

Monitoring Report

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

from
University of Puerto Rico at Carolina

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["In June 2003, the MSA Commission on Higher Education acted to acknowledge receipt of the follow-up report submitted by the University of Puerto Rico-Carolina and to request a monitoring report by October 1, 2004, documenting (1) further, development and implementation of a comprehensive written plan for the assessment of institutional effectiveness and student learning including the establishing of learning goals at the institutional, program and course levels, and, (2) steps taken to strengthen general education"]

Last MSA-CHE Reaffirmation of Accreditation by Self-Study Evaluation Visit:
May 2001

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ISSUES COVERED IN THIS MONITORING REPORT

This monitoring report was requested by the Middle States Association-Commission on Higher Education (MSA-CHE) on June 2003. The report addresses the progress to date that the University of Puerto Rico at Carolina (UPR-Carolina) has made on two (2) issues: (1) further development and implementation of a comprehensive written plan for the assessment of institutional effectiveness and student learning including the establishing of learning goals at the institutional, program and course levels, and (2) steps taken to strengthen general education.

FURTHER DEVELOPMENT AND IMPLEMENTATION OF A COMPREHENSIVE WRITTEN PLAN FOR THE ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS AND STUDENT LEARNING INCLUDING THE ESTABLISHING OF LEARNING GOALS AT THE INSTITUTIONAL, PROGRAM AND COURSE LEVELS

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 *Framework for Outcomes Assessment*, 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 7 and 14 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 (Appendix 1, “*Five-Year UPR-Carolina Comprehensive Outcomes Assessment Plan*”) consists of three major levels or components: institutional, program, and course assessment levels. 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 Deanship, 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.

OPAIR Staff and Professional Support

OPAIR staff and professional support has been significantly increased in academic year 2003-2004 in order to strengthen institutional outcomes analysis goals. A full-time Statistics Assistant II/database manager and three (3) faculty members, two (2) with 25% release time and one (1) with 50% release time. All three faculty members have expertise in outcomes assessment and were appointed in academic year 2003-2004 to facilitate the strengthening of institutional research support in assessment tasks at OPAIR. As a result of these appointments, current OPAIR staff is as follows:

Prof. Joseph D. Stryffleler, Director (2003-2004)
Ms. Carmen L. Cruz, Research Associate
Ms. Yasmelin Santana, Statistics Official I
Ms. Brenda Padilla, Administrative Secretary V
Mr. Robert Santiago, Statistics Assistant II/Database Manager (2003-2004)
Dr. Ana E. Falcon (2004-2005, 50% release time)
Dr. Rosa E. Rodriguez (2004-2005 25% release time)
Prof. Ilsa López (2003-2004, 25% release time)

OPAIR Office Space and Technology

The UPR-Carolina Administration increased OPAIR office space in academic year 2003-2004. This additional space consists of two additional work stations, one for Mr. Santiago and the other for Dr. Falcón. This additional office space is used for database management and outcomes assessment. Two additional large capacity personal computers with Internet access, Microsoft Office 2004, MS Windows XP and a laser printer were acquired for OPAIR. SPSS statistical software was updated to its latest version. A large capacity high tech computer program for the collection and analysis of statistical data is in the process

of being purchased by the University of Puerto Rico Central Administration and will be available for OPAIR next academic year. Additionally, OPAIR has submitted a purchase order for two color laser-jet printers. These abovementioned acquisitions will further improve OPAIR technological infrastructure and capabilities for outcomes research and analysis.

Outcomes Assessment Expert

The Office of the Dean for Academic Affairs will continue its search for an Outcomes Assessment Expert (OA Expert) during the 2004-2005 academic year. Various curriculum vitae have been considered and interviews are planned for January 2005. Budgetary constraints did not permit UPR-Carolina to appoint this person in academic year 2004-2005. However three (3) faculty members from English, Office Systems, and the Education departments, with the appropriate release time, have been recruited to assist and support outcome assessment endeavors at OPAIR.

Formative and Summative Evaluator

The Office of the Dean for Academic Affairs is conducting a search to hire an outcomes assessment plan evaluator. Various candidates have been interviewed by the Dean and Chancellor. This person will conduct a formative and summative evaluation of the Outcomes Assessment Plan implementation during its first and second years. The selected candidate will be appointed in January 2005.

The institution 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).

Establishment of Learning Goals at UPR-Carolina

UPR-Carolina was engaged in an intensive process of establishing learning goals during the 2003-2004 academic year. This process included the drafting by consensus of goals at the institutional level and specific programmatic goals. Drafting of learning goals at the course level is an ongoing process at the

Institution. For a detailed report of institutional achievement in the establishment of programmatic specific goals see Appendix 2, *“University of Puerto Rico at Carolina Program Goals 2003-2004”*. These goals constitute the framework and guide to carry out programmatic level learning outcomes assessment. Various programs are currently assessing student learning at the course level. Appendix 4, *“Report on Classroom Assessment at the University of Puerto Rico at Carolina, 2003-2004”*, presents institutional accomplishment in this area.

Institutional Level Learning 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 General Learning 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.

Program Level Specific Learning Goals

Specific programmatic learning goals were drafted by the faculty from each academic department at UPR-Carolina. These specific goals were the result of a consensus process held by each program faculty during academic year 2003-2004. These specific programmatic goals are presented in Appendix 2, *"University of Puerto Rico at Carolina Program Goals 2003-2004"*

Course Level General Learning 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 university 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. 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.

Assessment Initiatives at UPR-Carolina 2003-2004

Institutional Assessment: UPR-Carolina OPAIR in collaboration with UPR System Central Administration initiated an institutional assessment following the guidelines of “culture of evaluation” expressed on MSA-CHE Standard 7, “Institutional Assessment”. The following five areas of institutional assessment were selected for analysis during academic year 2003-2004:

1. Admissions
2. Financial Aid
3. Balance of the Creative, Scholarly and Investigative Tasks
4. Infrastructure for Teaching, Creative, Scholarly and Investigative Tasks
5. Development and Renewal of Academic Offerings

For a detailed report on the results of this initiative see Appendix 3, “*Institutional Assessment Report 2003-2004*”.

Course Level Assessment of Student Learning: A cycle of classroom assessment of student learning was developed and implemented in selected program courses in coordination with the Deanship of Academic Affairs. Selected courses were from the following programs: Criminal Justice, Humanities, Interior Design, Natural Sciences, Office Systems, Pedagogy, Physical Education and Recreation for the Disabled, and Spanish. Classroom assessment was carried out guided by MSA-CHE Standard 14, “Assessment of Student Learning”. A special report on course level assessment was drafted by the Institutional Assessment Committee. Recommendations included in this report are the following:

1. To continue UPR-Carolina’s support of OPAIR assessment projects and initiatives as well as to all efforts of assessing student learning.
2. Hire a specialist in assessment to guarantee the collection of data and provide guidance on student learning assessment.
3. Motivate and recruit additional faculty to engage in classroom assessment and provide them with the necessary resources and professional development activities in the assessment of student learning.

4. Promote faculty use of assessment data for course syllabus revision and renewal.
5. Encourage academic programs to use their assessment results to promote and enhance creative thinking and problem solving skills on students.
6. Promote the discussion and dissemination of assessment results among faculty members.
7. Designate a faculty member as a liaison between each program assessment committee and the student learning assessment coordinator.
8. Improve procedures for outcomes assessment data collection and analysis

For a detailed report on the results of this initiative see Appendix 4, “*Report on Assessment of Student Learning at UPR-Carolina 2003-2004*”.

STEPS TAKEN TO STRENGTHEN GENERAL EDUCATION

UPR-Carolina is committed to strengthening its general education offerings by means of developing a formal General Education Program 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.

With this in mind, in September, 2003, the Chancellor appointed an Institutional General Education Committee (IGEC). This committee is charged with the following tasks:

- recommending a set of core general education areas.
- evaluating and revising current general education requirements and courses.
- proposing the development of specific courses to strengthen institutional general education offerings.
- developing and implementing a General Education Program Plan.
- promoting general education faculty involvement in course revision and development.
- supporting and overseeing faculty initiatives in general education planning and course development.

- developing a General Education Outcomes Assessment Plan with the support and coordination of the Office of Planning, Assessment and Institutional Research (OPAIR) once it is fully functional.

The first phase of this endeavor includes steps number one and two. The following includes an account of what has been achieved as of the writing of this report, September 2004.

Task Number One: To recommend a set of core general education areas. The IGEC evaluated, when possible, the existing general education programs at similar institutions of higher education. “Similar” in this context refers to institutions of higher education with the same Carnegie Classification. The Carnegie Foundation for the Advancement of Teaching, located in Stanford, California, has devised a classification system which characterizes “similarities and differences among institutions of higher education ... and is the leading typology of American colleges and universities. It is the framework in which institutional diversity in U.S. higher education is commonly described.” (<http://www.carnegiefoundation.org/Classification/index.htm>). By investigating other institutions with comparable characteristics, the IGEC was able to establish a realistic and pragmatic set of core general education areas, fitting institutional characteristics such as size, student population, degrees granted, etc.

The 2000 Carnegie Classification includes all colleges and universities in the United States that are degree-granting and accredited by an agency recognized by the U.S. Secretary of Education. The 2000 edition classifies institutions based on their degree-granting activities from 1995-96 through 1997-98. In this edition, UPR-Carolina is classified as a *Baccalaureate/Associate's College*. According to the Foundation's website at <http://www.carnegiefoundation.org/Classification/CIHE2000/defNotes/Definitions.htm>, these institutions are “undergraduate colleges where the majority of conferrals are below the baccalaureate level (associate's degrees and certificates). During the period studied, bachelor's degrees accounted for at least ten percent of undergraduate

awards.” It must be pointed out however, that from 1995-96 through 1997-98 UPR-Carolina has increased its number of bachelor's degrees. Of the 606 associate's and bachelor's degrees granted in academic year 2002-2003, 110 or 18.15% were associate's degrees while 496 or 81.85% were bachelor's degrees (Planning and Institutional Studies Office-UPR-Carolina; preliminary figures.). Given this fact, UPR-Carolina is in reality a *Baccalaureate College—General*, defined by the Carnegie Foundation as “primarily undergraduate colleges with major emphasis on baccalaureate programs”. In the Foundation's next edition, UPR-Carolina will most certainly be listed as its true classification, *Baccalaureate College—General*.

The IGEC surveyed the general education programs (where available) at some of the other public institutions of higher education nationwide classified as *Baccalaureate Colleges—General*. Based on this evaluation, the committee then compared, incorporated, modified, adjusted, and/or devised specific core areas attuned to the Puerto Rican cultural reality and identified the following 13 general education core areas:

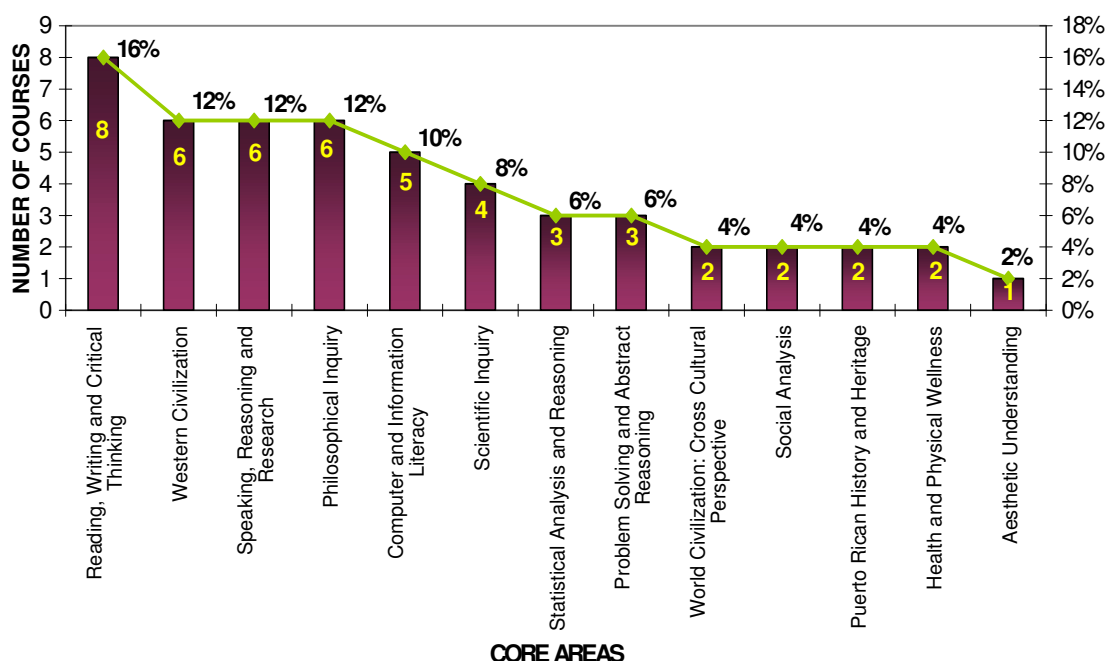
- Reading, Writing and Critical Thinking
- Speaking, Reasoning and Research
- Statistical Analysis and Reasoning
- Computer and Information Literacy
- Problem Solving and Abstract Reasoning
- Aesthetic Understanding
- Scientific Inquiry
- Social Analysis
- Philosophical Inquiry
- Puerto Rican History and Heritage
- World Civilizations: Cross Cultural Perspective
- Western Civilization
- Health and Physical Wellness

Task Number Two: To evaluate and revise current general education requirements and courses. The IGEC has defined a general education course as “a course that is introductory in nature, broad in scope, and of value to non-majors. Courses that are taught in sequence can be accepted as long as the meet the previously stated criteria.” During academic year 2003-2004, the IGEC identified the following eight degree-granting programs and service departments to evaluate which, if any, of their courses fulfilled the above-mentioned core areas:

- Natural Sciences
- Humanities
- Social Sciences
- Physical Education
- English
- Spanish
- Mechanical Engineering
- Business Administration

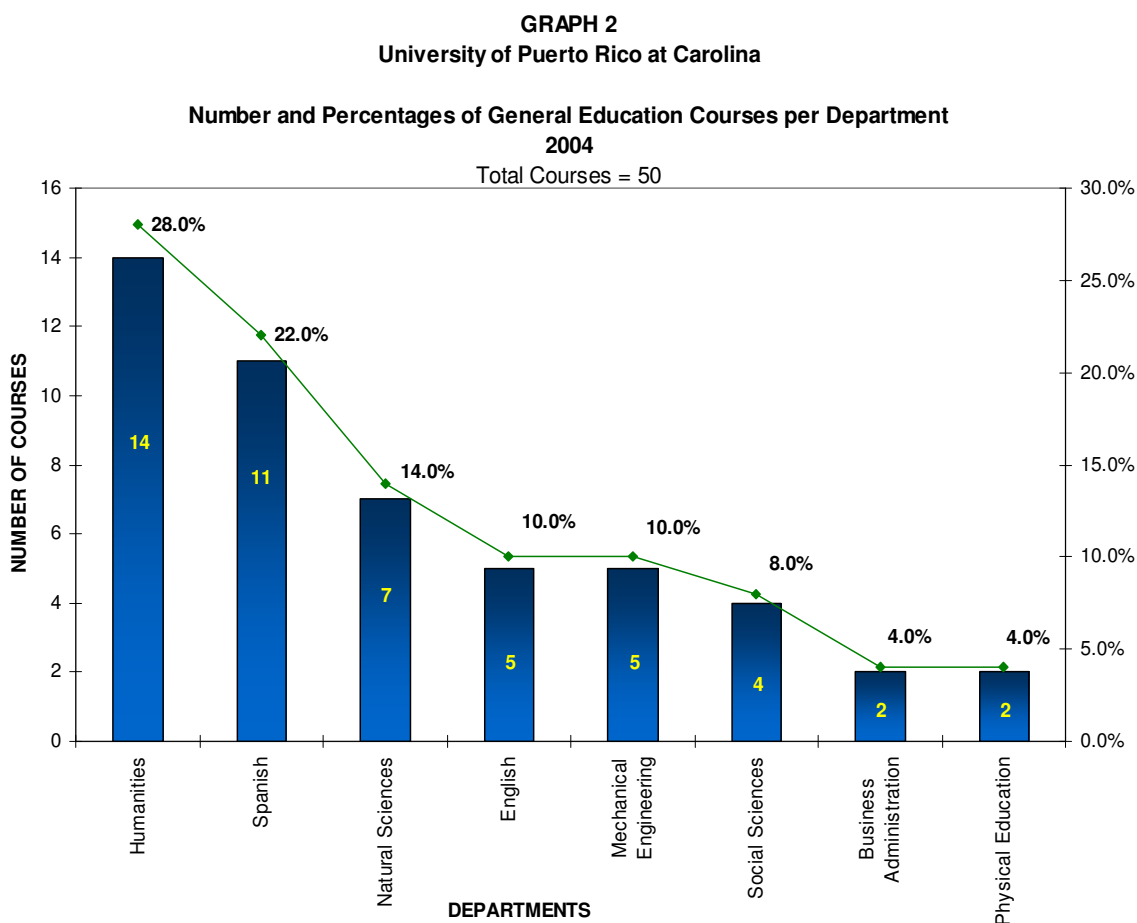
GRAPH 1
University of Puerto Rico at Carolina
Number and Percentages of General Education Courses per Core Area
2004

Total Courses = 50



A total of 50 courses met at least one of the 13 core areas, although not in a uniform manner. Graph 1, “Number of General Education Courses for Each Core Area” indicates that all 13 core areas are covered by existing courses. Eight of the 13 core areas are covered by three or more courses each; a number of courses which the IGEC deems adequate for the moment. However, there are four core areas (World Civilizations: Cross Cultural Perspective, Social Analysis, Puerto Rican History and Heritage, and Health and Physical Wellness) that are covered by only two courses as well as one core area, Aesthetic Understanding, that is covered by only one course.

The IGEC feels that these five core areas need to be covered by additional courses. If not, the institution would need to offer a sufficient amount of sections for each of the approximately 5,000 students annually enrolled at the institution. That is not only non cost-effective but pedagogically unsound.



Graph 2, "Number and Percentage of General Education Courses per Department", indicates that the distribution of core courses per department is rather unbalanced. As can be seen, 28.0% (or 14 courses) of all the 50 identified core courses are offered by the Humanities Department. On the other end of the scale, however, 4.0% (or 2 courses) are offered by the Physical Education Department. A more balanced distribution of core courses must be achieved to avoid, among other things, requiring the Humanities Department to set aside almost a third of its course offerings for general education purposes.

Task Number Three: To propose the development of specific courses to strengthen institutional general education offerings. The development of innovative general education courses will be recommended to strengthen general education core areas poorly represented in the existing academic offer. In this regard, the Office of the Dean for Academic Affairs will evaluate IEGEC and academic department recommendations for course creation.

Task Number Four: Appoint the GEP Director. The Dean for Academic Affairs is in the process of selecting a General Education Program Director from the faculty. The selected faculty member will be an experienced professor with ample experience in general education and learning outcomes. The GEP Director will be appointed in January 2005.

CONCLUSION

For the University of Puerto Rico System, the preservation and strengthening of its credibility, status, and position as a model of higher education and excellence is a priority. In accordance with this principle, UPR-Carolina initiated the development of innovative strategies to determine the effectiveness of its administrative processes, services, academic programs and student learning outcomes.

Since the last follow-up report submitted by the Institution on June 2003, further strategies were devised and implemented at UPR-Carolina to accomplish

MSA-CHE higher education standards related to institutional assessment, assessment of student learning and general education. In coordination with the Office of the Dean for Academic Affairs, OPAIR and academic departments developed and set in motion initiatives to assess institutional and student learning effectiveness. As a major component of institutional assessment planning, admissions procedures, financial aid, balance of the creative, scholarly and investigative tasks, infrastructure for teaching, creative, scholarly and investigative tasks were analyzed during 2004-2005. Furthermore, three more areas are being institutionally assessed in the present academic year, they are: extracurricular offerings and student services, curricular offerings and demand, and effectiveness of the learning process.

A cycle of classroom assessment of student learning was also initiated in 2003-2004. Student learning in courses of Criminal Justice, Humanities, Interior Design, Natural Sciences, Office Systems, Education, Physical Education and Recreation for the Disabled, and Spanish Programs was assessed in this first cycle of assessment. All UPR-Carolina academic programs were actively involved in a process of programmatic goal setting and analysis during 2003-2004 academic year.

UPR-Carolina is committed to strengthen its general education offerings by developing a formal General Education Program within the Framework established by MSA-CHE standards. In this regards, an Institutional General Education Committee is reexamining general education curricular content and methodologies in view of society's changing expectations, changing graduate profiles and evolving institutional mission and goals. During academic year 2003-2004 the Committee identified 13 general education core areas and evaluated courses from eight degree-granting programs and service departments to determine which courses fulfilled these criteria. In its Institutional General Education Plan, the Committee recommended the revision or modification of existing general education courses and the development of innovative ones to strengthen core areas poorly represented in the curricula.

The initiatives presented in this monitoring report constitute a significant step in terms of UPR-Carolina's commitment to a "culture of evaluation" that addresses both institutional and student learning assessment goals. However, additional efforts need to be done to fully accomplish these institutional goals. The Institution is committed to the ongoing planning, development and implementation of the assessment strategies included in the present monitoring report.

APPENDIXES

APPENDIX 1:

Five Year UPR Carolina Outcomes Assessment Plan

FIVE-YEAR UPR-CAROLINA COMPREHENSIVE OUTCOMES ASSESSMENT PLAN

Implementation Strategy

Major Objectives:	Anticipated Results:
<p>Overall Objectives:</p> <p>To create a comprehensive Outcomes Assessment (OA) Plan and the institutional resources for effective outcomes assessment by:</p> <ol style="list-style-type: none"> 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. 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. 6. institutionalizing a comprehensive plan for an on-going, self-reviewing cycle of OA throughout the academic units of UPR-Carolina. <p>YEAR 1 (2003-2004)</p> <ol style="list-style-type: none"> 1. To significantly increase the effectiveness of the Outcomes Assessment (OA) program as carried out by the Office of Institutional Research. 	<ol style="list-style-type: none"> 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. 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. 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. <ol style="list-style-type: none"> 1A. The university will add a full-time Outcomes Assessment Expert and OA administrative assistant to the Office of Institutional Research. 1B. The university will add a part-time Database Manager to the Office of Institutional Research. 1C. The newly-expanded, pro-active Office of Planning, Assessment and Institutional Research (OPAIR) will improve data collection and analysis by: <ol style="list-style-type: none"> (i) carrying out an inventory and analysis of all OA measures currently used at the university. (ii) revising current measures and adopting new ones as necessary. 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:
<p>2. To appoint the Activity Coordinator and Steering Committee, and to reinforce their OA expertise.</p> <p>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.</p> <p>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.</p> <p>5. To conduct formative and summative evaluation.</p> <p>YEAR 2 (2004-2005)</p> <p>1. To continue to significantly increase the effectiveness of the OA program as carried out by the OPAIR.</p>	<p>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.</p> <p>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).</p> <p>2. The Activity Coordinator and Steering Committee will be appointed and trained in workshops conducted by outside OA consultants.</p> <p>3. The OPAIR will develop and pilot workshops for 10 key faculty leaders and academic administrators, as well as for academic program heads.</p> <p>4. The OPAIR will develop and pilot workshops for 40 faculty members.</p> <p>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.</p> <p>1A. On-going OA projects (e.g., yearly Data Books, cohort studies) will continue.</p> <p>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.</p> <p>1C. Two OA projects specific to individual academic units (departments and programs from COH 1 – point 4 below) with a focus on currently enrolled students are selected and implemented; important sub-groups will be specifically considered.</p>

Major Objectives:	Anticipated Results:
<ul style="list-style-type: none"> 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. 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. 4. To increase to 1/3 the proportion of academic units engaged in the 3 year cycle of OA planning. 5. To identify strengths and weaknesses in the university's mission and goals statements in light of OA requirements. 6. To conduct formative and summative evaluation. 	<ul style="list-style-type: none"> 1D. OA database is installed. 1E. Pilot 2 training workshops for OA database users 1F. Continue evaluation and progress reporting; dissemination; adding materials to OA Resource Center; adding OA materials to Web page. 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 administrators leaders will have received OA training. 3. Conduct workshops for 40 faculty members. 4. A first cohort (COH 1) of 12 academic units will develop\ formal statements of intended student outcomes and initial assessment plans (phase 1) 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. 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.
<p>YEAR 3 (2005-2006)</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 1A. On-going OA projects continue. 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. 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:
<ul style="list-style-type: none"> 2. To increase, from 50 to 100%, the proportion of academic program heads who have received OA training. 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. 4. To increase to 2/3 the proportion of academic units engaged in the 3 year cycle of OA planning. 5. To conclude the review of the university’s mission and goals statements in light of OA requirements. 6. To disseminate results to a regional and national audience. 7. To conduct formative and summative evaluation. 	<ul style="list-style-type: none"> 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. 1E. Run 2 training workshops for OA database users each quarter term. 1F. Continue evaluation and progress reports; dissemination; materials are added to OA Resource Center and Web page. 2. Conduct workshops for academic program heads; all academic program heads have received OA training. 3. Conduct workshops for 40 faculty members. 4. (i) COH 1 implements plans and gathers assessment data (phase 2 (ii) a second cohort (COH 2) of academic units develops formal statements of intended student outcomes and initial assessment plans (phase 1) 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. Presentations are submitted to regional and national conferences. 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.
<p>YEAR 4 (2006-2007)</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 1A. On-going projects continue. 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. 1C. Two unit-specific OA projects with a focus on qualitative approaches are selected and implemented; important subgroups are specifically targeted. 1D. The OA database is refined through debugging and addition of features.

Major Objectives:	Anticipated Results:
<ul style="list-style-type: none"> 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. 3. To increase to 100% the proportion of academic units engaged in the three year cycle of OA planning. 4. To identify strengths and weaknesses in the institutional goals statement for the Core Curriculum in light of OA requirements. 5. To disseminate results to a regional and national audience. 6. To conduct formative and summative evaluation. 	<ul style="list-style-type: none"> 1E. Offer two training workshops for OA database users each quarter-term.. 1F. Continue evaluation and progress reports; dissemination; materials are added to OA Resource Center and Web page. 2. Offer workshops for 40 faculty members. 3. (i) COH 1 examines assessment data, identifies areas for improvement, and revisits goals and assessment plans (phase 3: cycle concluded); (ii) COH 2 implements plans and gathers assessment data (phase 2); (iii) A third cohort (COH 3) of 12 academic units develops formal statements of intended student outcomes and initial assessment plans (Phase 1). 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. Presentations are submitted to regional and national conferences; papers are submitted to professional journals. 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.
<p>YEAR 5 (2007-2008)</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 1A. On-going projects continue. 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. 1C. The OA database is refined through debugging and addition of features. 1D. Offer two training workshops for OA database users each quarter term. 1E. Continue evaluation and progress reports; dissemination; materials are added to OA Resource Center and Web page.

Major Objectives:	Anticipated Results:
<ul style="list-style-type: none"> 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. 3. To maintain 100% involvement of academic units in the 3 year cycle of OA planning. 4. To conclude the review of the university’s goals statement for the Core Curriculum in light of OA requirements. 5. To disseminate results to a regional and national audience. 6. To conduct formative and summative evaluation. By the end of Year 5, the 3 Overall Objectives have been achieved. 	<ul style="list-style-type: none"> 2. Offer workshops for 40 faculty members; a total of 160 faculty members have been trained. 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. The Core Panel concludes the review of the Core goal statements and issues recommendations to the Faculty Senate. 5. Presentations are submitted to regional and national conferences; papers are submitted to professional journals. 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.

APPENDIX 2:

UPR-Carolina Program Goals

University of Puerto Rico at Carolina

UPR CAROLINA PROGRAMS GOALS 2003-2004

**Office of the Dean for Academic Affairs
October 2004**

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PROGRAM GOALS 2003-04

Hotel and Restaurant Administration

1. To expose students with industry state-of-the-art technology that enables them to keep up to date with recent developments and trends.
2. To empower students with managerial skills that prepare them to build solid relationship with business.
3. To provide recruitment opportunities to students as part of their educational experience.
4. To develop in students adequate oral and written language skills.
5. To prepare students to undertake innovative managerial initiatives.
6. To make students aware of the importance of projecting a professional image as part of their daily behavior and attitudes within their work atmosphere.
7. To make possible for students to benefit themselves from Faculty professional improvement activities and experience.
8. To successfully assess student learning and utilize this data in program renewal and revision.

Business Administration

1. To provide for a more active role of the business industry in curriculum revision and new program offerings to better serve community needs focused in increasing employment rates and leadership opportunities for our graduates.
2. To allow students to actively participate in the study program design process taking into account their needs and aspirations.
3. To establish a continuous curriculum evaluation process that makes academic offerings current and updated in order to meet industry standards while enabling our students to satisfy industry needs through internships and consulting services.
4. To encourage the faculty to engage in research and professional activities that enrich the teaching learning process and promote effective student learning.
5. To adequately prepare students to pursue graduate studies in business.

6. To provide students with analytical and decision-making tools, as well as the opportunity to apply these tools both during internships and in the workplace.
7. To expose students to a broad and rigorous core coupled with elective courses that specifically prepare students for managerial business opportunities in today's competitive job market.
8. To successfully assess student learning and utilize this data in program renewal and revision.

Industrial Automation, Mechanical Engineering and Automotive Technology

1. To expose students to state-of the-art technology and standards by means of partnerships with industry, visits to industrial and technological facilities and internship programs.
2. To develop student's technological and working skills through advanced laboratory and shop experiences in modern facilities.
3. To develop student's analytical skills to undertake sound managerial decisions.
4. To provide students with recruitment opportunities in the mechanical and automotive industry.
5. To support faculty professional development in state-of-the-industrial technologies.
6. To successfully assess student learning and utilize this data in program renewal and revision.

Interior Design

1. To train students to become competent and efficient interior design professionals.
2. To develop in students an aesthetical analytical judgment.
3. To develop student's working and technological skills by means of up-to-date laboratory experiences, workshops, and industry internships.
4. To provide students with recruitment opportunities in business and industry.
5. To train students to make sound managerial decisions.

6. To successfully assess student learning and utilize this data in program renewal and revision.

Tourist Culture

1. To make students aware of the importance of the tourism industry for the development of Puerto Rico's economy through an understanding of their own and diverse cultures.
2. To enhance student's cultural knowledge and development by expanding their communication skills through the study of languages, philosophy, literature, history, and art.
3. To keep students up-to-date with tourism industry developments, both at the local and international levels, through a curriculum that meets the needs of a professional tourist guide.
4. To develop in students oral and written communication skills that enable them to adequately interact with tourists and visitors.
5. To successfully assess student learning and utilize this data in program renewal and revision.

Humanities

1. To place special emphasis on preparing students to transfer and successfully complete a BA in one of the humanities fields, pursue graduate work as well as effectively compete in the global market place.
2. To serve as a development center for students from other academic programs at the institution to improve skills such as ability to use written and spoken language effectively, to recognize, evaluate, and construct arguments, both written and oral, and to become conversant with the conceptual frameworks and achievements of the arts, humanities, social and natural sciences.
3. To engage students in thoughtful ethical reflection through a variety of opportunities for experiential learning as well as begin to become life-long learners.
4. To successfully assess student learning and utilize this data in program renewal and revision.

Spanish

1. To serve as a development center for students from other academic programs at the institution.

2. To offer students cultural activities specially related with the Spanish language.
3. To develop four Spanish language skills in students: listening, talking, writing and reading.
4. To make students learn to distinguish between Spanish literary genres and make comparisons among them.
5. To make students analyze and interpret works using literary and sociological perspectives.
6. To enable a capacity in students to evaluate and judge the positive human values present among literary works and as well as integrate values and ethics.
7. Improve students reading habits.
8. To successfully assess student learning and utilize this data in program renewal and revision.

Physical Education and Recreation for the Handicapped

1. To foster a professional who exhibits a desire to serve and mastering skills in physical education and recreation for the handicapped.
2. To provide students with appropriate internship opportunities in government and private agencies, as well as companies that serve the Carolina area.
3. To provide students with effective academic advising and course selection that develop appropriate motor development skills and physical activity and exercise therapy skills to meet the needs of populations with special needs.
4. To make students capable of understanding the appropriate methods and procedures for working with special populations of all ages.
5. To make students familiar with current trends and research areas in adapted physical activity and exercise therapy.
6. To effectively assess student learning and utilize this data in program renewal and revision.

Office Systems

1. To provide students with necessary technical skills to effectively perform as an administrative professional.

2. To offer students work practice opportunities so that they may learn about the industry while receiving updated academic offerings.
3. To develop in students adequate oral and written communication skills.
4. To develop in students sound decision-making administrative skills.
5. To provide students with effective recruitment opportunities through internships.
6. To successfully assess student learning and utilize this data in program renewal and revision.

Business Advertising Technology

1. To provide students with necessary theoretical and technical skills that prepare them to join the advertising industry.
2. To offer students a program of study that maintains itself up to date with the latest technological advances that affect the advertising industry.
3. To endow students with deep industry knowledge and awareness.
4. To provide students with the necessary skills to effectively perform in the advertising business in Puerto Rico and the US.
5. To successfully assess student learning and make use of this data in program renewal and revision.

Social Sciences and Criminal Justice

1. To prepare students capable of making contributions that improve individual, family, social and political situations in society. We expect our students to be able to respond effectively to social, political, economic, or cultural issues.
2. To relate students with the social process and the institutions that they depend on. They must be able to interact accordingly when discussing diverse cultural manifestations.
3. To make students aware of ethical and scientific issues in society. They must be able to promote efficiency in government procedures.
4. To develop competency in students that enables them to acquire the necessary technical and humanistic knowledge to occupy leadership positions in the discipline of Criminal Justice.

5. To successfully assess student learning and utilize this data in program renewal and revision.

Natural Sciences

1. To demonstrate an understanding of the scientific method and its implications in the study of the natural sciences as well as in other fields of study.
2. To prepare students for the effective transfer to a BS program and pursue graduate studies in the natural and health sciences.
3. To develop in students research and analytical skills.
4. To encourage students to participate in community projects related with educational and scientific issues and needs.
5. To support a faculty that engages in research and professional activities that enhance effective student learning.
6. To provide students with a secure and adequate study atmosphere that fosters research and scientific investigation.
7. To successfully assess student learning and utilize this data in program renewal and revision.

Education

1. To provide associate degree graduates with the necessary skills to become effective teacher assistants.
2. To prepare students for a successful transfer to a BA program in other campuses of the University of Puerto Rico.
3. To develop in students adequate oral and written communication skills.
4. To develop in students, math teaching skills and the ability to apply basic mathematical concepts in the elementary school classroom.
5. To successfully assess student learning and utilize this data in program renewal and revision.

APPENDIX 3:

Institutional Assessment Report 2003-2004

**University of Puerto Rico at Carolina
Office of Planning, Assessment
and Institutional Research**

**INSTITUTIONAL ASSESSMENT REPORT
2003-2004**

**Joseph D. Stryffeler
Director**

October 2004

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Institutional Assessment Report 2003-2004

Introduction

In January 2002, the University of Puerto Rico System (UPR) set in motion the initiative, "Reaffirmation of a Culture of Evaluation at the University of Puerto Rico".

The UPR has defined "culture of evaluation" as:

"A culture in which all of its components, administrators, teaching personnel, non-teaching personnel, as well as students, share and work in partnership to develop and apply strategies for the gathering, analysis, and integration of statistical data and information. In turn, this statistical data and information will become solid substantiation concerning the quality of our academic endeavor. This substantiation, however, is not the end result. It will be used to improve and strengthen institutional effectiveness."

(Taken from the document: *Reaffirmation of a Culture of Evaluation: Reports Submitted to the UPR University Board from the President and Chancellors*, Office of the Vice-President for Academic Affairs, July 13, 2004)

The University of Puerto Rico at Carolina (UPR-Carolina) has implemented its Outcomes Assessment Program following the guidelines of "culture of evaluation" as defined above as well as on *Standard 7-Institutional Assessment* as described in *Framework for Outcomes Assessment*, a publication of the MSA-CHE:

"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".

The first phase of UPR-Carolina's Outcomes Assessment Program, in regards to

Institutional Assessment, takes into account the following five (5) areas:

1. Admissions (four academic years, 1998-99 through 2001-02)
2. Financial Aid (four academic years, 1998-99 through 2001-02)
3. Balance of the Creative, Scholarly and Investigative Tasks (three academic years, 1999-00 through 2001-02)
4. Infrastructure for Teaching, Creative, Scholarly and Investigative Tasks (one academic year, 2002-03)
5. Development and Renewal of Academic Offerings (two academic years, 2001-02 and 2002-03)

Please see Appendix A, *“The University of Puerto Rico at Carolina, Institutional Assessment Report 2003-2004”* for a detailed account of the assessment component of the institution’s Outcomes Assessment Program.

Major Findings, Actions to be taken, and Conclusions:

Major Findings:

Major findings related to institutional assessment on the areas of student admissions; financial aid; balance of the creative, scholarly and investigative tasks;,, infrastructure for teaching, creative, scholarly and investigative tasks , and development and renewal of academic offerings from 1998 to 2003 are as follows:

Student Admissions

Table 1

Average Index of General Admission (IGS) of UPR Carolina Students Compared with the average IGS of the UPR System for Applicants, Admitted, and Registered Students for Academic Year 1998-2001

Years	Applicants	Admitted	Registered	IGS Avg. UPR Carolina	IGS Avg. UPR System
1998	6,118	869	772	272	287
1999	5,504	967	873	272	287
2000	5,299	1,061	1,059	268	285
2001	5,361	1,138	1,028	266	287

1. Most UPR-Carolina academic programs are in strong demand.
2. The number of students admitted has always been higher than those who registered (between 0.89 and 0.91)
3. The average IGS (Index of General Admission) decreased slightly from 1998 to 2001. Notwithstanding, it remains close to the UPR system average.

Financial Aid

Table 2

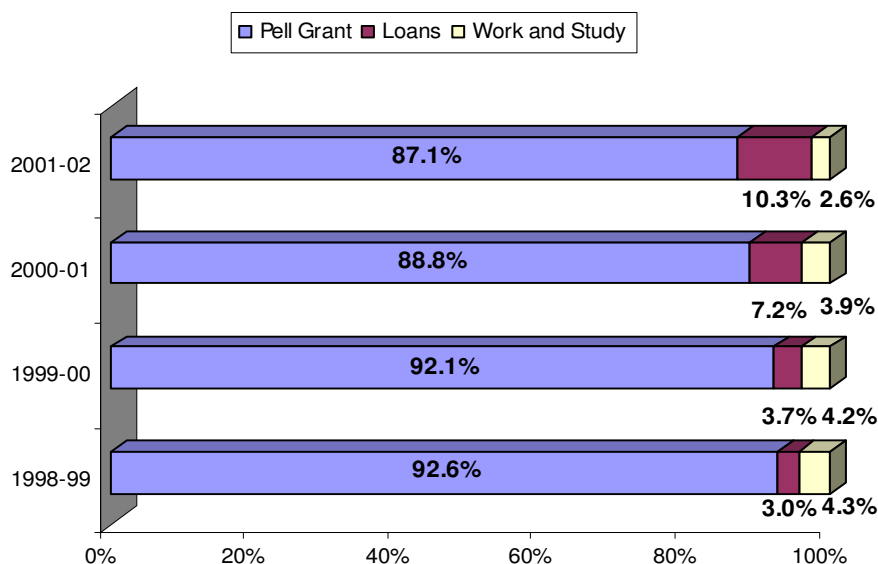
Median Family Income of UPR-Carolina First-Year Students, Number of Financial Aid Recipients, and Percentage of Financial Aid Recipients Compared to All First-Year Students. 1998-1999 to 2001-2002

Years	Total Number of First-Year Students	Median Student Family Income	Number of Financial Aid Recipients	Percentage of Financial Aid Recipients Compared to All First-Year Students
1998-99	830	\$17,500 to \$19,999	582	70
1999-00	988	\$17,500 to \$19,999	708	72
2000-01	1086	\$17,500 to \$19,999	720	66
2001-02	1183	\$15,000 to \$17,499	879	74

1. Approximately fifty percent of all first-year students are classified as low income students.

2. There is a positive correlation between the need for financial aid and the percentage of recipients. In other words, most students in need of financial aid receive it.

Graph 1
Total Distribution of Pell Grant and Complementary Financial Aid.
1998-99 to 2001-02



3. The Pell Grant is the primary source of student financial aid.
4. Student loans have increased.

Table 3
Median of Student Determined Need vs. Median of Determined Need Not Covered.
1998- 2002

	1998	1999	2000	2001
Median of Student Determined Need	\$7,211	\$7,981	\$8,525	\$9,336
Median of Determined Need Not Covered	\$4,465	\$4,716	\$5,130	\$5,308

5. The financial aid received by the students from the UPR-Carolina is not sufficient to cover their expenses; this situation worsens due to the quarter term scheduling.

Research and Creative Activity

Table 4

Total Research Costs Paid by Additional Compensation or by a Portion of Basic Salary. 1999-2000 to 2001-2002

	Portion of Basic Salary for Research Purposes	Additional Compensation
1999-2000	\$31,236	\$15,744
2000-2001	\$26,702	\$27,042
2001-2002	\$0	\$25,512

1. Institutional incentives for the promotion of investigation have increased.
2. Interest in institution-sponsored research has increased gradually during the observed period.

Table5

Total Investigation Proposals Submitted and Total Proposals Approved

	Submitted	Approved
1999-2000	7	6
2000-2001	9	8
2001-2002	15	13

3. Research proposals submitted to the Academic Investigation Committee during this period have also increased.

Table 6
Total Square Footage Dedicated to Research (F²Res), Total Square Footage of the Institution (F²Inst), and Square Footage Dedicated to Faculty Involved in Research (F²Fac). 1998-2002 to 2001-2002

	F²Res	F²Inst	F²Fac
1999-2000	4,912	150,114	3.3
2000-2001	4,783	217,352	2.2
2001-2002	1,367	217,352	0.6

4. Physical space available for research (offices, cubicles in the Learning Resource Center) decreased throughout the period under investigation.
5. Almost all research studies carried out on campus were funded by the Institution.
6. There is more production in the research area than there is in the creation area.
7. Research activity does not result in a significant number of articles in peer-review publications.

Infrastructure for Teaching, Creative, Scholarly and Investigative Tasks

1. Internet and e-mail access is available for all students and faculty.
2. Infrastructure for online courses is now available.
3. The speed of electronic communication has been improved.
4. The entire campus has wireless Internet service.
5. An Alpha Server DS20E computer was acquired. This computer enables more users at a faster speed.
6. Seventeen computer laboratories, seven electronic classrooms, and mobile technological equipment are available to fulfill academic activities.

7. The number of subscriptions to online reference materials has dramatically increased.

Development and Renewal of Academic Offerings

1. Academic offering and diversity has increased in the last five years.
2. Eight bachelor degree academic programs have been evaluated in the last three years.
3. The bachelor's degree (BD) programs in graphic arts, commercial advertising, and finance and the associate degree (AD) program in interior design have undergone curricular revisions.
4. A BD program in accounting was submitted for to the UPR Board for approval.
5. Institutional graduation and retention rates were assessed during the 2002-03 and 2003-04 academic years.
6. The Education and Business Administration programs have started the process to receive professional accreditation by NCATE and ACBSP, respectively.

Expected Outcomes

Institutional assessment is essential for the achievement of the mission and goals of UPR-Carolina and contributes significantly to academic and research activity, program development and revision, student learning, resource allocation, and institutional renewal. UPR-Carolina is fully committed to further develop institutional assessment and to expand strategies that assure that institutional

processes support the learning activity. As a result of the present analysis, several strategies are proposed:

1. To develop strategies to further improve institutional admissions in accordance with enrollment rates and student IGSs.
2. To promote financial support by local business and industries to gifted students with proven financial need. An inventory of potential partnerships and sponsors will be created for this purpose.
3. To increase institutional funding for research and academic creation by 8% annually. Funds will be provided on a yearly basis for one sabbatical leave for post-doctoral research. Additional monies will finance ten (10) \$6000 academic research grants for individual or collaborative faculty research projects
4. To enhance the search methodology for external funding for research purposes. Funds will be provided to support efforts by Natural and Social Sciences faculty members to submit research grant proposals to the National Institutes of Health.
5. To stimulate peer review publications by faculty.
6. To link Institutional funding for research to peer review publishing by the investigator.
6. To continue program evaluation and revision.
7. To improve institutional graduation and retention rates.
8. To continue efforts to attain professional evaluation of selected programs by the concerned professional accreditation agencies.

Conclusions

For the University of Puerto Rico System, the preservation and strengthening of its credibility, status, and position as a model of higher education and excellence is a priority. UPR-Carolina has initiated the development of innovative strategies to determine the effectiveness of its administrative processes, services, academic programs and learning outcomes. Although these initiatives constitute a significant step in terms of institutional assessment, much more needs to be done in able to fulfill all institutional goals. The institution is committed to continue assessment analysis and the implementation of strategies related to the five areas included in the present report. Furthermore, three more areas extracurricular offerings and student services, curricular offer and demand, and effectiveness of the educative process are being institutionally assessed during the present academic year.

APPENDIX 4:

Report on Assessment of Student Learning at
UPR-Carolina 2003-2004

Report on Assessment of Student Learning at UPR-Carolina 2003-2004

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 those students at graduation have achieved appropriate higher education goals”.

Introduction

Since the last follow-up report submitted by the University of Puerto Rico – Carolina (UPR-Carolina), in February 2003 documenting further development and implementation of a comprehensive written plan for the student learning including the establishment of learning goals at the institutional, program and course levels, UPR-Carolina has been involved in ongoing assessment activities.

In August 2003, the Chancellor, Dr. Victor Borrero Aldahondo, and the Dean for Academic Affairs, Dr. Luis D. Torres Torres, required the Department Heads to identify their own program assessment committee and to include the establishment of learning goals at the program and course levels. In addition, in September 2003, the Chancellor appointed two coordinators to work under the Office of the Dean for Academic Affairs give follow-up to the department chairs and their assessment committees.

Methodology

The appointed coordinators developed a one-year pilot project to implement the Assessment of Student Learning Plan developed and submitted in the follow-up report to the Middle States Commission on Higher Education. They met individually with each department chair to clarify the purpose of classroom assessment and to explain how each department assessment committee was expected to work. Then the coordinators

met individually with each department assessment committee to discuss their assessment plan. From these meetings, the following academic programs decided to participate in this first stage of the pilot project: Social Sciences and Criminal Justice, Humanities, Interior Design, Natural Sciences, Office Systems, Education, Physical Education and Recreation for the Disabled, and Spanish. The second stage will start in the 2004-05 academic year with the participation of the remaining academic programs: Business Advertising Technology, Hotel and Restaurant Administration, Business Administration, Mechanical Engineering, Technology in Industrial Maintenance, and Industrial Automation.

The coordinators met individually with department program assessment committee members and department chairs to orient them about: 1) what classroom assessment is and its importance in improving student learning, 2) developing a process for assessment, 3) the use of different techniques, and 4) recommending the most appropriate assessment techniques for their respective courses. Among the activities provided to these committees were: a seminar with Dr. Mildred Huertas, an assessment expert from the *Universidad del Este*, on October 23, 2003, a workshop on November 4, 2003 in which the coordinators advised faculty participants on the selection and use of appropriate assessment techniques and how to implement and use them. In addition, the coordinators explained step by step selected classroom assessment techniques including their application in the classroom setting; more than 10 techniques were addressed. The assessment data gathering, analysis of results, how to integrate these results to the processes of course revision and renewal, was major topic in this workshop. It also covered how to report these results and

subsequent syllabi revision to the departmental assessment committee, the Department Head, and to the Dean for Academic Affairs.

Achievements

Table 1 shows the selected courses by academic programs, and the assessment techniques used by faculty members. A total of thirty-seven (37) faculty members were involved in the assessment of the student learning. In addition, a total of twenty-nine (29) different assessment techniques were used during the 2003-04 academic year.

Social Sciences and Criminal Justice

Social Sciences and Criminal Justice Department Assessment Report informed that during the 2003-04 academic year seven faculty members used one or more of the following assessment of student learning techniques: Self reflections, portfolios, graphic exercise, one minute paper, background probes, the muddiest point, vignette, “ecos del aprendizaje” and “boleto de entrada/salida”. The following courses were selected to assess student learning: Psychology and the Law, Introduction to Psychology, Introduction to Police Sciences, and Introduction to Social Sciences I. (See table 1).

After assessment results were analyzed, this group of faculty concluded that assessment of student learning helped them to identify doubts, clarify concepts, reinforce learned material, identify previous knowledge on course topic, and involve students on decision making. With portfolios students have the opportunity to revise previous learning concepts and to demonstrate their acquired knowledge. More than one faculty member concluded that students, as well as teaching staff, received great benefits from the assessment process.

Office Systems Program

The Office Systems Program has been engaged with assessment of student learning officially since the beginning of academic year 2003-2004. The selected courses were Basic Typewriting, Document Production I, Documents Production II, Word Processing, Information Processing, Integration of Programs for Electronic Processing of Information, and In-Service Training Techniques. The assessment techniques used in these courses were pre- and post-tests, portfolios, self reflections, and rubrics.

Faculty members offering the basic typewriting course selected all new students without previous knowledge of keyboarding techniques and offered them a diagnostic test after being taught, the computer alpha-numeric keyboard and basics skills. The results were excellent according to department standards. At the end of the course, results showed that after continuous feedback students were capable of surpassing the minimum course requirements and goals established by the Office Systems Program.

The technique used was the rubric. It was used to assess student work in the development of training proposals. The rubric was developed using likert-scale values in which 1=deficient, 2=adequate and 3=exemplary. Twenty two students were enrolled in this course and there were 9 “As”, 4 “Bs”, 4 “Cs”, one Incomplete and 4 withdrawals. None of the withdrawals were related to problems in mastering course skills since all of these students were doing well in class.

Faculty members expressed satisfaction with the opportunity the assessment process offered them to improve student learning in their classrooms. They reported that assessment made them more conscious about their teaching methodology, student

learning needs and strengths, the use of appropriate selected materials and resources, and how to measure value added in student learning.

Education and Physical Education and Recreation for the Disabled

In the Education and Physical Education and Recreation for the Disabled program six faculty members were engaged in the process of assessing student learning. The techniques for assessing student learning selected by these programs were: pre- and post-tests, self-reflections, conceptual maps, rubrics, and projects.

Humanities and Interior Design

The Humanities and Interior Design programs were also involved in assessment of student learning during this academic year. In the Humanities Program, four faculty members implemented the following student learning assessment techniques: portfolios, pre- and post-tests, self-reflection, check list, and conceptual maps. The courses selected were: History of Puerto Rico I and II, History of the Caribbean, Introduction to Western Culture IV, and History of Contemporary Latin-America. Faculty members involved in assessment process reported that pre- and post-test techniques were used to determine students' previous knowledge of the course content at the beginning and their acquired or value added knowledge at the end of the course.

In the course, History of Puerto Rico, a check list was developed to record student mastery of the development of Puerto Rican history through analysis of art paintings. Feedback from course experiences and value added information from student learning in this subject matter were acquired by means of self-reflection techniques.

In the Interior Design Program the selected courses for assessing student learning were: Interior Design III, Interior Decorations III, and Decoration Complements

I. The selected techniques for the assessment of student learning in these courses were portfolios and the checklist. Faculty members who used portfolios and the checklist as assessment techniques reported that these methods were very valuable in assessing student progress and value added learning throughout the course.

Future Plans

1. Increase faculty consciousness about the importance of using their individual assessment project results for course revision and renewal as well as to improve student learning.
2. Share data collected on assessment among faculty members from the same department so that they can make adequate changes on their courses.
3. Make faculty conscious of the importance of assessment to ensure that students are learning what professors are teaching.
4. Offer additional student learning assessment workshops at the department level.

Conclusions

1. Some faculty members reported that student learning assessment made them more conscious of their student learning and will help them to improve their teaching methods.
2. Other faculty members said that student learning assessment encourage them to revise their teaching techniques and strategies.
3. Faculty is conscious about the need and the importance of assessment of student learning in the classroom even though most of them accepted to know little or nothing about this process.
4. Faculty members also concluded that student learning assessment allows them to provide immediate corrective actions.
5. At the beginning, some faculty members offered resistance to using methods of assessing student learning in their courses.

6. Some students reported that the use of classroom assessment techniques in their courses made them more conscious about what they have or not learned in the classroom, because they have to think on what was discussed in class in order to analyze it, so they could participate on the assessment.
7. Most faculty members agree that after using assessment on their courses, final students grades are better comparing with those courses without using assessment techniques.

Recommendations

1. UPR-Carolina should continue its support of OPAIR assessment projects and initiatives as well as to all efforts of assessing student learning.
2. A specialist in assessment must be hired to guarantee the collection of data and provide guidance on student learning assessment.
3. Additional faculty must be motivated and/or recruited to engage in classroom assessment.
4. The faculty must be provided with the necessary resources and professional development activities in the assessment of student learning.
5. Faculty use of assessment data for course syllabus revision and renewal should be encouraged.
6. Academic programs must be encouraged to use their assessment results to promote and enhance creative thinking and problem solving skills on students.
7. The discussion and dissemination of assessment results among faculty members needs to be promoted.
8. A faculty member must be named to act as a liaison between each program assessment committee and the student learning assessment coordinator.
9. Procedures for outcomes assessment data collection and analysis must be improved.

Table 1: Summary of Student Learning Assessment Techniques used in the Academic Program

Programs	Courses	Background Probes	Check Lists	Conceptual Maps	Ecos del Aprendizaje	Muddiest Point	One minute paper	Portfolios or E-Portfolios	Pre/Post Test	Projects	Questionnaires	Self-Reflection	Research Paper	Rubrics	Vignettes	Totals
Criminal Justice (<i>Forensic Psychology and Law and Society</i>) & Social Sciences	PSIC 3206 3003 4155 JUST 3015 CISO 3121 LESO 4005 JUVE 4005	X		X		X X		X X X				X	X X	X	X	10
Humanities	HUMA 3101 HIST 4085 3245 HUMA 3202			X				X X				X X				4
Interior Design	DINT 2001 2015 2006 1005 1006		X X					X X X X								2
Natural Sciences	CIBI 3002 BIOL 3011						X		X							2

Programs	Courses	Background Probes	Check Lists	Conceptual Maps	Ecos del Aprendizaje	Muddiest Point	One minute paper	Portfolios or E-Portfolios	Pre/Post Test	Projects	Questionnaires	Self-Reflection	Research Paper	Rubrics	Vignettes	Totals
Office System	SOFI 3005 3105 3218 3305 3125 4005 4505							X X X	X X X			X		X X		4
Pedagogy	EDFU 4019 3001 3017							X				X		X X X		3
Physical Education and Recreation for the Disabled	EDFI 1022 3385 2006 3106 3315 1021 2009 1012			X X					X X X X	X X X						3
Spanish	ESCO 3001								X							1
Totals	37															29

Source: Academic Programs Reports

* = These programs will be implemented in the second stage 2004-05 academic year.

X = In use

P = In progress

Table 2: Faculty involved in Student Learning Assessment by Academic Program

<i>Academic Program</i>	<i>Faculty</i>	<i>Totals</i>
Criminal Justice & Social Sciences	Carmelina Valentín, Fermina Llenza Wanda L.Santiago, Linette Barreto Myriam Buitrago, Nydia Sostre, José M. Martínez	7
English	Anais Malinow	1
Humanities	Ángel L. Ortiz, José Raúl Rivera José Quiñones	3
Interior Design	Rosario Lecároz	1
Natural Sciences	Clara Camacho, Luis D. Torres, Naida L. Viera	3
Office System	Tomás R. Clemente, Nydia M. Cruz, Ana E. Falcón, Adalisa Rivera, Carmen M. Torres	5
Pedagogy	Evelyn Ortiz, Rosa M. Rodríguez	2
Physical Education and Recreation for the Disabled	José R. López, Jesús M. Bentz, Nitza Ávila, René Derieux, Raúl E. Medina	5
Spanish	Raúl Otero Sempritt	1
Totals		28

assessment and planning of academic programs.

APPENDIX 5:

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/

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	<u>CHIEF EXECUTIVE OFFICER</u>	<u>CHIEF ACADEMIC OFFICER</u>	<u>PERSON COMPLETING FORM</u>
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	luisdortres@hotmail.com	upruc@prtc.net
	<u>ACCREDITATION LIAISON OFFICER</u>	<u>PERSON COMPLETING FINANCIALS</u>	<u>SYSTEM/DISTRICT CEO</u>
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		
	<u>DIRECTOR OF THE LIBRARY</u>	<u>DIR., OUTCOMES ASSESSMENT</u>	
NAME:	Prof. Stanley Portela	Dr. Ana E. Falcon	
SALUTATION:	Prof. Portela	Dr. Falcon	
TITLE:	Director, Learning Resources Center	Coordinator of 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 P O Box 4800 Carolina, PR 00984-4800	UPR - Carolina P O Box 4800 Carolina, PR 00984-4800	
	<u>SELF-STUDY STEERING COMMITTEE</u>		
	<u>CHAIR</u>	<u>CO-CHAIR</u>	
NAME:			
SALUTATION:			
TITLE:			
PHONE/EXT:			
FAX:			
EMAIL:			

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

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A. INSTITUTIONAL INFORMATION

TYPE OF INSTITUTION: Baccalaureate-Associate's
INSTITUTION CONTROL: Public
INSTITUTION CALENDAR: Quarter
AFFILIATION (optional): *State

DEGREE GRANTING AUTHORITY FROM:

STATE: PR
COUNTRY: USA

LICENSED TO OPERATE IN (STATES):

PR

LICENSED TO OPERATE IN (COUNTRIES):

USA

DEGREES OFFERED:

Associate's

Bachelor's

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

UPR - Carolina
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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)

Total number of students in the cohort

Number who completed
within 150% of time to degree

Total transfers out

	Institutions w/ 2-year Institutions Only	Baccalaureate Programs
	<u>2000 Cohort</u>	<u>1997 Cohort</u>

0 0

0 0

0 0

Note: See Instructions on cohorts.

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

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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.
	Fall 2002	Fall 2003	Fall 2002	Fall 2003	
a) Total credit hours of ALL part-time students <i>[If no part-time students, write "0"]</i>	8,652	8,280	0	0	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.
b) Number of credit hours for the credit load of a full-time student <i>[e.g., 12, 15, etc.]</i>	12	12	0	0	
c) Part-time FTE <i>[Divide (a) by (b). Round to the nearest whole number.]</i>	721	690	0	0	
d) Full-time Headcount	3,274	3,104	0	0	
e) Adjusted enrollment <i>[Sum of (c) and (d)]</i>	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 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

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

Graduation and Enrollment Information

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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

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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
(i.e., for the majority of instruction or entirely by distance learning)?

No

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 <i>(On Tenure Track)</i>	14	0	14
NON-TENURED FACULTY <i>(Not On Tenure Track)</i>	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

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DISTANCE LEARNING NOTES

INSTRUCTIONAL PERSONNEL NOTES

The academic load is 12 credit-hours

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Study Abroad Programs

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

UPR - Carolina

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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
P. O. Box 4800
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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

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

Financial Information – All Institutions

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NOTES

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Branch Campuses

UPR - Carolina
P. O. Box 4800
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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
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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