuss the goals, objectives, and priorities. Based on recommendations expressed by all parties, the Chancellor sets institutional priorities for fund request to be sent to the CUniC Administrative Board for evaluation and approval. The Administrative Board then receives the final document for analysis and recommendations before its final approval. Once approved, a certification is prepared and forwarded to the President of the University of Puerto Rico.

The President of the University of Puerto Rico and the Budget Board meet with the Chancellor of CUniC for a presentation and an evaluation of the budget request.

The President prepares an Executive Budget (lump sum) for each system unit and submits it to the University Board.

When the University Board receives the appropriations, the Budget Request is submitted for final approval to the UPR Board of Trustees. The Board of Trustees approves the executive budget and sends a certification to the CUniC Chancellor, who then meets with the deans, the Planning and Institutional Studies Office and the Budget Office directors to adjust work plans in accordance with the assigned funds.

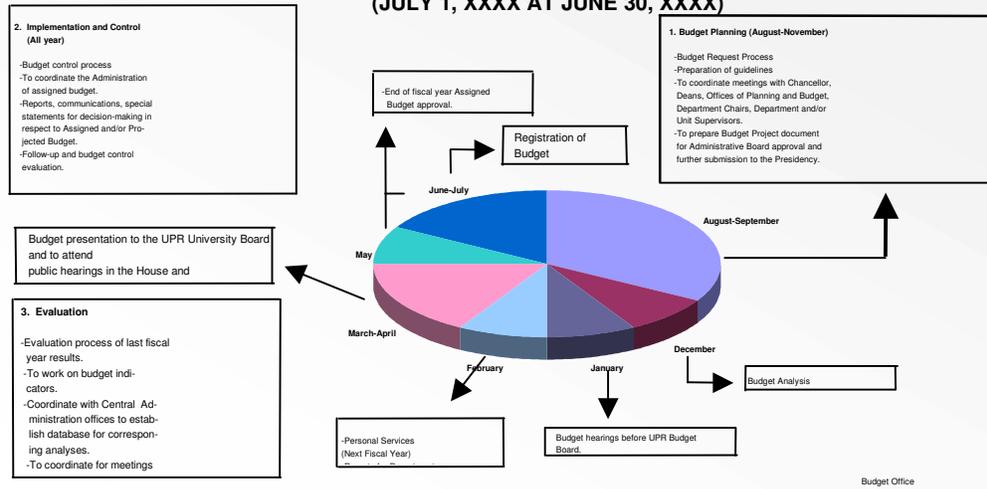
The Budget Office then distributes the budget by program, department, and administrative office through expense codes and is then resubmitted to the Administrative Board, which upon approval, is entered into the Financial Resources System on July 1 of every year.

### **8.4.3 Budget Planning Flowchart**

The following is the yearly budget cycle calendar, the budget planning flowchart, the budget cycle schedule, and the budget indicators. It concludes with an overview of budget execution and a control and budget evaluation.

UNIVERSITY OF PUERTO RICO AT CAROLINA

**BUDGET CYCLE SCHEDULE  
(JULY 1, XXXX AT JUNE 30, XXXX)**



Budget Planning Institutional Indicators

- Annual registration
- Registration reports by departments and programs.
- Teaching staff full-time equivalent academic load.
- Program evaluations, institutional needs analysis, new baccalaureate proposals, etc.
- Availability of seats for new students by program.
- Average number of students by section.
- Evaluation of database about expenses during previous years and use of quantitative and qualitative indicators to determine needs by area.
- Frequent meetings with personnel from deans' offices, department, and/or units, to obtain their input about goals, needs, and recommendations to make the best possible use of assigned funds.
- Physical space of classrooms (30 students per class) and laboratories (20 students), and in some cases ten or less.
- Academic schedule distribution.
- Federal and state laws.
- Changes in technology and telecommunications.
- Austerity measures imposed by the Central Administration.
- Increase in institutional expenses due to higher utility and communications costs.

The charts are further explained as follows:

1. Budget Planning (August-November)

- Budget Request Process
- Preparation of guidelines
- To coordinate meetings with the Chancellor, deans, the Planning and Institutional Studies, and Budget Offices, department chairs, department and/or unit supervisors.
- To prepare the Budget Project document for Administrative Board approval and further submission to the Office of the President.

## 2. Execution and Control (all year)

- Budget control processes
- To coordinate the administration of the assigned budget
- Reports, communications, and special statements for decision-making in respect to assigned and/or projected budget.
- Follow-up and budget control evaluation.

## 3. Evaluation

- Evaluation process of the last fiscal year results
- To work on budget indications
- To coordinate with Central Administration offices to establish a database for corresponding analyses.
- To coordinate meetings with deans, department chairs and supervisors.
- Analyses and recommendations to the Chancellor and managerial staff.

Budget presentation to the UPR University Board and the attendance to public hearings in the Puerto Rico House and Senate. (March-April)

End of fiscal year and assigned budget approval (June-July)

Registration of the approved budget on July 1 (June-July)

Personal services (February)

(Next fiscal year)

Reports for departments (February)

Budget hearings before UPR Budget Board (January)

Budget analysis (December)

## **FLOWCHART OF BUDGET PLANNING**

#### **8.4.4 Reports Used by the Budget Office**

##### Academic and Student Areas: Student Information System (SIS)

1. This report reveals all academic offerings by course, faculty member, and number of sections by department.
2. Total registration by programs, departments, and faculty.
3. Schedule with availability of seats by department (RBA 40).
4. Academic student schedule (RBA 120).
5. Teaching staff academic program (DAA-3).
6. Curricular revisions.

##### Planning and Institutional Studies Area

1. Institutional Strategic Plan
2. Annual reports about objectives regarding registration, personnel, and other institutional statistics.
3. Registration totals by faculty (this measure evaluates both new and active students at CUnic (ABR 588).

##### Budget and Fiscal Area: Financial Resource Systems (FRS) and Human Resources Systems (HRS)

1. FBM090- Unit report on budget resources by department and/or unit by expense code by FY.
2. FBM095-Financial report on resources by department, account number, and department.
3. FBM009-Budget Obligations Report
4. FBM009-Departmental Account Report
5. FBM061-Details report by expense code and departments.
6. FBM061-Payroll report that specifies current salaries, employer responsibilities, and fringe benefits.

##### Human Resources Area

1. EBC578-List of positions in the automated Human Resource System (HRS).
2. Document for appointment notification, contracts, or changes.

#### **8.4.5 Budget Execution and Control**

Once the budget is entered into the system by programs and expense codes, it becomes possible to exercise control of assignments through the transfer of funds (using the automated system), through account budget analysis, expense

trends, and expense projections according to established work plans and yearly variations. When unexpected situations or innovative projects arise, requests are submitted to the President of the University of Puerto Rico for additional funding on a non-recurring basis.

The deans' and academic department offices have their budgets assigned by expense codes which are used during the fiscal year according to outlines approved.

When requisition for supplies or equipment arise, they are granted according to resources assigned by department and/or unit, and in accordance with regulations and statutes of the Board of Trustees in the certification that approved the budget and Regulations of the University of Puerto Rico. If any changes surface, the department chair or supervisor must justify them. The deans and/or nominating authority will implement changes taking into consideration the analysis, the evaluation, and recommendations made by the Budget Office.

The Budget Office uses other control and execution measures, such as:

- Analyses and recommendations through periodic meetings, in-group or individually, with staff staff.
- Follow-up and evaluations of work plan costs, specific projects, and any other activity.
- Preparation of evaluation monthly or quarterly expense reports or as required by the Chancellor.
- Balanced Budget Statement on a specific date including expense projections until the end of the fiscal year by departments and/or units.
- Transfer of funds reports and justified recommendations.
- Verification of transactions made on HRS and FRS automated systems.
- Recommendations and approval of transactions of personnel, purchases, services, etc.

All these measures on budget control and the approval of additional funds for unexpected and innovative situations ensures that the institution closes the fiscal year with a balanced budget.

#### **8.4.6 Budget Evaluation**

This consists of the evaluation of results obtained according to plans, goals, and objectives. This database supports the decision-making process prior to the allocation of funds for the following fiscal year.

In addition, it allows for qualitative and quantitative recommendations that help achieve more efficiency in the management of resources assigned for the benefit of students, faculty members and the university community in general.

Strategic planning is certainly tied with the budget process. During the years since the last MSA Periodic Review, goals tied to strategic planning and the budget have been consistently met. The institution has been able to provide quality administrative support services for the teaching-learning process.

As has been illustrated in the chapter on facilities, our community has enjoyed improved physical facilities, together with added appropriate equipment, not only for the laboratories but also for the administrative side of the house in support of an adequate academic environment.

Our institutional personnel has also seen an adequate response to the need for their professional development. Our institution's professional development policy encourages furthering our personnel's academic preparation as over 65% hold a college degree. Furthermore, many workshops and seminars are held throughout the year to strengthen professional and technical skills primarily in computer technology.

Resources have also been earmarked to incorporate information and telecommunication technologies to institutional endeavors. Our Management Information System Office was remodeled and equipped with the latest hardware and peripherals together with the increase of new computerized equipment for the administrative effort and for faculty members.

An added plus constitutes another language laboratory besides those indicated for the Natural Sciences, Office Systems, and Business Administration Departments, as well as the Academic Computing Office. These are discussed in Chapter 9, "Facilities, Equipment, and Other resources".

Finally, we take pride in our teleconference room, which is used for administrative and academic purposes.

## **8.5 Finance Office**

### **8.5.1 Operational Details**

The Finance Office keeps reliable financial statements and reports to adequately handle institutional finances. In addition, it carries out all technical and administrative tasks necessary to achieve an adequate operation in each area. This office also develops procedures in agreement with existing bylaws and ensures that these are followed.

The descriptions that follow are primary procedural in nature and includes with charts, and tables to illustrate.

This office offers advice on financial processes and applicable bylaws and how to efficiently process all fiscal documentation. All documents and fiscal information requests are made through this office. This office is also responsible for coordinating every requests from the deans' offices and for delivering them within a reasonable period of time.

The Finance Office keeps account balances up to date, both general ledger and subsidiary ledger, through daily, weekly, and monthly cycles. Daily cycles are entered every night, weekly cycles are performed on Fridays, and monthly cycles are entered within the first five days of the next calendar month. This monthly cycle allows us to begin a new accounting month. Cycles are processed at the Information Systems Office of the Central Administration.

Check issuance is conducted twice a wee. This allows the university to maintain a more efficient cash flow.

Another important aspect in the Financial System cycle is the closing of the fiscal year. This is done in coordination with the Budget Office, the Finance Office and the Information Systems Office. This cycle allows us to complete budget proceedings for a FY and begin a new one with an assigned budget. Funds not spent but formally encumbered are kept in the Encumbrance Year. Once established, these liabilities cannot be altered.

To be able to implement this process, all units must have their accounting and budget processes completed.

### **8.5.2 Bylaws**

The Finance Office is governed by the Accounting and Finance General Bylaws of the Council of Higher Education (Certification number 107, 1984-85) and by other procedures established by the Central Finance Office. Internally developed processes are also used to address particular situations not covered elsewhere. Recommendations by the Comptroller's Office and/or internal audits from the University of Puerto Rico are also adhered to.

In sum, CUniC is governed by accounting principles universally accepted for a non-profit educational institution. This has been demonstrated by pronouncements from external auditors included in their financial reports at the end of every fiscal year.

### **8.5.3 General Information about the Financial Resources System (FRS)**

FRS was acquired to standardize all financial information at the University of Puerto Rico. This databank serves as the base for the financial decision-making process of the UPR.

FRS includes four integrated subsystems. For example, a requisition that is registered by an office may be used by the Purchasing Office without reentering it into the system. This feeds into the accounting area. The four subsystems are:

#### **Subsystem characteristics:**

##### **1. Financial Accounting**

- General ledger and subsidiaries
- Balance information available daily.
- Follow-up of all registered transactions.
- Availability of a large variety of reports.
- Does not allow for duplicate batch processing information.
- Provides for project year accounting.
- Updates open commitments.
- Allows to watch transactions on-line
- Updates bank account balances

##### **2. Accounts Payable**

- Tracking of financial activity and communication among suppliers.
- Provides for voucher control.
- Interaction of all subsystems allows to process payments to suppliers on time.
- Reports produced include outstanding vouchers and a list of issued and outstanding checks. This helps to speed up account reconciliation processes.
- More than one voucher can be cancelled with one check.
- Voucher selection for payment according to due dates.
- It provides for automatic discount calculation from suppliers.
- Avoids duplicate payments.

##### **3. Purchasing**

- Requisition and purchase orders are processed via terminals.
- Validates information against accounts and available budget.
- Maintains a file that contains all supplier related information.

- Provides a vendor report by name or number.
- Provides on screen information related to payments made and status of requisitions and purchase orders.

4. Budgeting

- Provides for budget registration for current FY and for the year in which projects are initiated.
- Updates original and revised budget.
- Issues warning when accounts balance is insufficient.

**8.6 Comments on Budget Tables for the Years 1994-95 to 2000-01**

Budget Analysis

Financial reports for the last six years reveal a dynamic budget. The first general table is called Budget Analysis.

The budget analysis table reflects annual increments of at least 8%. The increase for fiscal year 1998-99 reached 17% due to the granting of autonomy, which required additional offices and personnel. During the last two years, standard increases have taken place mainly due to stipulated rotary increases and labor union agreements.

**Table 8.26  
Budget Analysis  
Fiscal Years 1996 to 2001**

<b>YEAR</b>	<b>ASSIGNED BUDGET</b>	<b>INCREASE</b>	<b>% INCREASE</b>
1994-1995	\$ 7,849,848.00	\$ 605,338.00	8%
1995-1996	\$ 9,515,019.00	\$ 1,665,171.00	18%
1996-1997	\$ 10,508,701.00	\$ 993,682.00	9%
1997-1998	\$ 12,257,260.00	\$ 1,748,559.00	14%
1998-1999	\$ 14,791,584.00	\$ 2,534,324.00	17%
1999-2000	\$ 16,102,716.00	\$ 1,311,132.00	8%
2000-1001	\$ 18,134,866.00	\$ 2,032,150.00	11%

Table 8.27 compares the requested budget with the approved budget. This reveals that for the last two years budget requests have been 40% larger than approved amounts (62% in 1999-00, and 70% in 2000-01).

**Table 8.27**  
**Summary of Requested and Assigned Budget**  
**Fiscal Years 1996 to 2001**

<b>YEAR</b>	<b>BUDGET REQUESTED</b>	<b>BUDGET ASSIGNED</b>	<b>DIFFERENCE</b>	<b>% DIFFERENCE</b>
1994-1995	\$ 9,498,390.00	\$ 7,849,848.00	\$ -1,648,542.00	-21%
1995-1996	\$ 10,233,389.00	\$ 9,515,019.00	\$ -718,370.00	-8%
1996-1997	\$ 10,850,552.00	\$ 10,508,701.00	\$ -341,851.00	-3%
1997-1998	\$ 16,623,800.00	\$ 12,257,260.00	\$ -4,366,540.00	-36%
1998-1999	\$ 18,525,609.00	\$ 14,791,584.00	\$ -3,734,025.00	-25%
1999-2000	\$ 26,117,188.00	\$ 16,102,716.00	\$ -10,014,472.00	-62%
2000-2001	\$ 25,891,791.00	\$ 18,134,866.00	\$ 7,756,925.00	-43%

Table 8.28 shows the assigned budget and special programs or projects funded from Federal sources. CUniC also has funds assigned for the Permanent Improvements Program, Pell Grants, Intramural Practice, and special accounts from non-federal funds such as donations, Pell Grant administrative expenses, etc. This table shows that the percentage of funds from external sources has diminished when compared to the assigned budget as certain programs such as MSIP and PREMIS were eliminated.

**Table 8.28**  
**Ratio of External Funds to Regular Budget**  
**Fiscal Years 1996 to 2001**

<b>YEARS</b>	<b>REGULAR BUDGET</b>	<b>EXTERNAL RESOURCES</b>	<b>TOTAL BUDGET</b>	<b>% TOTAL BUDGET</b>
1994-1995	\$ 7,849,848.00	\$ 719,758.62	\$ 8,569,506.62	8%
1995-1996	\$ 9,515,019.00	\$ 718,771.62	\$ 10,233,790.62	7%
1996-1997	\$ 10,508,701.00	\$ 713,025.13	\$ 11,221,726.13	6%
1997-1998	\$ 12,257,260.00	\$ 643,276.55	\$ 12,900,536.55	5%
1998-1999	\$ 14,791,584.00	\$ 824,713.70	\$ 15,616,297.70	5%
1999-2000	\$ 16,102,716.00	\$ 753,623.58	\$ 16,856,339.58	4%
2000-2001	\$ 18,134,866.00	\$ 637,913.00	\$ 18,772,779.00	3%

Tables 8.29 and 8.30 show federally funded programs at CUniC and the Division of Continuing Education. They identify the program, its purpose, and the total fund allocation followed by the detailed fund allocation by year.

**Table 8.29**  
**Special Programs and Continuing Education Budget**  
**Fiscal Years 1994-95 to 2000-01**

PROPOSAL	PURPOSE	QUANTITY	YEARS	OUTCOMES ASSESSMENT
Student Support Services	To encourage intermediate and highest level students to pursue university studies.	\$ 2,035,396.00	1994-1995, 1995-1996, 1996-1997, 1997-1998, 1998-1999, 1999-2000, 2000-2001	Follow up student services and achievements
Upward Bound	To evaluate academic and counseling needs of participants to develop individual educational plans to attend university level studies.	\$ 1,826,844.00	1994-1995, 1995-1996, 1996-1997, 1997-1998, 1998-1999, 1999-2000, 2000-2001	To help students prepare for university life.
Division of Continuing Education	To provide the general community with a medium to keep abreast of the latest trends in their fields of expertise.	\$ 836,784.20	1994-1995, 1995-1996, 1996-1997, 1997-1998, 1998-1999, 1999-2000, 2000-2001	Positive image for CUnIC to keep personnel abreast of technological advances.
PREMIS	That recovers and maintains a collection of disaster and emergency related materials in any of its four phases of emergency management, preparedness mitigation, response and recovery.	\$ 193,654.00	1998-1999, 1999-2000	The information contains the essential knowledge to conduct the mitigation activities for all sectors both private and public.
MSIP	To support students in science and mathematics using computers, the internet, and other audiovisual tools.	\$ 118,304.00	1994-1995, 1995-1996	Support and improve education in science and mathematics
<b>TOTAL</b>		<b>\$ 5,010,982.20</b>		

**Table 8.30  
Federal Programs and Division of Continuing Education Budget  
Fiscal Years 1994-95 to 2000-2001**

<b>FEDERAL PROGRAM</b>	<b>FISCAL YEAR 1994-1995</b>	<b>FISCAL YEAR 1995-1996</b>	<b>FISCAL YEAR 1996-1997</b>	<b>FISCAL YEAR 1997-1998</b>	<b>FISCAL YEAR 1998-1999</b>	<b>FISCAL YEAR 1999-2000</b>	<b>FISCAL YEAR 2000-2001</b>	<b>GRAND TOTAL</b>
Student Support Services	\$ 264,512.00	\$ 272,447.00	\$ 272,447.00	\$ 283,345.00	\$ 303,678.00	\$ 316,825.00	\$ 322,142.00	\$ 2,035,396.00
Upward Bound	\$ 230,560.00	\$ 252,596.00	\$ 252,596.00	\$ 262,700.00	\$ 267,954.00	\$ 276,993.00	\$ 283,445.00	\$ 1,826,844.00
Continuing Education	\$ 153,282.62	\$ 146,728.62	\$ 187,982.13	\$ 97,231.55	\$ 139,819.70	\$ 79,413.58	\$ 32,326.00	\$ 836,784.20
PREMIS	--	--	--	--	\$ 113,262.00	\$ 80,392.00	--	\$ 193,654.00
MSIP	\$ 71,304.00	\$ 47,000.00	--	--	--	--	--	\$ 188,304.00
<b>TOTAL</b>	<b>\$719,658.62</b>	<b>\$718,771.62</b>	<b>\$713,025.13</b>	<b>\$643,276.55</b>	<b>\$824,713.70</b>	<b>\$753,623.58</b>	<b>\$637,913.00</b>	<b>\$5,010,982.20</b>

## 8.7 Achievements

In spite of consistently receiving approximately 80% of requested funds, the institution has closed all its fiscal years with a balanced budget. Furthermore, it has transitioned flawlessly into autonomy and has managed to deal with the Office of the President and its staff in coordinating mutual endeavors. This working environment with Central Administration Staff has significantly provided the institution with added funds not previously assigned. These funds are used to deal with new initiatives and special projects for which additional resources are needed.

Personnel assigned to the newly-created Payroll and Budget Offices and the increased finance sections have successfully integrated into the college staff.

The Strategic Planning and Finance Task Force feels that the present financial structure is capable of fulfilling the goals and objectives of CUniC.

## **CHAPTER 9            FACILITIES, EQUIPMENT, AND OTHER RESOURCES**

### **9.1            MSA Standard**

“The school facilities contribute to the achievement of planned learning outcomes.

Provisions are made for the safety and health of students and staff in all areas and periodic reviews are made of these provisions.

The facilities are sufficiently maintained to meet school objectives.

A variety of spaces is provided for teaching and co-curricular activities.

School and class enrollments are in harmony with the intended capacity of the facility. “

### **9.2            Introduction**

This chapter describes the evaluation of all college facilities, equipment, and other resources in support of the university mission.

The goals and objectives related to instructional resources, equipment and other resources were considered to determine their appropriations in terms of the mission statement.

### **9.3            Working Strategies**

In order to measure the effectiveness of these performance indicators, the Facilities, Equipment, and Other Resources Task Force considered the following guidelines:

1. Is there a direct relationship among the needs of students enrolled in programs or utilizing services at the institution; the adequacy of appropriate planning and the management of resources within the institution; and the mission, goals, objectives, and available fiscal resources of the institution?
2. Have the facilities, equipment, and other resources improved the operations of the institution and enhanced the manner in which the institution is perceived within and outside the institution?
3. How many laboratories are there?
  - a. How are these distributed among the different programs?
  - b. What are their physical facilities?
  - c. Are they adequate for departmental needs?

4. What is the purchasing policy for equipment and materials? Are they adequate for departmental needs?
5. What has been acquired in terms of equipment and material since the last self-study visit?

A comprehensive development plan was prepared in 1994-95 covering a five-year period through 1998-99 and submitted for review to the Administration of Regional Colleges. The plan constitutes its third long-range plan and has been utilized as a basis to reprioritize projects and to conduct follow up plans. The follow up plan were prepared on September 30, 1999, followed by another review on October 31, 1999. These plans included an assessment on the status of the development of diverse projects as indicated. Further analysis of particular permanent facilities was assessed and reported on March 30, 2000 emphasizing the Natural Sciences Department laboratories. Later, all permanent facility development was prioritized in June 2000 and submitted for approval to the college Administrative Board. All these development plans and assessment documents are on file. Since 1991, 13 laboratories have been built to meet the needs of students and to support institutional programs. Six others are in the process of being equipped in the new facilities delivered in academic year 1997-98.

#### **9.4 Academic Facilities**

CUniC is engaged in assessing how well its academic facilities, equipment, resources, and other services support the university mission. The goals and objectives related to instructional resources, equipment, and other resources were studied to determine their appropriateness in terms of the CUniC Mission Statement. Also examined was the extent to which laboratory facilities are adequate and safe for instructional purposes, the purchasing policy for equipment, and materials and new acquisitions since the last MSA accreditation visit. This chapter emphasizes the effectiveness of these resources, as institutional strategies, in the teaching-learning process.

#### **9.5 Goals and Objectives**

CUniC strives to provide our college community with adequate physical facilities and equipment to achieve an effective academic environment. This goal is closely related to the university mission, because it is based on the development of a curriculum focused on student acquisition of lifelong skills that will enable him/her to perform successfully in an industrial/technological society. CUniC's objectives in the area of facilities, equipment, and instructional resources are:

- To provide adequate physical facilities and improve existing ones.
- To improve access and mobility for the physically challenged.
- To provide the university community with more parking space.

- To make the university community aware of the importance of preserving the landscaping and physical facilities.
- To provide academic programs with laboratories and offices.
- To update petitions for additional physical facilities.
- To provide academic and administrative areas with the necessary equipment to increase the quality of the work environment.

A new three-building complex for the Natural Sciences, Office Systems, and Business Administration laboratories was completed in 1997. The construction of this facility represents a giant step in the development of CUniC's academic offerings. It is expected that these facilities will be operating fully during academic year 2000-01.

At the present time, the Business Administration Department enjoys two fully equipped laboratories devoted to finance, statistics, and accounting, and shares a simulated office laboratory. The Office Systems Department enjoys three fully equipped laboratories plus the shared simulated office laboratory.

The Natural Science Department occupies two, three-story buildings of the new three-building complex. These two new buildings house the department offices and those for the faculty. It further houses a physics laboratory, a biology laboratory devoted to human biology and genetics, plus additional space for equipping and furnishing the chemistry laboratories to conduct general and organic chemistry. Further details are provided under each department description.

These new facilities were built following the latest specifications for safety and according to the Americans with Disabilities Act guidelines.

Of most recent construction are new ramps for the second and third floors that connect the existing administration building, with academic building D, and with the new three-building complex. Recent efforts and resources were directed to repair and modernize three elevators of the administration building. These elevators provide general access to all facilities.

New facilities for the Mechanical Engineering and Automobile Technology Departments were also constructed in 1997. Some laboratories of these facilities were furnished with the sponsorship of Ford Motor Co. and General Motors Corporation. At this moment, these laboratories are operational and are located near the east entrance of the campus.

The present analysis recognized that there exists an adequate purchasing policy. The process to purchase equipment, materials, and services for academic programs is adequate. It begins by submitting a requisition through a computerized program (FRS). The Purchasing Office verifies the

availability of funds to continue and complete the process as stated in Certification number 62, 1995-96.

The following is a description of the number of laboratories built per academic program and the equipment acquired for each. A description of other facilities that support academic programs and services to meet student needs and to fulfill the requirements are also described.

## **9.6 Assessment of CUniC Laboratories and Offices**

### **9.6.1 Information Systems Office**

This office is equipped with the following:

- A Microwave T1 system. This system facilitates interface with other UPR units, and speeds up access to the Internet.
- A VAX4000-500 Computer (administrative) processes the Student Information System, Administrative Reports for the offices of Payroll, Budget, Collection, Registrar, Bursar, Human Resources, Statistics, Admissions, Guidance and Counseling, and the Office of the Dean for Academic Affairs.
- A VAX4000-300 Computer (Academic) for processing internal e-mail accounts for professors, students and administrative personnel. In addition, this computer contains the Property System.
- A NT Server controls the Internet addresses and the Data Banks in the area of Scholarship and Grants of Title IV, Edexpress and users of the Office Automation System.

#### **Achievements**

- Two VAX Computers (VAX4000-500 for the administrative area and a VAX4000-300 for the academic area) were acquired.
- Transition of video terminal to image graphic equipment is in process.
- A teleconference room was completed in academic year 1998-99.

#### **Areas for improvement**

- Some offices are still equipped with video terminals but will soon be replaced with personal computers hooked up to the UPR net according to projections.
- The VAX4000-300 (Academic) system will be replaced with a Windows NT system to control electronic mail.

## **Projections**

- A new system will replace the recent SIS, FRS, and HRS Program in academic year 2001-02.
- A proposal will be submitted to the University of Puerto Rico Central Administration to fully revamp the communication and management information system.

### **9.6.2 Office Systems Department**

The department has three computer laboratories for the development of secretarial computer skills.

#### **Achievements**

- A new laboratory building was constructed and three Office Systems Department laboratories were established.
- New computers and instructional software were acquired for laboratories.

#### **Areas for Improvement**

- Computers located in one of the Office Systems laboratories need to be replaced.
- CTX projectors are necessary in order to improve instructional demonstrations.
- The technician's office must be properly isolated from the area used by students for privacy and security.

#### **Projections**

- To acquire additional up-to-date hardware and other equipment.
- To install new computers in one of the laboratories.
- To relocate the technician's office.
- To install optic fiber cable to improve computer communication

### **9.6.3 Natural Sciences Department**

New laboratory facilities are being provided for the department's courses. All courses and laboratories are being offered in adequate facilities that exceed the standard requirements:

- General Biology and Botany Laboratory
- General Biology and Zoology Laboratory
- Human Biology and Genetics Laboratory
- Microbiology Laboratory

- General and Organic Chemistry Laboratory,
- General Chemistry, Analytical Chemistry and Chemistry for Nurses Laboratory.
- Physics Laboratory
- Physics Laboratory
- MSIP Computer and Instrumentation Laboratories
- Developmental Biology Research Laboratory
- Atmospheric Sciences Research Laboratory

### **Achievements**

- Laboratory facilities have the necessary equipment to support laboratory functions.
- Refrigerators and incubators have been acquired for the biology laboratories.
- Fume hoods and other security equipment have been installed.
- New computers were acquired for the MSIP Laboratory.
- New instrumentation and research equipment was acquired.
- A separate room for transient storage of chemical waste was constructed according to Environmental Protection Agency specifications.
- Physics laboratories are being equipped with microcomputers.
- Two research laboratories, a developmental biology lab and atmospheric sciences lab were developed.

### **Areas for Improvement**

The following must be acquired and/or improved:

- Minor shortcomings of new laboratory facilities must be corrected.
- Additional laboratory supplies are needed.
- New microscopes must be purchased.
- Electrical supply to the three-building complex must be repaired where needed.

### **Projections**

- To provide additional laboratory and safety equipment.
- To install computers in laboratory facilities.
- To continue the improvement of physical facilities assigned to laboratories.
- To complete repair work on the electrical distribution.

## **9.6.4 Graphic Arts and Advertising Department**

### **9.6.4.1 The Graphic Arts Program of this department has the following laboratories:**

- Design and Drawing Laboratory
- Process Photography Laboratory
- Stripping Laboratory
- Plate Making Laboratory and a screen printing laboratory
- Finishing Operations Laboratory
- Lithographic Press and Offset Printing Laboratory

#### **Achievement**

New equipment has been acquired to update the laboratory facilities.

#### **Areas for Improvement**

Some repairs must be carried out in order to update the laboratory.

- A fume extractor is needed in one of the darkrooms.
- Additional physical space provided must be equipped for the lithographic press.

#### **Projections**

- To repair laboratory equipment.
- To acquire required laboratory equipment.
- To establish a maintenance plan for the equipment.
- To provide security equipment and installation in all laboratories according to OSHA regulations
- To repair the t-shirt dryer, plate processing tank drainage system, and the plate maker of the Silkscreen Printing and Plates Laboratory

### **9.6.4.2 The Advertising Program of this department has the following laboratories:**

- Computer Laboratory
- Radio and Television Laboratory
- Advertising Photography Laboratory

#### **Achievements**

- Twenty-five new computers for the Computer Laboratory were acquired to replace old ones.

- Six new film developers were acquired for the Advertising Photography Laboratory.

### **Areas for Improvement**

- Advertising software must be updated.
- Additional scanners and printers have to be acquired.
- The department must submit new proposals in order to acquire added facilities, new equipment, and personnel.
- Adequate laboratory space, segregated from the N.E.P-2 classroom, must be provided for the Advertising Photography Laboratory.

### **Projections**

- To acquire the most advanced advertising computer programs.
- To increase the physical space of the computer lab, and to add a new one.
- To purchase additional scanners and printers for the computer laboratory.
- To purchase equipment and materials urgently needed for the Advertising Photography Laboratory.

## **9.6.5 English Department**

### **9.6.5.1 Language Laboratory (Room E-101).**

This laboratory is used for the improvement of student's oral/aural language skills. Major equipment includes a state-of-the-art Sony sound and recording system. The room is set up with 34 cubicles with recording equipment where students obtain audio-oral practice of the Basic English course. The Division of Continuing Education shares the laboratory for their conversational English courses.

### **Achievements**

- Additional equipment (VCR and TV'S) was acquired to update existing ones.
- Ten student cubicles were added.
- Several structural repairs were completed to protect the building and equipment against inclement weather

### **Area for Improvement**

- Additional materials and supplies should be acquired.

## **Projections**

- To provide additional laboratory materials, necessary to update English oral communication skill training.
- To provide the language laboratory with computer systems in order to reinforce oral training with audiovisual experiences.

### **9.6.5.2 Multimedia Language Laboratory**

English courses including the basic courses, writing courses and business courses use the lab, as do individual English students.

There are 29 Compaq computers, one ink-jet printer, and one 32-inch TV. The operating system is Windows 98.

## **Achievements**

- A laboratory technician was hired.
- The laboratory was opened and is serving individual students and professor-assisted classes.
- New chairs and new cubicles have been purchased.
- Educational software and site licenses have been purchased.

## **Areas for Improvement**

- To increase cost-effectiveness, an additional laboratory technician is needed to extend the hours of the laboratory.
- Additional specialized software and equipment needs to be purchased, including at least six new computers.
- Secured fixtures are needed to store software, equipment and records.

## **Projections**

The main long-term objective is to keep the lab updated by adding or replacing the necessary equipment and materials so it can continue providing uninterrupted service.

### **9.6.6 Business Administration Department**

A new laboratory building was completed in 1997. In this facility, four rooms were built for the Business Administration Department laboratories. Two of four laboratories are in operation and most laboratory equipment has been acquired. Because of a department faculty member initiative, it is expected that the Banco Popular de Puerto Rico will donate the equipment in order to operate one of the four laboratories.

Business Administration labs are being used, or are projected to be used, to carry out experiences related to accounting, statistics, production management, strategic management, and marketing research courses.

### **Achievements**

- New laboratory facilities were assigned to the department.
- Two laboratories have been fully developed.
- Computer hardware, software, and other laboratory equipment were acquired.
- Various courses are utilizing the new laboratory facilities.

### **Areas for improvements**

- Additional equipment and software must be acquired.
- A laboratory technician is urgently needed.
- Laboratory security must be improved.
- Some deficiencies in the electrical supply system need to be repaired.

### **Projections**

- To finish laboratory implementation and development.
- To correct laboratories' electrical deficiencies.
- To install required security equipment and devices in all laboratories
- To complete repairs to the electrical distribution system.

## **9.6.7 Physical Education and Recreation for the Handicapped Department**

The laboratories for the Physical Education and Recreation for the Handicapped Department are used for the development of skills pertaining to the physical education program. The department needs adequate facilities for the development of courses and the laboratories. Sports and recreational facilities are essential to develop positive habits and attitudes, and to enhance students' and the university community's physical efficiency. At present, this department uses temporary facilities, which will be replaced once the multi-purpose facilities are completed.

The laboratories are:

- Arts and Crafts, Handcrafts, and Folk Dance Laboratory
- Weight-lifting Laboratory
- Physical Efficiency Laboratory
- Basketball and volleyball courts.

### **Achievements**

- Additional facilities for laboratory courses, a gym with weight lifting areas, and the required equipment have been provided.

### **Areas for improvement**

- The laboratories need to be updated.

### **Projection**

- The department will submit a proposal to improve its laboratories.

## **9.6.8 Interior Design Department**

The Interior Design Department has two laboratories to develop interior design skills. They are used for the design and computerized drawing and design courses.

### **9.6.8.1 Design laboratory**

#### **Achievements**

This laboratory is equipped with twenty computers programmed with AUTO CAD, one printer, and one IN-FOCUS projector. It is also equipped with 30 tables and stools.

#### **Areas for Improvement**

- Additional computers are required.

#### **Projections**

- To add five new computers supplied with AUTO-CAD, and one printer.
- To acquire the needed furniture for the above.
- To subscribe to professional books and magazines

### **9.6.8.2 Decoration Laboratory (B-103)**

#### **Achievements**

- Reference books have been updated and are available in the laboratory.
- Interior decoration materials and textiles are available for the laboratory through donations from industry.

### **Areas for improvement**

- The decoration laboratory needs a sink, a new air conditioner, and a projection screen for slides and transparencies.
- Laboratories need more storage areas for equipment and projects.

### **Projections**

- To improve existing laboratory facilities.
- To provide additional classrooms for lecturers.
- To acquire additional books and magazines.

## **9.6.9 Hotel and Restaurant Administration Department**

The Hotel Management and Restaurant Administration Department has five laboratories. These facilities are used for the development of technical skills in food processing and computer skills.

### **Achievements**

- New laboratories for advanced food production were established.
- A computer laboratory was developed.
- New equipment for laboratory facilities was acquired.

### **Areas for Improvement**

- Permanent physical facilities according to the Master Plan need to be constructed.
- The use of the existing laboratory facilities must be maximized.

### **Projections**

- To develop a working schedule for the maximum effective use of the commercial kitchen laboratory.
- To use the present kitchen facilities for baking and pastry laboratories.

## **9.6.10 Automotive Technology, Mechanical Engineering Technology and Industrial Automation Department**

This department occupies a recently built two-story facility consisting of four classrooms, eight faculty members' offices, six restrooms, and a handicapped platform. It includes space for seven laboratories plus an open bay area devoted for industrial soldering purposes.

The laboratories are:

- Fuel Injection and Diagnostics Laboratory

- General Mechanics Laboratory
- Mechanical Engineering Laboratories
- Electricity, Electronic and Refrigeration Laboratory
- Industrial Instrumentation and Control Laboratory.
- Laboratory of Industrial Machinery.
- Soldering laboratory

### **Achievements**

- A new Z71 off-road practice unit was installed with the joint effort of General Motors Corporation.
- The automotive program received several vehicles from the General Motors Corporation and the Ford Motor Company.
- Electronic equipment has been received for the three different programs from various enterprises.
- A new industrial air compressor was installed.
- Advanced computer equipment was acquired in order to improve laboratory experiences and build on the new Industrial Automation Program.
- Air conditioning units were installed in all faculty members' offices.
- All four classrooms were equipped with air conditioning units.

### **Areas for improvement**

- Additional equipment is needed for the Fuel Injection and Diagnostics Laboratory.
- New diagnostic equipment is needed.
- More computers and instrumentation equipment for the mechanical engineering laboratories need to be acquired.

### **Projections**

- To purchase a new OTC-4000E diagnostic system for the Fuel Injection and Diagnostic Laboratory
- To acquire new equipment for the mechanical engineering laboratories
- To acquire new equipment for the Fuel Injection and Diagnostic laboratory

## **9.7 Classrooms**

With the present 42 classrooms and 40 laboratories, we serve a total enrollment of 4,100 students.

### **Achievements**

- All ground-level classrooms were equipped with air conditioning units.
- A classroom for physically challenged faculty members was established on the same floor as the academic department and faculty offices.
- Adequate access to classrooms was provided for the physically challenged.

### **Areas for Improvement**

- Each classroom needs a wall projection screen.

### **Projections**

- To construct additional classrooms and laboratory facilities in accordance with the Master Plan for Hotel and Restaurant Administration, Interior Design, Graphic Arts and Advertising, Business Advertising Departments, and the theater.

## **9.8 Learning Resource Center**

The Learning Resource Center's (LRC) mission is to provide information services to support the college mission as well as the teaching learning process. The LRC has an area of approximately 48,048 square feet.

### **Achievements**

A new building was erected in academic year 1991-92 for the LRC that provides physical space for three distinct areas:

- The first includes public services, circulation, reference, periodicals, and the Puerto Rican Collection.
- The second area, Collection Management, includes cataloguing and purchasing.
- The third area, Educational Technology Services, includes equipment and audiovisual resources circulation, production, and graphic arts services.

### **Areas for Improvement**

- To relocate offices and laboratories of the Hotel and Restaurant Administration Department that are located on the third floor of the building once facilities for such program are constructed according to the Master Plan.

- To provide additional space for a reserve room for additional seating capacity, instructional and study rooms.
- To improve the electrical distribution system in order to respond to current automation needs and increased load demand.
- To acquire additional computers and peripherals.
- To purchase a new security system.

### **Projections**

- To provide the LRC with additional space
- To modernize the electrical supply system.
- To continue developing the collection in tune with new academic offerings.

## **9.9 Division of Continuing Education**

The Division of Continuing Education is on the first floor of the Administrative Building. It has three offices and one of them is further divided into four cubicles.

The main objective of the Division of Continuing Education is to provide course/program offerings for the community to promote personal, professional, and academic improvement. It provides courses and training programs for teachers, nurses, other professionals, and the general community.

### **Achievement**

- New offices, which are more accessible to the public, were assigned.

### **Areas for improvement**

- New equipment such as computers, a color printer, and a fax machine is required. Updated computer and software are also needed.

### **Projections**

- To acquire the necessary audiovisual equipment.
- To acquire the above indicated equipment.

## **9.10 Student Services Facilities**

### **9.10.1 Admissions Office**

The Admissions Office is located on the third floor of the Administrative Building. It has four cubicles.

### **Achievements**

- A private telephone line was installed.

### **Area for Improvements**

- Additional computers and printers were acquired.

### **Projections**

- To relocate the Admissions Office to improve its accessibility to the general community. Efforts are directed in relocating this office to the first level as part of a recent plan of also relocating the Office of the Dean of Student Affairs (See the Dean's annual report)

## **9.10.2 Financial Aid Office**

The Financial Aid Office is located in rooms B 101 and B-102. It has eight cubicles, a reception area, and a filing area.

### **Achievements**

- New furniture was acquired through our carpentry shop.
- The electrical supply was reconditioned.
- A new central air conditioning unit was installed.

### **Area for improvement**

- More space is needed for personnel.

### **Projection**

- To relocate the Financial Aid Office to a more accessible location.

## **9.10.3 Medical Services Office**

The Medical Services Office is located on the first floor and is divided as follows: reception area, secretary's office, two restrooms, a filing area, and an examining room.

### **Area for Improvement**

- More space is needed to store all medical files.

## **Projections**

- To provide the necessary space in the office to store all the medical files
- To improve the security of medical files.

### **9.11 Cafeteria**

The cafeteria is a concession under contract and is located on the first floor of the Administrative Building. It has a 300-seat capacity and is divided into three areas: two large areas for customers and one for the kitchen and office. One of the seating areas offers a lake view.

#### **Achievement**

- Capacity has been increased by 80 additional seats.

#### **Area for Improvement**

- Additional stoves should be acquired in order to increase food production efficiency.

#### **Projection**

- To acquire needed equipment to increase food production efficiency.

### **9.12 Athletic Program Office**

The Athletic Program Office is located on the third floor of the Administrative Building inside the Office of the Dean for Student Affairs.

This office organizes and develops special recreational and sport activities for administration, faculty, and non-athlete students. These activities include softball, baseball, dominoes, billiard tournaments, and martial arts.

#### **Achievements**

- A volleyball sand court and a softball field were built.
- Additional security measures were taken through the installation of ironwork in the gymnasium.
- The gymnasium was fully equipped and roofed.

### **Areas for Improvement**

- There are physical limitations in the sports facilities. A covered basketball court, a synthetic 200-meter racetrack, a softball stadium, and tennis courts are needed.
- Transportation for athletic competitions and other student activities needs to be acquired.
- The Athletic Program Office must be moved to a more accessible location and closer to athletic facilities.

### **Projections**

- To construct a multipurpose building for sports and athletic facilities.
- To acquire additional transportation for athletics and sports activities.
- To relocate the Athletic Program Office to the first floor of the Administration Building.

## **9.13 Auditorium**

The auditorium is a temporary facility with a 300-seat capacity. Social, cultural, and academic activities, as well as theatrical workshops, are held here. This facility is also used for community services.

### **Achievements**

- Other remodeling additions were completed in 1998, and the auditorium was further decorated in 2000.

### **Areas for Improvement**

- To keep facilities in optimal conditions.

### **Projections**

- To occupy an area in the multipurpose building for social and cultural activities.

## **9.14 Administrative Facilities**

The Administrative Building contains the following: Chancellor's Office, Planning and Institutional Studies Office, the Office of the Dean of Academic Affairs, Registrar's Office, Office of the Dean of Student Affairs, Office of the Dean of Administrative Affairs, Purchasing Office, Collections Office, Bursar's Office, and the Human Resources Office.

## **Achievements**

- The lobby was remodeled with a new architectural design that affords a more attractive appearance.
- A new telephone switchboard was purchased and installed in February 2000.
- The building was painted.
- The hallways were remodeled to improve their appearance and lightning.
- Many areas of the building were reorganized such as restrooms, faculty member's offices. Some academic departments were refurnished with PC's, file cabinets and desks. New equipment was acquired for the offices and a PC was installed for every two faculty members.

## **Areas for Improvement**

- To remodel department offices

## **Projections**

- To remodel department offices to improve square footage utilization and install modular systems.

### **9.14.1 Chancellor's Office**

The Chancellor's Office is located on the third floor of the Administrative Building. It has four areas to accommodate two secretaries and three assistants.

## **Achievement**

- The office was refurnished.

## **Areas for Improvement**

- Additional space is needed for storage and for assistants.
- A reception area is a necessity.
- A meeting room is required

## **Projections**

- To provide additional space or to relocate the office to another building
- To acquire additional equipment

- To construct a building for the Chancellor which will allow more space for Office of the Dean of Administrative Affairs, and other offices.

#### **9.14.2 Planning and Institutional Studies Office**

This office provides all statistical data necessary for the institutional decision making process. It also coordinates the planning process. It is located on the third floor of the Administrative Building. It has three areas: one for the director, one for the secretary, and a general working area.

##### **Achievement**

- New computers were acquired.

##### **Areas for improvement**

- More space and equipment is needed.
- New specialized software is needed.

##### **Projections**

- To increase office space

#### **9.14.3 Office of the Dean of Academic Affairs**

The office organizes and coordinates academic activities. This is located on the third floor of the Administrative Building. It has four areas for its personnel, which consist of the dean, an assistant, a secretary, and a filing area.

##### **Achievement**

- A faculty member's professional development office was created.

##### **Areas for Improvement**

- More reception area is needed.
- Additional space is needed for storage and for employees.

##### **Projections**

- To relocate to the second floor where it will be closer to the academic programs.
- To acquire added office space.

#### **9.14.4 Registrar's Office**

This office coordinates the pre-registration and registration processes, and is the custodian of student academic records. The office vault is located on the third floor of the Administrative Building, adjacent to the accounting office.

##### **Achievements**

- The registrar's vault was reinforced with a concrete wall.
- A new computer was acquired for information transmittal and other managerial purposes.
- Registration is performed on the Internet.

##### **Area for improvement**

- Additional space is needed for the employees who work with the registrar.

##### **Projections**

- To replace the existing filing system with a microfilm system.
- To relocate two employees when modules are added or additional square foot age is obtained.

#### **9.14.5 Office of the Dean of Student Affairs**

This office's principal function is to serve the students in all student-related needs.

##### **Achievement**

- New computer systems were acquired.

##### **Areas for improvement**

- A reception area is needed.
- More storage space is required.
- Up-to-date equipment should be acquired.

##### **Projection**

- To relocate the office to the first floor during academic year 2000-01.

#### **9.14.6 Office of the Dean of Administrative Affairs**

This office coordinates all of the institution's administrative processes. It is located on the third floor of the Administrative Building. It has two areas: one for the dean and the other for the secretary and the files.

##### **Achievement**

- New computer equipment was acquired.

##### **Areas for improvement**

- A meeting room is required.
- Additional office space is needed.
- More space for filing and storage is required.
- A larger reception area is needed

##### **Projection**

- To acquire added space once the other two deans are relocated to the first and second floors of the Administration Building.

#### **9.14.7 Purchasing Office**

##### **Achievement**

- New computers were acquired.

##### **Areas for improvement**

- A larger filing area is needed.
- The reception area must be increased.

##### **Projections**

- To provide additional space for meetings.
- To provide a larger reception area.
- To provide space to hold additional files.

#### **9.14.8 Collections Office**

This office is located on the third floor of the Administrative Building. It has four areas for the supervisor, an assistant, a secretary, and a typist. Payments from registration, fees, and donations are handled here.

### **Achievements**

- ATM capabilities were added
- Armored pick-up of valuables has been contracted.

### **Areas for Improvement**

- Additional space for storage and filing is needed.
- The front desk needs to be relocated to gain needed office space.

### **Projection**

- To increase office space by relocating the teller's counter.

#### **9.14.9 Bursar's Office**

The main function of this office is to process and pay all liabilities of the institution.

### **Achievements**

- New computer equipment was acquired.
- Specialized equipment to process payments was purchased

### **Areas for improvement**

- More space is needed for personnel.
- The reception area should be enlarged.

### **Projections**

- To provide adequate privacy for the office.
- To expand the reception area.

#### **9.14.10 Human Resources Office**

This office is located on the third floor of the Administrative Building. It has ten cubicles and an office for the director. Its main purpose is to perform all duties related to human resources.

### **Achievements**

- Four PC's were acquired.
- A new filing system was acquired.
- Modular systems were installed.

## **Areas for Improvement**

- The reception area should be enlarged.
- The attendance keeping system must be improved.

## **Projections**

- To add space for a larger reception area.
- To purchase new attendance register equipment.

### **9.15 Other Facilities**

#### **9.15.1 Facilities and Resources for the Physically Challenged**

The American with Disabilities Act protects all physically challenged people. A physically challenged person has a mental or physical impairment that substantially limits one or more major life activities, has a record or history of the impairment, or is perceived to have such impairment. In addition, the act protects persons with epilepsy, paralysis, substantial visual or hearing problems, or mental retardation.

In accordance with the act, CUniC must offer reasonable accommodation for this population. A reasonable accommodation is a modification or adjustment of the work or study environment that allows the physically challenged to fulfill their essential functions and activities. CUniC has 16 registered physically challenged students, three employees with physical impairments, and 19 employees with special conditions as of June 13, 1999.

The following resources and facilities were considered and evaluated in order to implement ADA requirements: parking lots, entrances, Human Resources Office, restrooms, water fountains, telephones, elevators, cafeteria, medical facilities and classrooms.

In the Learning Resource Center, which shares the third floor with laboratories of the Hotel and Restaurant Administration department, there is only one elevator which becomes a barrier during power outages. There is no short-term plan to solve this problem except acquiring a power generator. The same situation exists in the Administration Building and for those elevators leading to the fourth floors of Buildings B and C. The short-term solution is to acquire emergency power generators for both these areas. The new laboratories building are equipped with an emergency power generator.

## **Achievements**

- Cafeteria and restroom areas are available for the physically challenged.

- Four restrooms that did not meet specifications were remodeled.
- Access and connecting ramps on three levels were constructed joining the administration and academic buildings.
- A special lift was built on the third floor, to connect the Administration Building to Building D.
- Two elevators in the recently constructed laboratory building were inaugurated. These allow unrestricted access to the second and third floors of Academic Buildings A, B, C and D.

#### **Area for improvement**

- To provide unrestricted access via power generator operated elevators throughout all facilities.

### **9.19**

#### **Projection**

- To acquire power generators for the Learning Resource Center building, for the Administration Building and for the two elevators servicing buildings A, B, C, and D.

### **9.15.2 Entrances and Parking Facilities**

1. Entrances: CUniC has two entrances. The main gate leads to El Escorial Shopping Mall and Iturregui Avenue. A second gate exits to State Road Number 887.
2. Parking Facilities: The parking lot is close to the main entrance facing the Administration Building. This lot has 856 parking spaces for employees and students. This includes 18 spaces for the physically challenged. There is also a provisional graveled parking area with a 320-vehicle capacity. The Learning Resource Center parking lot has a 30-vehicle capacity including one for the physically challenged. The south perimeter road parking lot holds 100 vehicles including five spaces for the physically challenged. The operations and maintenance area can hold 27 vehicles of which two are identified for the physically challenged and six spaces for official vehicles. The Automotive Technology-Industrial Maintenance Building area holds 48 vehicles including two for the physically challenged.

Recapitulating, there are 1340 parking spaces for students, non-teaching staff and faculty, 28 for the physically challenged, 4 for the Chancellor and deans and 4 for loading and unloading

#### **Achievements**

- Seven speed reducers were built throughout the campus.

- The main gate was constructed.
- Lighting was repaired in the parking areas and throughout various walkways, trails, roads, wooded areas, and to the access to area F.
- A new access to first level parking area was opened at the western end of the campus.
- Improvement to the Learning Resource Center parking lot was completed to avoid flooding and mud accumulation.
- The first level parking lot adjacent to main entrance was reconditioned to prevent flooding.

### **9.15.3 Telephone Facilities and Services**

The institution recently replaced the old Siemens switchboard telephone system, which had severely deteriorated with a state of the art Northern Telecom Meridian 61C system. This brought our old 170 lines up to 480, capable of a maximum of 1500 lines. This system is also equipped with the means of operating in a stand-alone fashion for a total of 8 hours without external electrical power. This is an impressive improvement from the old two-hour capability.

Our 21 public telephones include two units for the audio-impaired. One is located at the entrance to the cafeteria and the other unit is in the Learning Resource Center.

### **9.16 Physical Space**

The institution occupies an area of 58.27 acres of which 45% is built-up and 10% has been beautifully landscaped. It has an artificial lake measuring 60 by 35 meters with approximately 350 fish and five turtles. This lake has been improved with a waterfall built in 1998, which keeps the water re-circulated.

### **9.17 Water Supply**

The facility is served by a 75,000-gallon water tank fed by an electrical water pump, with dual capacity as a backup during power outages. This water tank has proved over the years capable of supplying running water for approximately six consecutive days in the event of service interruption or emergencies.

### **9.18 Preventive Maintenance Program**

The institution has a comprehensive maintenance program with yearly service contracts covering a number of essential areas. These are contracts for: five gallon bottled water; garbage disposal; pest control; air conditioning units; automatic sliding doors; elevators; fire alarm controls; grease traps; hurricane

shutters; water and sanitary pump control; photocopy machines; and postage meter (Comprehensive Schedule of Services is on file).

## 9.19 Projections

The Permanent Improvements Program has identified the following projects in order of priority. It is noteworthy to indicate that the multipurpose facility shown as item one and the second project shown as priority number two, the Child Care Center, have already received certified availability of funds. This allows CUniC to initiate actions directed to procure the services of drafting plans and subsequent actions to complete the projects.

PRIORITY	PROJECT	PROJECT DESCRIPTION	ESTIMATED COST	AREA (Sq. ft.)
1	Multiple Purpose Building	Steel and Cynder Block Construction used for cultural, sport and artistic activities. Will also house student services offices and organizations	\$1,829,400	23,800
2	Child Day Care Center	Steel and Cyncer Block Construction to care for 30 children	200,000	2,280
3	Arts	Three level steel and reinforced concrete building to house classrooms and laboratories of business advertising technology, graphic arts, interior design and hotel and restaurant management departments	2,800,000	23,580
4	Chancellor's Building	Steel, cinder block and reinforced concrete construction to accommodate the Chancellor's Office and the Management Information System Center. This will allow freeing classrooms presently occupied by Finance and M.I.S.	1,100,000	11,000
5	Parking	Multilevel construction over existing parking platforms doubling present capacity (700 spaces)	4,500,000	207,500
6	Track and Field	Non-existing required facility	2,000,000	-----
7	Student Center	College serves close to 5,000 students and lacks this urgently needed facility. It will accommodate a cafeteria, student services and student recreational areas	2,500,000	25,000
8	Theater	One thousand people, seating capacity. Reinforced concrete, cinder block and steel construction building	2,000,000	-----

## **Chapter 10 Institutional Effectiveness and Outcomes Assessment**

### **10.1 MSA Standard**

“Policies and procedures, qualitative and quantitative, as appropriate, which lead to the effective assessment of institutional, program and student learning outcomes.”

### **10.2 Introduction**

Responding to the Vision Statement drafted by the Chancellor and the community a comprehensive assessment plan was designed to closely monitor planning, goal setting, budgeting, and overall assessment of institutional effectiveness. The self-study process, overall, has revealed that outcomes assessment is indeed a regular part of CUniC institutional life. Carolina University College commitment towards a quality education is evidenced in the academic assessment process.

The Office of the Dean of Academic Affairs and the Institutional Assessment Committee have developed an assessment plan that will measure, among other things:

1. Student satisfaction
2. Faculty effectiveness
3. Program effectiveness and relevance
4. The significance of curricular modifications and the creation of new programs.

In order to attain institutional goals, CUniC has implemented a number of assessment strategies that include, but are not limited to:

1. Student satisfaction surveys and questionnaires
2. Faculty observation and peer visits
3. Personnel questionnaires
4. The creation of an administrative calendar to facilitate the coordination of work teams, project goals, and cross-office collaboration efforts.

In addition to these efforts, CUniC has also incorporated the resources and expertise of the Student Support Services Program. This office has consistently provided the institution with a wealth of information concerning the academic standing and progress of our students.

In academic year 1992-93, in accordance with both the MSA recommendations, and with guidelines for assessment, the Acting Dean-Director appointed members of the Institutional Assessment Committee (IAC)

In 1994, the committee completed and updated the CUniC Assessment Plan. From 1992 to 1996, the institution participated in conferences, seminars, workshops, and conventions directed to the development of classroom assessment skill. Although assessment efforts at CUniC have been focused mainly toward classroom assessment, the CUniC Assessment Plan includes assessment activities and outcomes analysis that emphasizes student tracking and program evaluation and revision.

Since last academic year, 1999-00, CUniC has focused on the training of faculty members and on the initiation of classroom assessment projects. This focus has been adopted in harmony with a total quality approach which centers on students as the most important component of academic life and on the improvement of the teaching-learning process as the core of the institution's mission.

For the next years, the principal projections of the IAC will center on continuing the training for faculty development, initiating the training of the administrative staff for institutional assessment and evaluating the academic programs that have not been revised. Projections for years 2001-2002 will focus on the elaboration of a desired profile of CUniC graduates for future program and institutional assessment.

The IAC submitted a budgetary petition to CUniC's administration to cover its functional expenses and to expand its training program. In addition, administrative infrastructure must be provided to support institutional assessment. The institutional budget request for fiscal year 2001-02 includes this petition.

The institution has provided efficient support for the assessment process by acquiring most of the hardware and software necessary for the Planning and Institutional Studies Office (PISO). A CUniC-designed software program was developed for the gathering and analysis of student, faculty, and administrative data in a more systematic and efficient way.

As part of its assessment strategies, CUniC developed a list of quality indicators that form the main assessment process. The indicators are:

#### A. Students

1. Applicants and Admissions
2. Enrollment
3. Financial Aid
4. Student profile
5. Student follow-up
6. Transfers within UPR units and from other institutions

7. Withdrawals, suspensions and probations
  8. Grade distribution
  9. Graduation
  10. Medical Services
- B. Faculty indicators
1. By program, by academic preparation, by rank, by type of appointment.
  2. Tenured and non-tenured
  3. Full-time equivalent
  4. Student-faculty ratio
- C. Non-teaching staff indicators
1. By academic preparation
  2. By type of appointment
  3. By type of contract
- D. Facilities
1. Number of classrooms and laboratories
  2. Inventory of space/maximum capacity of teaching facilities.
  3. Inventory for essential infrastructure for teaching staff, research, and services (Master Plan)
- E. Government regulatory concerns
1. IPEDS
  2. Student Right to Know
  3. Affirmative Action
  4. Americans with Disabilities Act

These institutional indicators provided a benchmark measure of our outcomes in terms of student assessment, academic programs, faculty effectiveness, institutional goals, and objectives.

### **10.3 Working Strategies**

The Institutional Effectiveness and Outcomes Assessment Task Force included the following questions in its review:

1. What is the evidence that both faculty and administrators participated in:
  - a. the development of the institution's assessment plan?
  - b. the implementation of the plan?
2. Were their respective leading and supporting roles clearly delineated, understood, and agreed upon in advance of developing the plan, and to

what extent did each actually contribute to the effort as the planning and implementation evolved?

3. Can the relationship between faculty and administration on assessment issues be fairly characterized as supportive and collaborative? If not, in what areas might the institution strive for improvement?
4. Did the faculty, administration, and governing board demonstrate skill in raising questions about institutional effectiveness and in seeking answers?
5. In what manner and by what process does the assessment program examine:
  - a. The extent and quality of student learning
  - b. The effectiveness of teaching
  - c. The role of campus climate in the teaching and learning experience
  - d. Where applicable, the research and scholarship of the institution's personnel.
6. Does the total range of curricula, activities, and services "foster the achievement of institutional goals"?
7. For each curriculum, activity, or service, is there congruence between the programmatic goals and objectives; among the institutional mission, goals, and objectives; and between the actual needs of students and the community?
8. Do the various components of the educational program meet the specific criteria outlined above for program procedures and content?
9. Does the process for establishing and reviewing the educational program involve appropriate constituencies, and is the process effective?
10. Do the institution's outcomes assessment activities lead to improvements in the educational program, teaching and learning, overall institutional effectiveness, and accountability?

#### **10.4 Institutional Assessment and the Strategic Plan**

CUniC recognizes that continuing improvement requires a systematic and well-developed plan for assessing its effectiveness as an institution of higher education, especially the assessment of learning outcomes of its students, and

program evaluation and revision. Institution assessment is detailed in Appendix III.

The major strength of the above-mentioned institutional assessment activities is the commitment to excellence by integrating assessment strategies and by using 21<sup>st</sup> Century technology. Our technological and assessment endeavors have proved to be successful as evidenced by student and faculty surveys. It is a fundamental task of the administration as well as of faculty members to determine educational quality in relation to institutional vision, mission, goals, and objectives. Assessment guidelines during the last three years have been directed to:

1. Integrating institutional vision, mission, goals, and objectives into all academic programs.
2. Evaluating student achievements.
3. Using the resulting data to continue to modify or reinforce each academic program to ensure student achievement.
4. The assessment strategies adopted by the faculty address:
  - a. The effectiveness of the program.
  - b. Institutional student knowledge of the subject matter.
  - c. All individual skill competencies developed.
  - d. The improvement of student achievement.
  - e. Curriculum improvement.
  - f. The development of human and professional values.
  - g. Knowledge of the subject matter.
  - h. Methods of assessment that may be appropriate for different programs.

It was determined that the appropriateness of the assessment instrument should reside with the faculty in each academic program. Assessment activities are in progress. The quality indicators provide a benchmark measure of performance in terms of enrollment, student profile, student affairs, academic development, faculty and non-teaching staff development, and the administrative and governance procedures as a whole.

#### **10.4.1 Strategic Planning**

Strategic planning and resource allocation has been accomplished in the budget planning process within the last five years. The UPR System Strategic Plan is prepared by the Central Administration in terms of the whole system needs and available budget.

CUnic originated and developed the Institutional Strategic Planning using the general UPR plan as reference. The indicators for the assessment process are the quality of student support services, academic program, environmental

trends, and societal and economic factors that could affect the institution's development. The strategic plan measures success by the offering of new academic programs the acquisition of administrative facilities, laboratories, equipment, and the expansion of its infrastructure, among others.

The Institutional Strategic Plan focuses on the following key areas: Institutional Environment, Planning and Assessment, Human Resources, Curriculum, Learning and Teaching, Community Services, Research and Creative Action, Student Life and Educational Information Technology. The Institutional Strategic Plan is on file.

The Institutional Effectiveness and Outcomes Assessment Task Force described the plan development process as follows: The college started to work on the Systemic Strategic Plan (SSP) at the beginning of the '90s and more formally in 1994. At this time, many seminars on strategic planning and outcomes assessment were offered. As a starting point, we considered the Comprehensive Development Plan. At the institutional level, to develop the Institutional Strategic Plan (ISP), we considered the SSP, the Comprehensive Development Plan, and documents or work plans from the deans' offices, academic departments, and administrative offices.

In order to establish the SSP and the ISP, different work groups were organized in the Central Administration at the Administration of Regional Colleges, and in all units of the system. These plans considered short and long-term budget costs.

Once the UPR developed the SSP and the individual units developed their first ISP, the university authorities (the President and the Board of Trustees) considered the claims for autonomy by the technological university colleges and the regional colleges. Feasibility studies were carried out and some units were compared, granting autonomy by phases to those that were not autonomous.

About a decade ago, talk started that our institution should be autonomous like colleges at Cayey and Humacao. The Administration of Regional Colleges was perceived as a limitation and obstruction for the development and growth of the colleges. The academic departments and the Academic Board all discussed this particular matter. Even before the university authorities considered the possibility of granting autonomy to the colleges, our college was requesting it.

In the last five years, especially in the last two years, the idea of autonomy began to be real for our college. The subject of autonomy was frequently mentioned in departmental and institutional committees until it was seriously considered in faculty and the Academic Senate meetings of the Administration of Regional Colleges.

Strategic planning contributed to this great accomplishment; this was projected in the Institutional Development Plan. Autonomy was not imposed upon us. There was participation from all sectors and there were coordination meetings for the transition into autonomy. The Planning Committee along with the Institutional Autonomy Committee was part of the movement that culminated in the granting of autonomy for the colleges.

The institution has not yet developed a tradition in institutional planning strategy, but it is moving in that direction, partly because it had been a unit of the ARC (now non-existing) for so long (25 years). This administrative and academic relationship limited the growth, priorities, and projections of the institution. The budget was not received directly from the Central Administration and some services and acquisition of equipment and supplies (institutional needs) were affected. The ARC established the priorities, which could be sometimes in conflict with those of the institution. Meetings were required to obtain better or satisfactory agreements and all this covered delays in meeting institutional goals and objectives.

Even though the current assigned budget is more realistic, the assigned budget is less than the requested budget. There is a consensus among the college community that the budget should be much greater, especially now that we are autonomous. At present, the institution administers the budget and the Chancellor can justify it directly, without a middle person. In addition, it is easier to take into account projections in accordance with institutional planning. Academic planning is necessary for developing new programs and for evaluating and revising existing ones. The academic departments are working in that direction.

Historically the process of strategic planning and the budget have been separated, yet in recent years this gap has narrowed. This is the result of the existence of a Systemic Strategic Plan and an Institutional Strategic Plan that allows for teamwork in the same direction. Important areas have been identified so that we have a clear view of the institutional goals and objectives. These plans have been made known to the entire college community.

The deans and the academic departments incorporate these documents into their development plans, determining the approximate cost of achieving the goals and objectives. The budget requested by the academic departments and offices takes into account the critical situations that will be handled. The limitation of the resources will imply a better use of the same.

The autonomy granted on July 1999, allowed us a more agile structure to approve academic proposals, certifications and determinations that previously had been subjected to the ARC Academic Senate and Administrative Board.

Having our own senate and board allows the programs and departments to have greater participation in decision-making, as well as a quicker evaluation and analysis of proposed curricular revision and creations.

#### **10.4.2 Planning and Assessment**

Assessment was started in 1994 with a committee of faculty members and administrative employees. Efforts were directed towards classroom assessment techniques by seminars and training sessions. Due to changes in college administration, the committee became inactive. The effectiveness of that first assessment committee has not been evaluated.

In February 2000, another committee was constituted containing three sub-committees: academic, administrative, and student; each with its own president. The phase has been gathering the existing data as well as new data. It is expected that once the sub-committees complete their work, they will produce a report with conclusions and recommendations for the first quarter-term, 2001-2002.

This way, it will be easy to identify the strong points and the weak points, which must be improved, based on assessment results. The finding will be evaluated to make recommendations and to identify in a clearer manner institutional needs. These needs include improving academic, administrative and student communications lines, acceptable decision-making procedures, and reassigning resources in corresponding areas. In light of these results, the strategic plan will be revised incorporating new situations and needs.

#### **10.4.3 Academic and Administrative Planning**

Strategic planning is closely linked to institutional research. The results are important in determining the number of students to be admitted, the minimum entry grade point average for academic programs, readmissions, transfers, and reclassifications. This is also important in determining the need to create new openings in the institution, as well as the courses and number of sections to be offered.

Since the last MSA visit, institutional investigation has been affected by lack of funds and human resources. The Council of Higher Education (CHE) in its first evaluation of the college pointed out this fact. Even under these limiting conditions, the Chancellor's Office publishes reports on statistical summaries each academic year. These documents are sent to the departments so that directors and staff are informed of relevant data related to their programs and to the institution. Some offices and programs use the information in decision-making, other offices use the information inadequately, if at all. Different reports and statistics are sent to state and federal organizations, and to

accrediting agencies. These statistical reports originate from a rigorous data compilation with various offices and are the official statistical numbers of the institution. Sometimes we may not like the numbers, but they faithfully reflect the reality of the institution.

Since the 1999-00 academic year, efforts have been renewed to integrate strategic planning and assessment into institutional research. Instruments for data compilation have been designed. These have been validated and distributed to the different sectors of the university community. This process integrates the efforts of the Assessment Committee and the Planning and Institutional Studies Office. Once the compilation and data analysis are concluded, the corresponding reports will be published. They will include recommendations and will serve as guidelines in planning and decision-making at different levels.

## **10.5 Educational Program Assessment**

In the academic area, CUniC has created the following new programs: an associate degree in Industrial Automation; baccalaureate degrees in Hotel and Restaurant Administration, Business Administration in Finance and Management; Criminal Justice in Law and Order and Forensic Psychology, Graphic Arts, Technology of Business Advertising, and Office Systems.

The above-mentioned development represents a major educational improvement for the institution and the community it serves.

### **10.5.1 Curricular Revisions**

The curricular revisions that the faculty has completed and the restructuring of courses and undergraduate programs reflect the evolving nature of our academic offerings and meet the market challenges of our region. The curricular revision outcomes assessment is detailed in Appendix IV.

### **10.5.2. General Education Component**

A major strength of CUniC lies in the comprehensiveness of its curricular programs. General education components familiarize students with social, historic, scientific, cultural, and linguistic aspects throughout human development. The program recognizes the growth and development of the students as an essential part of the educational process. An analysis of the academic offerings reveals a congruency of the general education component with the vision and mission of the institution. (See Appendix V for details)

### 10.5.3 Outcomes Assessment of Academic Services

The Dean of Academic Affairs is accountable for the academic programs, on the planning and the operational level. In addition, he supervises the following academic support services offices:

- Registrar's Office
- Learning Resource Center
- Division of Continuing Education
- Student Support Services
- Upward Bound
- Academic Computing
- Faculty Development
- Faculty Research

The Dean, in coordination with department chairs, establishes the academic priorities. One of the priorities of CUniC in the last six years has been the revision of the academic programs. Many program revisions have been made to meet the UPR and CUniC goals and objectives expressed in the Strategic Plans.

CUniC's Strategic Plan developed the following goals in relation to curriculum, learning, and teaching:

- To foster excellence in both technical and transfer academic offerings through a process of evaluation and revision of the existing ones and the development of new programs, including non-traditional, non-credit courses designed to better serve the community.
- To keep academic offerings in harmony with changes in the social and academic environment.

Since the last accreditation visit, CUniC has approved new academic programs in tune with these goals. The academic program objectives are stated in the general catalog and other official documents of the institution. Our institution is in the process of initiating new academic offerings, as already has been mentioned.

## 10.6 Student Outcomes Assessment

CUniC's vision emphasizes student development as an integral human being and the commitment of academic excellence, quality of services and continuous assessment.

The Strategic Plan established the following goals related to student life:

- To provide essential support services needed to promote students' academic potential, and to help them obtain an integral education while making the proper adjustments to university life.
- To strengthen student services and quality of life.

The Academic Senate approved Certification 17 (2000-2001) assigning the design of a proposal for a course in university life to the Counseling and Guidance Office. This course will begin in 2001.

The curricula includes a variety of general education courses, such as humanities, social studies, mathematics, English, and Spanish combined with the technical knowledge needed to provide students with the adequate skills to perform effectively and efficiently in their professional lives.

In addition, 11 academic programs include in their curricula an internship or a practicum in their area of specialization.

### 10.6.1. Performance Outcomes of Special Projects

**Student Support Services.** The Student Support Services Program (SSSP) is funded by the US Department of Education. Its goal is to improve retention and graduation rates of low-income, first generation and/or disabled college students. This program represents the only effort of this kind at CUniC. The SSSP serves 300 eligible participants per academic year from the freshman and sophomore population.

Two-thirds of program participants come from low-income families and are first generation college students. One third (1/3) come from one eligibility criteria, among low income, first generation college students and physically disabled. They also have serious academic needs necessary to succeed in college due to their lack of basic language arts and mathematical skills,

SSSP participants are provided with activities and services designed to contribute to the successful completion of the program's objectives. Among these services are:

1. A College Summer Experience for freshmen
2. Strengthening skills courses in English, math and Spanish

### 3. Individualized tutoring in English, math, Spanish, and chemistry

Table 10.32 shows the performance outcomes of the participants in SSSP from academic years 1993-94 to 1998-99. During the last three years, the good academic standing rank has improved from 84% to 91%.

**Table 10.32**  
**Student Support Services Program**  
**Performance Outcomes**  
**1993-94 to 1998-99**

PERFORMANCE OBJECTIVES	ACTIVITIES	TOTAL PARTICIPANTS	GENDER		ELIGIBILITY CRITERIA					GOOD ACADEMIC STANDING	PROGRAM YEAR (PY)
To identify and select 300 Student Support Services Program (SSSP) participants who demonstrate the needs as established by the eligibility criteria.	Identification of admitted students with academic need. Orientation and interviews. Evaluation of student's documents to determine eligibility. Selection of participants.	308	80	228	213	80	10	4	1	279 (91%)	1998-99
		317	102	215	243	57	9	6	2	278 (88%)	1997-98
		305	86	219	236	59	6	3	1	256 (84%)	1996-97
		318	99	219	182	94	40	1	1	240 (76%)	1995-96
		295	106	189	187	72	32	2	2	244 (83%)	1994-95
		304	97	207	207	74	22	1	0	261 (86%)	1993-94

Source: SSSP

The student assessment main outcomes were:

1. The CEEB achievement scores of all participants were analyzed during the participants' selection period.
2. All students had need for academic support in at least one of the academic areas (math, Spanish, or English).
3. SSSP Individual Profile Questionnaire and Survey of Attitude and Study Habits were administered to all participants.
4. The Harrington O'Shea Vocational and the Professional and Career Choice tests were administered to 28 (9%) participants.
5. Individual interviews with counselors were given to 257 (81%) participants.
6. The seminar *How to Adjust to College Life* seminar was offered to 99 (31%) participants during the Summer College Experience.
7. Two hundred and thirty-one participants, or 72%, attained a GPA of 2.5 or better on a 4.0 scale.

### **10.6.2 General Student Assessment Outcomes**

- Respective registration proportions among baccalaureate, technical, and transfer programs for 1999-00 are 54%, 20%, and 26%.
- During this period registration for baccalaureate degrees has increased, but diminished for associate degrees, compared to 1998-99.
- From 1994-95 to 1999-00 female registration has remain constant at over 60% of the student population.
- In the last five years the third quarter-term registered more withdrawals than the first and second.
- More suspensions and probations were registered during 1996-97 than in other years from 1994-95 to 1999-00.
- Since academic year 1994-95, full withdrawals have shown a descending tendency.
- Baccalaureate degrees granted have increased from 26 to 381 between academic years 1995-00.
- Since 1994-95, the demand for transfer programs has increased 878.1% while demand for technical programs has diminished by 76.9%.
- More than 50% of new students come from public schools. This tendency has remained constant. However, a decrease in the percentage of these students has occurred from 56.2% in 1994-95 to 52.1% in 1999-00.
- Since 1996-97, the average annual registration has been over 4,300 students. It reached 4,459 in 1999-00
- Regular and irregular registration proportions have changed during the last two years, from 74:26 to 68:32. The regular one is the largest proportion.

- A substantial increase in the total amount of courses offered since 1994-95 was registered. In 1998-99, the percentage increase reached 56% and 1999-00, 58%.
- The retention percentage for new students that register in their second year of studies has increased since 1996-97. During 1999-00, it reached 87%. In 1994-95, it was 80.6%.

## **10.7 Classroom Assessment**

Committed to excellence and seeking to improve its academic programs retention CUnic has gradually been able to integrate its existing assessment strategies and the use of technology in order to provide the means to attain a well-rounded professional experiences to the students. The classroom assessment provided by faculty members in the different academic areas reflect the effectiveness of the programs for the students, the development of individual skill competences, the improvement of student achievement in terms of the subject matter, and the congruence of the institution's vision, mission, goals and objectives with the academic programs and students needs.

The following classroom assessment strategies have been used:

- a. Revision of program philosophy and goals in terms of student achievement.
- b. Uses of pre-post tests in math, English and Spanish for tutoring processes.
- c. Integration of general studies into the majors.
- d. Individual tutoring for specialization courses.
- e. Mastery of skills for new technologies.
- f. Development of research competences.
- g. Portfolios for specific courses.
- h. Communication skills development.
- i. Promotion of competence in spoken and written English and Spanish.
- j. Development of problem-based classes or modules.
- k. Record of student's grades and follow-up of D's and F's.
- l. Development of effective advising material.

The detailed classroom assessment is on file.

## **Chapter 11: Catalogs, Publications, and Promotional Materials**

### **11.1 MSA Standard**

“Honesty and accuracy in published materials and in public and media relations”.

### **11.2 Introduction**

CUniC is more than aware of the need for official publications to meet the needs of students, staff, and the community at large. To this end, the institute has a vast array of publications, from official federal guidelines, to the college catalog, to the student manual. This chapter focuses on these publications.

### **11.3 Working Strategies**

The Catalogs, Publications, and Promotional Material Task Force analyzed official publications of CUniC including catalogs and auxiliary materials such as films, tapes, advertisements, handbooks, and manuals for personnel and procedures. It also studied the catalog, as the central publication of our institution.

The task force used the following questions as guidelines for the data analysis:

- Does the catalog contain all of the information necessary for students to make informed decisions about their education?
- Are all auxiliary publications consistent with the catalog?
- Are all publications accurate and prepared with honesty?

### **11.4 Findings**

The university catalog is published every four years. Each edition includes the changes that have taken place regarding academic programs, administrative organization, and student services and organizations. The catalog includes the institutional vision, mission, and objectives, student and faculty regulations, academic programs with their respective course descriptions, academic policy, registration fees, registration procedures, and a list of faculty members.

Auxiliary publications such as brochures, the student manual, student bylaws, and institutional policies such as those concerning sexual harassment, drug and alcohol abuse and affirmative action are available. Other publications are

published in accordance with university norms. Samples of some of the auxiliary materials are:

1. Institutional Policies
2. Student Manual
3. Student Bylaws
4. Drugs and Alcohol Prevention
5. Video - University Life and Services
6. Flyers
7. Pens and pencils with the CUniC logo
8. Admissions package
9. University information
10. Academics programs
11. Student Services
12. Admission applications

### **11.5 Handbooks and Manuals which Set forth Rights and Responsibilities**

The honesty and accuracy of all publications reflect the institution's integrity, promoting public trust and the confidence of the educational community. The handbooks and manuals set forth the rights and responsibilities of students, faculty, professional staff, and administrators and can contribute to a healthy climate for learning. Among these handbooks and manuals are:

- General University Bylaws
- Faculty Manual Bylaws
- Student Bylaws
- The Ethics of Technology at the University
- Affirmative Action Plan

All the publications are prepared with honesty and accuracy according to university bylaws, vision, and goals.

## **CHAPTER 12          FUTURE PLANNING**

### **12.1          Introduction**

CUniC has a continuous development plan where students, faculty, and non-teaching staff participate. Availability of resources and the external and internal environment are taken into account. We are guided by our goals, and establish procedures and conditions in order to keep our sense of purpose and direction as suggested by the MSA.

A Comprehensive Institutional Development Plan for academic years 1994-1999 was designed and most of the goals have been achieved. After its revision, an Institutional Strategic Plan for academic years 1998-2003 was completed and has been periodically evaluated. These documents are on file.

The Institutional Strategic Plan must be revised annually. We depend on achieving our goals, on the justification of needs, and on our quantifiable projections in order to receive the requested budget allocation from UPR Central Administration.

There are eight key areas in the Institutional Strategic Plan: students; institutional environment; human resources; planning and assessment; curriculum, learning, and teaching; community services, and research and creative action.

Although the current Institutional Strategic Plan is for academic years 1998-2003, we are already planning for years 2004 and beyond. This self-study has become an assessment of what we have already done and is a projection of our plan for the year 2005

### **12.2          Students**

Our mission has our students as our central focus. As such, we must provide them with the skills necessary to that they can develop as human beings and join today's society as well as the work world.

The areas which will continue their development are: quality student services, distance learning, new academic offerings, flexible academic schedules, support of student organizations so that the student body more readily identifies with their alma mater, recognition of distinguished former students, strengthening of the technologic and information infrastructure, as well as that of the quality of life services.

### **12.3 Institutional Environment**

Our institution must continue to foster a university environment favorable to student learning and general welfare. With this in mind, we will continue developing quality student, administrative, and academic services that encourage the teaching-learning process. In addition, we will keep on upgrading our physical facilities, our landscaped areas, and our general physical surroundings.

### **12.4 Human Resources**

The best human resources will be recruited as needed in accordance with our fiscal resources.

### **12.5 Planning and Assessment**

Future institutional planning will be complemented by institutional assessment so our decision/making processes will be the most effective possible. These processes will take into account institutional needs, financial and human resources, as well as the participation of the university community.

Assessment outcomes will determine the objectives in different areas such as academic program evaluation, student services, administrative activities, and alumni followUp, to name a few.

### **12.6 Curriculum, Learning and Teaching**

We will continue to foster excellence in both technical and transfer programs through a process of evaluation and revision of the existing offerings. This will also be carried out through the development of new programs, including non0traditional and non0credit courses designed to better serve the community.

### **12.7 Community Service**

Community services should continue being evaluated in order to determine community needs in order to promote the presence, participation, and the contribution of the college in the community.

### **12.8 Research and Creative Action**

The curriculum should continue to promote and enhance academic research and creative endeavor of students and faculty alike. This will permit the development of academic skills that will be valuable for the college and society.

## **12.9 Conclusions**

After a thorough program evaluation and identification of social needs, the following baccalaureate programs are expected to be implemented within a five-year period:

1. BA in Tourism
2. BA in Elementary Education with a major in mathematics
3. BA and BS in Gerontology
4. BBA in Accounting
5. BS in Biology
6. BS in Chemistry
7. BA in Design

By August 2001, the Division of Continuing Education will implement the Evening University. This university will address the adult population and will offer these adults the opportunity to obtain a formal degree.

By means of Certification 9 (2000-2001), the Administrative Board approved the creation of an ad-hoc committee to deal with our new permanent facilities and to prioritize the institution's physical needs. New physical facilities already approved by the Board of Trustees are the Multi-Purpose Building for athletic and cultural activities, and a Daycare Center for employees' children.

A building for the departments of Graphic Arts, Hotel and Restaurant Administration, and Business Advertising, as well as a multi-level parking garage is projected for the years 2005-2006.

## **APPENDIX I**

### **MISSION AND VISION OF CUnIC (CERTIFICATION NUMBER 019, 1999-2000)**

**APPENDIX II**

**LEARNING RESOURCE CENTER**  
**1992-2000**

**APPENDIX III**

**INSTITUTIONAL ASSESSMENT PLAN**

**APPENDIX IV**

**OUTCOMES ASSESSMENT OF  
CURRICULAR REVISION**

## **APPENDIX V**

# **OUTCOMES OF GENERAL EDUCATION COMPONENTS**

**APPENDIX VI**

**DISTRIBUTION OF EXPENDITURES**

## **APPENDIX VII**

### **CUnIC STRATEGIC PLAN SUMMARY**

**APPENDIX VIII**

**ANNUAL INSTITUTIONAL PROFILE**  
**1999-2000**