# University of Puerto Rico at Carolina

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# Follow-Up Report

Submitted to
Middle States Association of Colleges and Schools
Commission on Higher Education

["*In November 2001, the Commission reaffirmed accreditation, and requested a follow-up report by March 1, 2003, documenting (1) development and implementation of a comprehensive outcomes assessment plan including student learning outcomes, (2) steps taken to strengthen general education, and (3) development of a comprehensive faculty development plan*"]

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# DEVELOPMENT AND IMPLEMENTATION OF A COMPREHENSIVE OUTCOMES ASSESSMENT PLAN INCLUDING STUDENT LEARNING OUTCOMES

Assessment is the ongoing process of establishing clear, measurable expected outcomes of student learning and institutional effectiveness; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations; and using the resulting information to understand and improve student learning throughout the University of Puerto Rico at Carolina (UPR-Carolina). Student learning includes the knowledge, skills, attitudes and personal development attained through curricular, co-curricular, and out-of-class learning experiences. At the institutional level, assessment supports effective decision-making processes as well as provides evidence that the institution is achieving its mission and goals.

The Outcomes Assessment Program at UPR-Carolina follows the design for assessment described in <u>Framework for Outcomes Assessment</u> the official guidebook on assessment published by the Commission on Higher Education of the Middle States Association of Colleges and Schools. Accordingly, UPR-Carolina will assess the effectiveness of the institution as a whole, but it will focus primarily on teaching and learning, which are core features of the mission. The institution also strives to comply with the two MSA-CHE standards that address institutional and student learning assessment:

### Standard 7- Institutional Assessment

"*The institution has developed and implemented an assessment plan and process that evaluates its overall effectiveness in: achieving its mission and goals; implementing planning, resource allocation and institutional renewal processes; using institutional resources efficiently; providing leadership and governance; providing administrative structures and services; demonstrating institutional integrity; and assuring that institutional processes and resources support appropriate learning and other outcomes for its students and graduates*".

### Standard 14- Assessment of Student Learning

"*Assessment of student learning demonstrates that the institution's students have knowledge, skills, and competencies consistent with institutional goals and that students at graduation have achieved appropriate higher education goals*".

## ❖ Outcomes Assessment Planning at UPR-Carolina

The Comprehensive Outcomes Assessment Plan at UPR-Carolina consists of three major levels or components: <u>institutional, program, and course assessment levels</u>. For each level a set of goals was drafted by the Institutional Assessment Committee, which has representation from all of the Institution's

constituents, namely: faculty, students, and staff. At the program level, the academic departments, with the support of Academic Affairs, have drafted specific programmatic learning outcomes and are currently in the process of establishing learning outcomes for each departmental course. General education and upper-division faculty as well as students are actively involved in this latter process. The responsibilities of the former Office of Planning and Institutional Research have been expanded to include coordination and support of institutional assessment initiatives. The Institution is committed to increase both the expertise and the information systems of the new Office of Planning, Assessment, and Institutional Research (OPAIR), thus significantly improving its ability to provide the necessary technical assistance for institutional research on educational outcomes. For this purpose, a full-time Outcomes Assessment Expert will be recruited in July 2003 to strengthen institutional research support in outcomes assessment. The College has laid the foundation for this planning initiative by establishing its outcomes assessment goals for the institutional, programmatic, and course levels for the next five years (2003-2008).

## ❖ Institutional Level Assessment Goals

1. To significantly increase the effectiveness of outcomes assessment as carried out by the Office of Planning, Assessment and Institutional Research.

2. To increase significantly the faculty and administration's theoretical and practical knowledge of effective outcomes assessment and to establish faculty's ownership of the assessment plan.

3. To create a climate for Institution-wide learning outcomes assessment, to develop new mission and goal statements for all the Institution's academic programs, and to begin a triennial cycle of systematic evaluation of all academic outcomes.

4. To provide appropriate faculty/staff training in outcomes assessment as well as the needed administrative and technological support for an effective implementation of the Comprehensive Institutional Outcomes Assessment Plan.

5. To assess the progress of the institution in achieving interactive institutional goals associated with the Institutional Strategic Plan under the three-dimensional framework of planning, budgeting, and assessment initiatives.

## ❖ Program Level Assessment Goals

1. To establish learning as the singular, defining objective of the academic program and the standard by which all aspects of the program are judged.

2. To assess programmatic assessment planning effectiveness.

3. To define program expected outcomes or required competencies and regularly assess student progress toward achieving those programmatic competencies.

4. To assess graduates' competencies in general education and in the major in the context of an established graduate profile.

5. To assess and refocus teaching and advising in ways that directly serve student learning; encourage research that thoroughly examines the learning process and improves teaching; and continually review teaching and advising effectiveness.

6. To effectively link outcomes assessment and academic program reviews.

❖ **Course Level Assessment Goals**

1. To assess student basic, knowledge building, and problem solving skills outcomes.

2. To assess student learning outcomes in general education core content and modes of inquiry.

3. To assess student learning outcomes in major or discipline content.

4. To assess student personal development skills, attitudes, and values outcomes within the context of course as well as the overall college experience.

❖ **Implementation Strategy**

The UPR-Carolina Comprehensive Outcomes Assessment Plan will be implemented within a five-year time frame by means of a devised implementation strategy (see Appendix). This strategy proposes the attainment of major OA objectives with corresponding anticipated results specific for each year of the implementation strategy. The overall objectives for this implementation strategy are as follows:

To create a Comprehensive Outcomes Assessment (OA) plan and the institutional resources for effective Outcomes Assessment by:

1. increasing both the expertise and the information systems of the Office of Institutional Research, thus significantly improving its ability to provide the necessary technical assistance for institutional research on educational outcomes.

2. involving all key leaders and academic administrators as well as at least 70% of the general full-time faculty in planning and carrying out institution-wide academic Outcomes Assessment.
3. institutionalizing a comprehensive plan for an on-going, self-reviewing cycle of OA throughout the academic units of UPR-Carolina.

This implementation strategy reflects the institutional commitment on assessing institutional, programmatic and student learning outcomes as well as complying with MSA-CHE Standards 7 and 14, as expressed in the revised "*Characteristics of Excellence in Higher Education*". The services and support provided by the new Planning, Assessment, and Institutional Research Office will be expanded and strengthened by the appointment of an OA Expert and additional key personnel as well as improving its OA database capability and the technological infrastructure needed for data collection and analysis. An OA Resource Center and a Web page will be developed. Training in OA will be offered to faculty, departmental heads, and key administrators and staff. Workshops will be provided in OA database use and management to selected database users. An OA Evaluator will conduct yearly formative and summative evaluations of the effectiveness of this implementation strategy.

# STEPS TAKEN TO STRENGTHEN GENERAL EDUCATION

UPR-Carolina is committed to strengthen its general education offerings within the framework established by the MSA-CHE standard on general education, which states that:

"*The institution's curricula are designed so that the students acquire and demonstrate college-level proficiency in general education and essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy*"

General education philosophy and goals need to be redefined in light of society's changing expectations of students' knowledge and skills. Its curricular content and methodologies need to be reexamined in view of changing graduate profiles as well as evolving institutional mission and goals. Faculty teaching general education courses should be provided with increased opportunities for professional development to initiate innovative teaching methods. Institutional assessment initiatives should also include ongoing assessment of student learning outcomes in general education.

General education at UPR-Carolina has traditionally consisted of a series of courses in Humanities, Spanish, English, Social and Natural Sciences, and Physical Education. The total credit hours for each discipline either for an AD or a BA/BS is established by University bylaws and regulations. These general education offerings were not organized under a formal general education program. Those faculty members teaching general education courses, aware of the need to provide students a comprehensive general education foundation, have embarked in the development of a formal General Education Program. This program will be primarily focused in strengthening the general education component of the baccalaureate programs at UPR-Carolina.

An Institutional General Education Committee was appointed by the Chancellor during academic year 2002-2003. This committee is comprised of experienced general education professors and the Dean of Academic Affairs. The major tasks of this committee are:

1. develop and implement a General Education Program Plan
2. evaluate and revise current general education requirements and courses
3. recommend a set of core general education areas
4. propose the development of specific courses to strengthen institutional general education offerings
5. promote general education faculty involvement in course revision and development
6. support and oversee faculty initiatives in general education planning and course development.
7. develop a General Education Outcomes Assessment Plan with the support and coordination of OPAIR.

The proposed General Education Program Plan, its new offerings, as well as the revised general education courses will be submitted for final approval of the UPR-Carolina Academic Senate prior to its implementation.

The General Education Committee has identified a set of core areas that are currently under discussion.  These areas will provide the conceptual framework for the proposed General Education Program at UPR-Carolina.  The proposed core areas are as follows:

1. Reading, Writing and Critical Thinking
2. Speaking, Reasoning and Research
3. Statistical Analysis and Reasoning
4. Computer and Information Literacy
5. Problem Solving and Abstract Reasoning
6. Aesthetic Understanding
7. Scientific Inquiry
8. Social Analysis
9. Philosophical Inquiry
10. Puerto Rican History and Heritage
11. World Civilizations: Cross Cultural Perspective
12. Western Civilization
13. Health and Physical Wellness

The General Education Committee is currently evaluating present general education courses to establish their relationship and compliance with the proposed fourteen (13) core areas.  As a result of this process, it is possible that present GE courses have to be up-dated and/or new GE courses should be developed to complement existing offerings so to provide students with a comprehensive general education that is congruent with the institutional mission and goals as well as MSA-CHE expectations in this area.

The General Education Program faculty will be supported by the General Education Committee and by a half-time director selected from the faculty.  There will be an administrative assistant for the program and a budget to support general education initiatives; such as, faculty development and travel, educational materials, and technology.  The Director of General Education will report directly to the Dean of Academic Affairs.

# DEVELOPMENT OF A COMPREHENSIVE FACULTY DEVELOPMENT PLAN

## ❖ Background and Rationale

UPR-Carolina was granted institutional autonomy in 1999 that resulted in a transformation from a two-year to a four-year institution, a process that is consistent with its revised mission. However, if this transformation is to succeed congruently with the institutional commitment to academic excellence, it is essential to develop a long-term plan to bring the qualifications of the faculty in line with those that reflect a peer-level baccalaureate institution. It is also imperative to empower the faculty with up-to-date knowledge transmission strategies that support effective student learning.

UPR-Carolina is committed to the strengthening and improvement of its faculty profile in agreement with the framework established by the MSA-CHE standard Number 10, which states that:

*The institution's instructional, research, and service programs are devised, developed, monitored and supported by qualified professionals.*

The MSA-CHE context in this standard clearly states: "Faculty are central to institutional teaching and learning activities. They are responsible for devising and developing the institution's academic professional, research and service programs, within the framework of its educational mission and goals, and are committed to all aspects of students' success… All faculty should demonstrate continuing professional growth and accept responsibility for maintaining the highest level of professional excellence."

The need for a UPR-Carolina Comprehensive Faculty Development Plan is based in at least three assumptions. (1) In all developing or established departments and areas of study, the concepts and methodologies change as knowledge and applications expand. Faculty members have a continuing need for opportunities to study these changes intensely, other than those that occur during the course of regular duties. The faculty also needs training using and developing new instructional technologies and research methodologies. (2) The societal problems to which a university addresses itself, both in teaching and research, continue to shift in form and nature, and the limits between disciplines shift over time. To deal with such developing issues, faculty members often need an introduction to another discipline entirely, or else an opportunity to explore in depth the areas where traditionally separate disciplines intersect. (3) In addition, the university's teaching responsibilities have also been modified by changes in the cultural diversity and age distribution of the student population, by an increased emphasis on enhancing undergraduate learning experiences, and by the demands of the broader community for training in new or different skills. The university is

concerned that to assist these extended populations of new and 'non traditional' students to reach their full intellectual potential, innovative and diverse services will be needed.

Thus, UPR-Carolina is committed to create and sustain a faculty development strategy that responds to its present growth and needs. The commitment includes generating and monitoring pertinent faculty development strategies and their modification as changing times and budgetary resources permit.

## ❖ Needs Analysis

Tenured and tenured-track faculty at UPR-Carolina comprises 58% of the total faculty population, with 42% of the teaching faculty falling into the contractual and temporary categories. Fifty-seven percent (57%) of the faculty hold instructor rank, 16.5% assistant professor rank, and 18.5 % are associate professors. Only 7.5% are full professors and, significantly, only 13% of the faculty holds doctoral or terminal degrees. It is evident that this faculty profile is inconsistent with an institution seeking to become a predominantly four-year baccalaureate institution. Accordingly, UPR-Carolina acknowledges the legitimacy of the MSA-CHE recommendation: "it is critically important that faculty members at the UPR-Carolina, as the institution moves towards becoming a full-fledged baccalaureate institution, pursue and complete doctoral studies."

A step in this direction was taken in 1998 when the Chancellor appointed an Institutional Faculty Development Coordinator to work under the Dean for Academic Affairs. A Faculty Development Committee, the Faculty Development Coordinator and the Dean for Academic Affairs have been implementing a comprehensive long-term faculty development plan in consultation with each academic department, the Academic Senate and the University Chancellor. Two major focal points of this plan are: (1) to develop and implement new strategies for the recruitment of doctoral or terminal degree faculty as new programs are proposed and adopted, and the existing ones expand, and (2) to determine timetable and resource requirements to raise the educational qualifications of the faculty congruent with the emergence of four-year programs.

UPR-Carolina recognizes that faculty development efforts can have maximum positive results when coordination exists between faculty and administration. The Faculty Development Coordinator represents the faculty's efforts and imparts leadership and administrative support to the program. The Coordinator will work closely with the Faculty Development Committee to address the faculty's development needs.

❖ **Faculty Development Goals**

The Comprehensive Plan for Faculty Development at UPR-Carolina has seven major goals:

1. The recruitment and retention of qualified doctoral or terminal degree faculty as new openings and replacements occur in departments.
2. To identify and implement specific ways in which the current faculty may obtain sufficient financial support to enable them to meet appropriate terminal degree qualifications
3. To advance the teaching-learning process as the most highly regarded activity in our institution, encouraging its continuous improvement.
4. To provide technology training to faculty, and promote the meaningful integration of technology across program courses by providing adequate resources, support and instruction.
5. To promote research and other creative activity by supporting individual and collaborative investigation and facilitating opportunities to share results.
6. To conduct faculty evaluation for tenure and promotion in ways that enhance positive individual growth by encouraging and supporting individual faculty development initiatives, research activities, and other creative endeavors, which improve the teaching-learning environment.
7. To support an ongoing-assessment process on the effectiveness of this faculty development effort on student learning outcomes.

❖ **Faculty Development Strategies and Expected Outcomes**

♦ **Improve recruitment and retention of doctoral or terminal degree qualified faculty members**

All the procedures for faculty recruitment are clearly delineated in the University of Puerto Rico bylaws. The criteria for selection include excellence in academic preparation, preferably some teaching experience, and a minimum of a master's degree. However, in recognition of the importance of UPR-Carolina's efforts to recruit qualified faculty members with doctoral or terminal degrees, the Academic Senate reviewed the certifications that state the criteria for tenure-track faculty positions. In view of this analysis, a new policy will be implemented that will establish that new faculty recruits should hold a terminal degrees in their discipline. Clear instructions have been imparted to department chairs and personnel committees to implement these strategies for the recruitment of new faculty members including contractual, non-tenure-track, and temporary faculty.

**Expected Outcomes**

▪ The revision of all certifications related to faculty requirements to qualify for a tenure-track faculty position will be completed

and approved by the UPR-Carolina Academic Senate during the 2002-2003 academic year.

- The Chancellor will elaborate an institutional policy establishing the recruitment of faculty with terminal degrees a high institutional priority, during the 2002-2003 academic year.
- In a five-year period, beginning in the 2002-2003 academic year, one or two highly qualified candidates for faculty membership will be recruited on a yearly basis as new openings and replacements occur in departments.

♦ **Provide financial support to enable current faculty to meet terminal degrees**

Bearing in mind that only 13 % of our faculty holds doctoral degrees; strong efforts are currently being directed to stimulate faculty members to engage in formal doctoral studies. As far as the completion of graduate studies is concerned, the University of Puerto Rico provides excellent opportunities for faculty members to earn their doctorate. Faculty members receive full tuition remission for courses taken towards the completion of the doctorate. In addition, faculty members may receive their full salary while pursuing graduate studies. As the institution makes the transition from a two-year to a four-year institution, more faculty members should avail themselves of the existing opportunities to complete graduate work, resulting in the improvement of faculty intellectual excellence. Accordingly, each academic department will develop individual faculty member plans to encourage its faculty to pursue doctoral studies. These individual plans should be linked to the promotional process of the institution.

**Expected Outcomes**

- Two sabbatical leaves will be granted yearly to tenured professors to engage in doctoral studies beginning in 2003-2004 until the 2007-2008 academic year.
- During the 2002-2003 academic year, the Dean for Academic Affairs and the Faculty Development Coordinator will develop an institutional policy document providing clear guides for department chairs to facilitate the continuation of graduate work by faculty members in other UPR units; such as, the Río Piedras and the Medical Sciences campuses.
- Limited financial aid will be provided on a yearly basis to faculty members pursuing doctoral studies.
- In agreement with department chairs, each full-time probationary faculty will develop an individual multi-year Faculty Service Development Plan beginning in the 2003-2004 academic year. This Faculty Development Plan will be correlated meaningfully to departmental goals and the Institution's mission and goals, and will be reviewed and updated annually. The individual faculty member may alter the

Faculty Development Plan as needed, in agreement with the Chair and the Dean.

- Fifteen percent (15%) of tenured faculty members will also develop their Faculty Development Plan beginning in the 2003-2004 academic year. The plan will cover a three to five year period and will be updated at least every three years in conversation with the Chair and the Dean.

- On an annual basis, beginning in 2003-2004, the Faculty Development Coordinator will carry out a workshop to instruct faculty on the development of individual faculty development plans. Fifty percent (50 %) of the faculty is expected to attend these workshops in the period covering from 2003 to 2008.

♦ **Provide support for effective teaching activities and improved learning environment**

Recognizing that teaching is central to the mission of the Institution, to student learning, and to the scholarly vitality of the faculty, the Faculty Development Plan supports the teacher-learning process through financial assistance, summer workshops, conferences, forums, mentoring, and information technology workshops. The Institution's present commitment to improve the teaching-learning process in UPR-Carolina is illustrated by the successful application for Federal Department of Education grants to enhance student skills in English, Spanish, Math, Chemistry and Accounting courses, including Student Support Services and Minority Science and Engineering Improvement Program. Historically, the faculty has taken advantage of a variety of professional development activities, and certainly the intent of this Plan is to continue to expand opportunities for individual and collective growth. At present, the Plan offers vital opportunities for the faculty to improve knowledge transmission strategies.

**Expected Outcomes**

- In the subsequent five-year period, and on a yearly basis, ten to twelve annual activities to support faculty-teaching delivery will be held in our Institution. Some of the activities that might be continued and/or initiated include: workshops, special interest groups, sharing research and other creative sessions, open discussions, conferences, data collection and institutional research reports, orientation, resources, special events, travel, and scientific and academic creation meetings. It is expected that 75% of the faculty will participate in such activities.

- New faculty recruits will participate in a mentoring program which will be coordinated by the Faculty Development Coordinator and offered by senior faculty.

♦ **Facilitate faculty use of technology to improve learning and promote its meaningful integration across the curriculum.**

UPR-Carolina has been challenged to provide faculty development opportunities in the use of technology, and to integrate technology to program courses and classroom activity. Our faculty development program has as one of its priorities the integration of technology into the curriculum and the use of appropriate tools to support teaching and learning. Activities include faculty training in the utilization of appropriate new technologies, enhancement of computer literacy skills, travel, software workshops, current grants to integrate electronic tools into the curriculum and the acquisition of computers and instructional software.

### Expected Outcomes

- On a yearly basis, the Institution will hold continuous activities to provide technological training and instructional support in the use of technology. Planned activities are expected to augment the technological capabilities of 50 % of the faculty. Activities will include educational workshops, demonstration sections, and assistance in the use of Smart Classrooms, computer lab equipment and software.
- Fifty percent (50%) of our faculty will also be assisted in the development of course materials, in finding appropriate uses of technology for specific course content, in the redesign of existing courses and in the achievement of course objectives.
- A Title V proposal will be submitted to the US Department of Education that includes faculty use of technology to improve student learning. This five-year proposal will be submitted in March 2003.

♦ **Support faculty research and creativity**

Recognizing that ongoing research, scholarship and creativity are vital elements for each faculty member's professional activity, and that these contribute significantly to student learning and the institutional culture, the Faculty Development Plan will offer financial support for these activities through regular sabbatical leaves, grant program proposals, presidential awards and limited financial aid. It is clear that faculty scholarship may take multiple forms including: discovery, integration, application, and teaching.

### Expected Outcomes

- Ten $6000 Institutional Academic Research Aids will be granted to support individual or collaborative faculty research projects on a yearly basis.

- One tenured faculty member per year will be granted a sabbatical leave to carry out post-doctoral research, beginning in 2002-03 until the 2007-08 academic year.
- A Natural Sciences faculty member will submit a Faculty Development Research Grant Proposal to the National Institute of Health (NIH) during the 2003-04 academic year.
- The Academic Dean and the Faculty Development Coordinator will develop an institutional policy to promote collaborative research between the faculty and researchers from other UPR units; such as, the Rio Piedras and Medical Sciences campuses. This policy will be implemented in consultation with participant campus deans. It is anticipated that five faculty members, that fit the criteria for this research collaboration, will participate in this initiative in 2004-2005.

♦ **Revise faculty evaluation processes for tenure and promotion to address individual faculty development initiatives**

The objective of faculty evaluations is to provide criteria for the analysis of teaching performance of each faculty member and to enhance faculty professional growth and development. The evaluation process has to promote a continuing dialogue between individual professional career development goals on the one hand, and the Institution's needs and mission on the other. To support individual faculty development initiatives and to encourage faculty to pursue doctoral or terminal degrees, the Institution's Faculty Development Plan has to include the revision of all faculty evaluation documents.

**Expected Outcome**

- During the 2003-04 academic year, all faculty evaluation instruments including Chair, peer, and student evaluation documents will be redesigned to promote individual faculty development initiatives, academic excellence, and encourage faculty to pursue doctoral or terminal degrees. Faculty tenure and promotion will be strongly linked to faculty development activities.

♦ **Support for ongoing assessment**

UPR-Carolina resources must be used wisely to enhance teaching and learning activities, and to fully understand the results of the Institution's efforts to improve the faculty profile. The Dean for Academic Affairs, the Faculty Development Committee, and the faculty as a whole, regularly review the faculty development program at the Institution. In addition, many of the plan activities are evaluated upon their completion. More importantly, there is an ongoing effort to evaluate the impact of our faculty development program on student learning. Any process of improvement requires an understanding of what has transpired and

what is working.  For this reason, an important component of a comprehensive faculty development plan is ongoing assessment of programming.  All faculty development activities will be reviewed for its effectiveness on improving student learning outcomes.

## Expected Outcome

- A permanent assessment team of five faculty members and three facilitators will meet regularly to assess the effectiveness of this planning effort.  More specifically, they will examine the identified faculty needs for in-service training and research, and the congruence between implemented faculty development strategies and improved student learning outcomes.  This analytical and reflective process will help to improve this long-term faculty development effort.

# APPENDIXES

**APPENDIX 1:**

Five Year UPR Carolina Outcomes Assessment Plan

# FIVE-YEAR UPR-CAROLINA COMPREHENSIVE OUTCOMES ASSESSMENT PLAN

## Implementation Strategy

| Major Objectives: | Anticipated Results: |
|---|---|
| **Overall Objectives:**<br><br>To create a comprehensive Outcomes Assessment (OA) Plan and the institutional resources for effective outcomes assessment  by:<br><br>4.  increasing both the expertise and the information systems of the Office of Institutional Research, thus significantly improving its ability to provide the necessary technical assistance for institutional research on educational outcomes.<br>5.  involving all key leaders and academic administrators as well as at least 70% of the general full-time faculty in planning and carrying out institution-wide academic Outcomes Assessment.<br>6.  institutionalizing a comprehensive plan for an on-going, self-reviewing cycle of OA throughout the academic units of UPR-Carolina. | 1.  A full-time OA expert at the Office of Institutional Research and a fully operational OA database will be fully supported by UPR-Carolina by the end of the 5 year project.<br><br>2.  70% of faculty, program heads, and key academic administrators will have received training in the principles of effective OA practices by the end of the 4 year project.<br>3.  All academic units (academic departments and  programs) and the faculty committee charged with responsibility for General Education will be engaged in an on-going, 3 year cycle of OA by the end of the 5 year project. |
| **YEAR 1 (2003-2004)**<br><br>1. To significantly increase the effectiveness of the Outcomes Assessment (OA) program as carried out by the Office of Institutional Research. | 1A. The university will add a full-time Outcomes Assessment Expert and OA administrative assistant to the Office of Institutional Research.<br>1B. The university will add a part-time Database Manager to the Office of Institutional Research.<br>1C. The newly-expanded, pro-active Office of Planning, Assessment and Institutional Research (OPAIR) will improve data collection and analysis by:<br>    (i) carrying out an inventory and analysis of all OA measures currently used at the university.<br>    (ii) revising current measures and adopting new ones as necessary.<br>1D. The newly-expanded, pro-active OPAIR will determine the hardware and software requirements for establishing an OA database, and purchases and will install the selected hardware and software. |

| Major Objectives: | Anticipated Results: |
|---|---|
| | 1E.  The newly-expanded, pro-active OPAIR will establish an OA materials resource center in the Center for Teaching, open to interested faculty and administrators alike, and purchases tests and surveys for the center, and adds OA materials to the OPAIR Web site. 1F. The newly-expanded, pro-active OPAIR  will begin to provide consultation and staff training services with regard to the planning and implementation of outcomes assessment (Points 2 and 3 below). |
| 2. To appoint the Activity Coordinator and Steering Committee, and to reinforce their OA expertise. 3. To increase, from 0 to 50%, the proportion of key faculty leaders and academic administrators who have received OA training, and from 0 to 25% the proportion of program heads who have done so. 4. To increase, from 0 to 8%, the proportion of general faculty who have received OA training, thus fostering a "sense of ownership" of the OA program. 5. To conduct formative and summative evaluation. | 2. The Activity Coordinator and Steering Committee will be appointed and trained in workshops conducted by outside OA consultants. 3. The OPAIR will develop and pilot workshops for 10 key faculty leaders and academic administrators, as well as for academic program heads. 4. The OPAIR will develop and pilot workshops for 40 faculty members. 5. The Evaluator will conduct on-going formative evaluation during the implementation of Year 1 activities, and a summative evaluation at the end of the year. |

## YEAR 2 (2004-2005)

1.  To continue to significantly increase the effectiveness of the OA program as carried out by the OPAIR.

1A. On-going OA projects (e.g., yearly Data Books, cohort studies) will continue.
1B. Two new campus-wide OA projects with a focus on currently enrolled students are selected and implemented; important sub-groups (e.g., freshmen, adults, transfers, basic skills, honors, ESL, or female) are specifically considered.
1C. Two OA projects specific to individual academic units (departments and programs form COH 1 – point 4 below) with a focus on currently enrolled students are selected and implemented; important sub-groups will be  specifically considered.

| Major Objectives: | Anticipated Results: |
| --- | --- |
| | 1D. OA database is installed.<br>1E. Pilot 2 training workshops for OA database users<br>1F. Continue evaluation and progress reporting; dissemination; adding materials to OA Resource Center; adding OA materials to Web page. |
| 2. To increase to 100% the proportion of key faculty leaders and academic administrators who have received OA training, and from 25 to 50% the proportion of program heads who have done so. | 2. Workshops for 10 key faculty leaders and academic administrators and for 10 program heads will be offered. As a result, all 20 key faculty leaders and academic administrator leaders will have received OA training. |
| 3. To increase, from 8 to 24%, the proportion of general faculty who have received OA training, thus fostering a "sense of ownership" of the OA program. | 3. Conduct workshops for 40 faculty members. |
| 4. To increase to 1/3 the proportion of academic units engaged in the 3 year cycle of OA planning. | 4. A first cohort (COH 1) of 12 academic units will develops\ formal statements of intended student outcomes and initial assessment plans (phase 1) |
| 5. To identify strengths and weaknesses in the university's mission and goals statements in light of OA requirements. | 5. A panel of trained program heads, faculty and administrators ("The Mission Panel") will meet on a regular basis to consider the university's mission statement, and develops a set of research questions to submit to the Office of Institutional Research in Year 3. |
| 6. To conduct formative and summative evaluation. | 6. The Evaluator will conduct on-going formative evaluation during the implementation of Year 2 activities, and a summative evaluation at the end of the year. |

## YEAR 3 (2005-2006)

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| --- | --- |
| 1. To continue to significantly increase the effectiveness of the OA program as carried out by the Office of Planning, Assessment and Institutional Research by expanding the provision of both campus-wide and unit-specific information to cover not only currently enrolled students but also alumni. | 1A. On-going OA projects continue.<br>1B. 2 new campus-wide OA projects with a focus on alumni, and on the Mission Panel's research questions, are selected and implemented; important subgroups (e.g., freshmen, adults, transfers, basic skills, honors, ESL, or female) are specifically considered.<br>1C. 2 unit-specific OA projects with a focus on alumni are selected and implemented; important sub-groups are specifically considered. |

| Major Objectives: | Anticipated Results: |
|---|---|
| | 1D. All programming functions necessary to access the university's databases (e.g., SIS, Admissions database, Alumni database) via the new OA database are completed.<br>1E. Run 2 training workshops for OA database users each quarter term.<br>1F. Continue evaluation and progress reports; dissemination; materials are added to OA Resource Center and Web page. |
| 2. To increase, from 50 to 100%, the proportion of academic program heads who have received OA training.<br>3. to increase, from 24 to 40%, the proportion of general faculty who have received OA training, thus fostering a "sense of ownership" of the OA program.<br>4. To increase to 2/3 the proportion of academic units engaged in the 3 year cycle of OA planning. | 2. Conduct workshops for academic program heads; all academic program heads have received OA training.<br>3. Conduct workshops for 40 faculty members.<br><br>4. (i) COH 1 implements plans and gathers assessment data (phase 2)<br>(ii) a second cohort (COH 2) of academic units develops formal statements of intended student outcomes and initial assessment plans (phase 1) |
| 5. To conclude the review of the university's mission and goals statements in light of OA requirements. | 5. The Mission Panel concludes its review of the university's mission and goals statements and issues recommendations to the administration and Faculty Senate. |
| 6. To disseminate results to a regional and national audience. | 6. Presentations are submitted to regional and national conferences. |
| 7. To conduct formative and summative evaluation.<br><br>**YEAR 4 (2006-2007)**<br><br>1. To continue to significantly increase the effectiveness of the OA program as carried out by the Office of Planning, Assessment and Institutional Research by undertaking special projects with particular attention to qualitative approaches to OA research. | 7. The Evaluator conducts on-going formative evaluation during the implementation of Year 3 activities, and a summative evaluation at the end of the year.<br><br>1A. On-going projects continue.<br>1B. Two new campus-wide OA projects with a focus on qualitative approaches (e.g., focus groups) are selected and implemented; important student subgroups (e.g., freshmen, adults, transfers, basic skills, honors, ESL, or female) are specifically considered.<br>1C. Two unit-specific OA projects with a focus on qualitative approaches are selected and implemented; important subgroups are specifically targeted.<br>1D. The OA database is refined through debugging and addition of features. |

| Major Objectives: | Anticipated Results: |
|---|---|
| | 1E. Offer two training workshops for OA database users each quarter-term.<br>1F. Continue evaluation and progress reports; dissemination; materials are added to OA Resource Center and Web page. |
| 2. To increase, from 40 to 56%, the proportion of general faculty who have received OA training, thus fostering a "sense of ownership" of the OA program. | 2. Offer workshops for 40 faculty members. |
| 3. To increase to 100% the proportion of academic units engaged in the three year cycle of OA planning. | 3. (i) COH 1 examines assessment data, identifies areas for improvement, and revisits goals and assessment plans (phase 3: cycle concluded);<br>(ii) COH 2 implements plans and gathers assessment data (phase 2);<br><br>(iii) A third cohort (COH 3) of 12 academic units develops formal statements of intended student outcomes and initial assessment plans (Phase 1). |
| 4. To identify strengths and weaknesses in the institutional goals statement for the Core Curriculum in light of OA requirements. | 4. A panel of program heads and faculty (the "Core Panel") involved in General Education meet on a regular basis to review the university's statement of the Core's goals, and develops a set of research questions to submit to the OPAIR in Year 5. |
| 5. To disseminate results to a regional and national audience. | 5. Presentations are submitted to regional and national conferences; papers are submitted to professional journals. |
| 6. To conduct formative and summative evaluation. | 6. The Evaluator conducts on-going formative evaluation during the implementation of Year 4 activities, and a summative evaluation at the end of the year. |
| **YEAR 5 (2007-2008)** | |
| 1. To continue to significantly increase the effectiveness of the OA program as carried out by the Office of Institutional Research by undertaking special projects with particular attention to the UPR-Carolina General Education Curriculum. | 1A. On-going projects continue.<br>1B. Three new OA projects with a focus on the Core Panel's Year 4 recommendations for research questions are selected and implemented; important student subgroups (e.g., freshmen, adults, transfers, basic skills, honors, ESL, or female) are specifically considered.<br>1C. The OA database is refined through debugging and addition of features.<br>1D. Offer two training workshops for OA database users each quarter term.<br>1E. Continue evaluation and progress reports; dissemination; materials are added to OA Resource Center and Web page. |

| Major Objectives: | Anticipated Results: |
|---|---|
| 2. To increase, from 56 to 72%, the proportion of general faculty who have received OA training, thus fostering a "sense of ownership" in the OA program.<br>3. To maintain 100% involvement of academic units in the 3 year cycle of OA planning. | 2. Offer workshops for 40 faculty members; a total of 160 faculty members have been trained.<br>3. (I) COH 1 begins the triennial OA cycle a new (Phase 1); (ii) COH 2 examines assessment data, identifies areas for improvement, and revisits goals and assessment plans (phase 3: cycle concluded); (iii) COH 3 implements plans and gathers assessment data (phase 2). |
| 4. To conclude the review of the university's goals statement for the Core Curriculum in light of OA requirements. | 4. The Core Panel concludes the review of the Core goal statements and issues recommendations to the Faculty Senate. |
| 5. To disseminate results to a regional and national audience.<br>6. To conduct formative and summative evaluation. | 5. Presentations are submitted to regional and national conferences; papers are submitted to professional journals.<br>6. The Evaluator conducts formative evaluation during the implementation of Year 5 activities, and a summative evaluation at the end of the year; a final report analyzes the achievement of fundamental objectives of the OA project. |
| **By the end of Year 5, the 3 Overall Objectives have been achieved**. | |

**APPENDIX 2:**

UPR-Carolina MSA-CHE Institutional Profile 2003-2004

# MIDDLE STATES COMMISSION ON HIGHER EDUCATION
## THE INSTITUTIONAL PROFILE 2003-2004

*General and Key Contacts Information*

UPR - Carolina
P. O. Box 4800
Carolina, PR 00984-4800

**PHONE:** (787) 257-0000
**FAX:** (787) 750-7940
**WEB:** //www.upr.clu.edu/

**SCHOOL ID** 0613
**INST CODE** PR014 BDX
**LIAISON** GSJ
**PREPARED** 03/10/2004
**PAGE** A/B-01

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| | **CHIEF EXECUTIVE OFFICER** | **CHIEF ACADEMIC OFFICER** | **PERSON COMPLETING FORM** |
|---|---|---|---|
| **NAME:** | Dr. Victor Borrero-Aldahondo | Dr. Luis D. Torres | Prof. Joseph D. Stryffeler |
| **SALUTATION:** | Dr. Borrero-Aldahondo | Dr. Torres | Prof. Stryffeler |
| **TITLE:** | Chancellor | Dean of Academic Affairs | Director Office of Institutional Research |
| **PHONE/EXT:** | (787) 257-0226 | | (787) 257-0000       3208 |
| **FAX:** | (787) 750-7940 | | (787) 750-7940 |
| **EMAIL:** | borrero@isla.net | luisdtorres@hotmail.com | upruc@prtc.net |

| | **ACCREDITATION LIAISON OFFICER** | **PERSON COMPLETING FINANCIALS** | **SYSTEM/DISTRICT CEO** |
|---|---|---|---|
| **NAME:** | Prof. Joseph D. Stryffeler | Juan Torres | Dr. Antonio Garcia Padilla |
| **SALUTATION:** | Prof. Stryffeler | Torres | Dr. Garcia Padilla |
| **TITLE:** | Director Office of Institutional Research | Director Finance Office | President |
| **PHONE/EXT:** | (787) 257-0000       3208 | | (787) 759-6061 |
| **FAX:** | (787) 750-7940 | | (787) 759-6917 |
| **EMAIL:** | upruc@prtc.net | j_torres@crc.upr.clu.edu | agarcia@upr.edu |
| **ADDRESS:** | UPR - Carolina | | |
| | PO Box 4800 | | |
| | Carolina, PR 00984-4800 | | |

| | **DIRECTOR OF THE LIBRARY** | **DIR., OUTCOMES ASSESSMENT** |
|---|---|---|
| **NAME:** | Prof. Stanley Portela | Dr. Ana E. Falcon |
| **SALUTATION:** | Prof. Portela | Dr. Falcon |
| **TITLE:** | Director, Learning Resources Center | Coordinator ot Outcomes Assessment |
| **PHONE/EXT:** | (787) 752-4550 | (787) 276-0226 |
| **FAX:** | (787) 752-4550 | (787) 750-7940 |
| **EMAIL:** | s_portela@crc.upr.clu.edu | anafalcon@yahoo.com |
| **PUBS TO:** | | |
| **ADDRESS:** | UPR - Carolina | UPR - Carolina |
| | P. O. Box 4800 | P. O. Box 4800 |
| | Carolina, PR 00984-4800 | Carolina, PR 00984-4800 |

*SELF-STUDY STEERING COMMITEE*

| | *CHAIR* | *CO-CHAIR* |
|---|---|---|
| **NAME:** | | |
| **SALUTATION:** | | |
| **TITLE:** | | |
| **PHONE/EXT:** | | |
| **FAX:** | | |
| **EMAIL:** | | |

# MIDDLE STATES COMMISSION ON HIGHER EDUCATION
# THE INSTITUTIONAL PROFILE 2003-2004

UPR - Carolina
P. O. Box 4800
Carolina, PR  00984-4800

**PHONE:** (787) 257-0000
**FAX:** (787) 750-7940
**WEB:** //www.upr.clu.edu/

**SCHOOL ID** 0613
**INST CODE** PR014.BDX
**LIAISON** GSJ
**PREPARED** 03/10/2004
**PAGE** A-01

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## A. INSTITUTIONAL INFORMATION

**TYPE OF INSTITUTION:** Baccalaureate-Associate's

**INSTITUTION CONTROL:** Public

**INSTITUTION CALENDAR:** Quarter

**AFFILIATION (optional):** *State

**DEGREES OFFERED:**
*Associate's*

*Bachelor's*

### DEGREE GRANTING AUTHORITY FROM:

**STATE:** PR

**COUNTRY:** USA

### LICENSED TO OPERATE IN (STATES):

PR

### LICENSED TO OPERATE IN (COUNTRIES):

USA

**INITIAL ACCREDITATION:** 1978
**LAST ACCREDITATION:** 2001
**REACCREDITATION VIA:** Periodic Review
**NEXT SCHEDULED**
**SELF-STUDY VISIT:** 2010-2011
**NEXT SCHEDULED PRR:** 2006

### NOTES (GENERAL/INSTITUTIONAL)

# MIDDLE STATES COMMISSION ON HIGHER EDUCATION
# THE INSTITUTIONAL PROFILE 2003-2004

## *Graduation and Enrollment Information*

## C. GRADUATION DATA

| AWARDS GRANTED | TOTAL AY 2001-02 | TOTAL AY 2002-03 |
|---|---|---|
| Associate's | 122 | 103 |
| Bachelor's | 449 | 501 |
| Master's | 0 | 0 |
| 1st Professional | 0 | 0 |
| Doctoral | 0 | 0 |
| Diploma/Certificate | 0 | 0 |
| TOTAL | 571 | 604 |

| COMPLETERS (AY 2002-03) | 2-year Institutions Only 2000 Cohort | Institutions w/ Baccalaureate Programs 1997 Cohort |
|---|---|---|
| Total number of students in the cohort | 0 | 0 |
| *Number who completed within 150% of time to degree* | 0 | 0 |
| Total transfers out | 0 | 0 |

*Note: See Instructions on cohorts.*

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# MIDDLE STATES COMMISSION ON HIGHER EDUCATION
# THE INSTITUTIONAL PROFILE 2003-2004

## *Graduation and Enrollment Information*

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## D. ENROLLMENT (Fall 2003)

*Provide the number of students registered as of Fall 2003. The AIP for the main campus should include total enrollment for all branch campuses and other sites.*

| DESCRIPTION | UNDERGRADUATE | | GRADUATE | | The Adjusted Enrollment and the sum of Full-time and Part-time Headcount will be printed in our directory.

NOTE: If your institution utilizes different credit hours for different types of full-time students, please select for the purposes of this computation, the credit-hour designation that represents the majority of your enrollment.

If this approach still produces a total appears unrealistic for your institution, please explain in the "Notes" tab so that evaluators and the Commission will be better informed in their interpretation of the count that is reported. |
|---|---|---|---|---|---|
| | Fall 2002 | Fall 2003 | Fall 2002 | Fall 2003 | |
| a) Total credit hours of ALL part-time students *[If no part-time students, write "0"]* | 8,652 | 8,280 | 0 | 0 | |
| b) Number of credit hours for the credit load of a full-time student *[e.g., 12, 15, etc.]* | 12 | 12 | 0 | 0 | |
| c) Part-time FTE [Divide (a) by (b). Round to the nearest whole number] | 721 | 690 | 0 | 0 | |
| d) Full-time Headcount | 3,274 | 3,104 | 0 | 0 | |
| e) Adjusted enrollment *[Sum of (c) and (d)]* | 3,995 | 3,794 | 0 | 0 | |
| f) Part-time Headcount | 1,228 | 1,196 | 0 | 0 | |

*If your institution typically uses a different FTE formula, please note it below for our information.*

**UNDERGRADUATE FTE FORMULA:**

**GRADUATE FTE FORMULA:**

### CREDIT/NON-CREDIT ENROLLMENT

*FOR-CREDIT (As of Fall 2003):*

| | |
|---|---|
| Number of students matriculated, enrolled in degree programs | 4,300 |
| Number of students not matriculated, enrolled in credit-bearing courses | 0 |
| **Total unduplicated for-credit headcount** | 4,300 |

*NON-CREDIT (Full prior year 2002-03; July 1, 2002 - June 30, 2003] (May include students who are also taking for-credit courses)*

| | |
|---|---|
| Number of students enrolled in in non-credit, graduate level courses | 0 |
| Number of students in non-credit, undergraduate-level and other continuing education (excluding avocational) courses | 0 |
| Number of students in non-credit, avocational continuing education courses | 0 |
| **Total non-credit enrollment** | 0 |

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# MIDDLE STATES COMMISSION ON HIGHER EDUCATION
# THE INSTITUTIONAL PROFILE 2003-2004

## *Graduation and Enrollment Information*

## NOTES (GRADUATION)

Our institution is currently working on COMPLETERS (AY 2002-2003).  We will have this information by the first week of May, 2004.

## NOTES (ENROLLMENT)

# MIDDLE STATES COMMISSION ON HIGHER EDUCATION
# THE INSTITUTIONAL PROFILE 2003-2004

## *Distance Learning, National/Specialized Accreditation, and Faculty*

## E. DISTANCE LEARNING

*Distance learning is a formal educational process in which the majority of the instruction occurs when the learner and the instructor are not in the same place at the same time. In this process, information or distributed learning technology is the likely connector between the learner, the instructor, or the site of program origin.*

**Does your institution offer courses for credit through distance learning**      No
**(i.e., for the majority of instruction or entirely by distance learning)?**
*Does not refer to courses in which distance learning technologies are used as a minor supplement (less than 50%) to in-class instruction.*

## G. INSTRUCTIONAL PERSONNEL (Fall 2003)

| | FULL-TIME | PART-TIME | FTE |
|---|---|---|---|
| TENURED FACULTY | 85 | 0 | 85 |
| NON-TENURED FACULTY *(On Tenure Track)* | 14 | 0 | 14 |
| NON-TENURED FACULTY *(Not On Tenure Track)* | 18 | 83 | 25 |
| TOTAL INSTRUCTIONAL | 117 | 83 | 124 |

# MIDDLE STATES COMMISSION ON HIGHER EDUCATION
## THE INSTITUTIONAL PROFILE 2003-2004

*Distance Learning, National/Specialized Accreditation, and Faculty*

| | | | |
|---|---|---|---|
| UPR - Carolina | PHONE: (787) 257-0000 | SCHOOL ID | 0613 |
| P. O. Box 4800 | FAX: (787) 750-7940 | INST CODE | PR014.BDX |
| Carolina, PR 00984-4800 | WEB: //www.upr.clu.edu/ | LIAISON | GSJ |
| | | PREPARED | 03/10/2004 |
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**DISTANCE LEARNING NOTES**

**INSTRUCTIONAL PERSONNEL NOTES**

The academic load is 12 credit-hours

# MIDDLE STATES COMMISSION ON HIGHER EDUCATION
# THE INSTITUTIONAL PROFILE 2003-2004

## *Study Abroad Programs*

*(Complete this section ONLY if your self-study visit is scheduled for 2004-05 or 2005-05, or if your PRR is due to be submitted in June 2005.*

| | | |
|---|---|---|
| UPR - Carolina | PHONE: (787) 257-0000 | SCHOOL ID 0613 |
| P. O. Box 4800 | FAX: (787) 750-7940 | INST CODE PR014 BDX |
| Carolina, PR 00984-4800 | WEB: //www.upr.clu.edu/ | LIAISON GSJ |
| | | PREPARED 03/10/2004 |
| | | PAGE H1-01 |

*Provide the total UNDUPLICATED headcount if students registered for credit, as of Fall 2003 AND Spring 2004.*

| CODE | COUNTRY | NUMBER OF SITES | TOTAL # OF STUDENTS AT ALL SITES |
|---|---|---|---|

# MIDDLE STATES COMMISSION ON HIGHER EDUCATION
# THE INSTITUTIONAL PROFILE 2003-2004

## *Financial Information – All Institutions*

| | | |
|---|---|---|
| UPR - Carolina<br>P. O. Box 4800<br>Carolina, PR 00984-4800 | **PHONE:** (787) 257-0000<br>**FAX:** (787) 750-7940<br>**WEB:** //www.upr.clu.edu/ | **SCHOOL ID** 0613<br>**INST CODE** PR014.BDX<br>**LIAISON** GSJ<br>**PREPARED** 03/10/2004<br>**PAGE** I-01 |

**Financial data reported for 12-month fiscal year beginning 07/01/2002 and ending 06/30/2003.**

| Section 1 (Education & General): | | Column 1 Expenses | Pro-rated O&M INCLUDED in Column 1 (if not on line 8) |
|---|---|---|---|
| 1. Instruction | | $7,661,709 | |
| 2. Research | | 153,698 | |
| 3. Public Service | | 611,011 | |
| 4. Academic Support | | 1,556,356 | |
| 4a. Includes Library Expenditures of (See Instructions) | $0 | | |
| 5. Student Services | | 1,878,133 | |
| 6. Institutional Support | | 7,455,650 | |
| 7. Scholarship and Fellowship Expense (Exclude scholarship allowances and tuition discounts) | | 0 | 0 |
| 8. Depreciation Expense (if not included in lines 1 through 7) | | 0 | |
| Operation/Maintenance of Plant NOT Pro-rated | | 1,880,872 | |
| TOTAL E and G EXPENSES (For Middle States, sum lines 1 thru 7, Column 1) | | $21,197,429 | |
| E&G EXPENSES REPORTED FOR PREVIOUS YEAR | $18,869,412 | | |

*Note: IPEDS combines some of the expense items for its report. For Middle States, please report them separately by taking the data from other sources (e.g., your audited financial statement).*

PERSON COMPLETING FINANCIALS  Juan Torres

           PHONE/EXT:

              EMAIL:  j_torres@crc.upr.clu.edu

## *Financial Information – All Institutions*

| | | |
|---|---|---|
| UPR - Carolina | **PHONE:** (787) 257-0000 | **SCHOOL ID** 0613 |
| P. O. Box 4800 | **FAX:** (787) 750-7940 | **INST CODE** PR014.BDX |
| Carolina, PR 00984-4800 | **WEB:** *//www.upr.clu.edu/* | **LIAISON** GSJ |
| | | **PREPARED** 03/10/2004 |
| | | **PAGE** I-02 |

NOTES

# MIDDLE STATES COMMISSION ON HIGHER EDUCATION
# THE INSTITUTIONAL PROFILE 2003-2004

## *Branch Campuses*

UPR - Carolina
P. O. Box 4800
Carolina, PR 00984-4800

PHONE: (787) 257-0000
FAX: (787) 750-7940
WEB: //www.upr.clu.edu/

SCHOOL ID   0613
INST CODE   PR014.BDX
LIAISON   GSJ
PREPARED   03/10/2004
PAGE   H2-01

List below ONLY those off-campus sites that meet ALL the following criteria for a branch campus. For branches separately accredited in the Middle States region, provide only the name and address Provide the headcount of students registered for credit, as of Fall 2003

*A location of an institution that is geographically apart from and independent of the main campus of the institution. The location is independent if it offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization, AND has its own budgetary and hiring authority.*

# MIDDLE STATES COMMISSION ON HIGHER EDUCATION
# THE INSTITUTIONAL PROFILE 2003-2004

## *Additional Locations*

UPR - Carolina
P. O. Box 4800
Carolina, PR  00984-4800

**PHONE:** (787) 257-0000
**FAX:**  (787) 750-7940
**WEB:**  //www.upr.clu.edu/

**SCHOOL ID**  0613
**INST CODE**  PR014.BDX
**LIAISON**  GSJ
**PREPARED**  03/10/2004
**PAGE**  H3-01

List below the off-campus sites that meet the following criteria for an additional location:
*A location, other than a Branch Campus (Section H-2) or an Other Instructional Site (Section H-4), that is geographically apart from the main campus and at which the institution offers at least 50% of an educational program.*
Provide the headcount of students registered for credit, as of Fall 2003