Periodic Review Report

Presented by:

University of Puerto Rico at Carolina

June 2006

Chief Executive Officer:

Víctor Borrero-Aldahondo, Ph. D.
Chancellor

Commission action which precede this report:

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Section 1

Executive Summary

The University of Puerto Rico at Carolina (UPR-Carolina) is an autonomous unit of the University of Puerto Rico System (UPR-S). The campus consists of 57 acres and is located in the city of Carolina, an eastern suburb of the capital city of San Juan. The Institution was established in 1974 as Carolina Regional College and was housed in temporary facilities until moving to its present location in academic year 1988-1989.

From its founding in 1974 until 1999, the Institution was one of the six units of the Regional Colleges Administration. In July 1999, administrative autonomy was granted and the Institution became formally known as the University of Puerto Rico at Carolina.

As of fall, 2005-2006, a faculty of 207 members [124 full-time (59%) and 83 part-time (41%)] and 282 non-teaching staff [262 full-time (91%) and 20 part-time (8%)] attend an enrollment of 3,879 full-time students. The academic offerings currently available are:

Baccalaureate Degrees (9)
1. Business Administration-Management
2. Business Administration-Finance
3. Hotel & Restaurant Administration
4. Graphic Arts
5. Advertising
6. Multidisciplinary Studies-Tourist Culture
7. Criminal Justice-Law & Society
8. Criminal Justice-Forensic Psychology
9. Office Systems

Associate Degrees (10)
1. Hotel & Restaurant Administration
2. Industrial Automatization
3. Automotive Technology
4. Mechanical Engineering in Industrial Maintenance
5. Natural Sciences
6. Humanities
7. Interior Design
8. Social Sciences
9. Office Systems
10. Physical Education for the Disabled

Articulated Transfer Programs with the UPR-Medical Sciences Campus (2)
1. Dental Assistant with Expanded Functions
2. Nursing

Transfer Programs (4)
1. Natural Sciences
2. Pre Animal Health (Veterinary) Technology
3. Pre Health Education
4. Education

Non-Degree Granting Service Departments (2)
1. English
2. Spanish

The main governing system of the UPR-S consists of three entities: the Board of Trustees, the UPR-S President, and the University Board. The highest-level authority at UPR-Carolina is the Chancellor. The Deans for Academic Affairs, Student Affairs, and Administrative Affairs assist him in his endeavors. The Chancellor appoints all academic department chairs in consultation with the Dean for Academic Affairs, faculty, and non-teaching staff of the concerned departments. The Institution's Administrative Board and Academic Senate, both of which include faculty and student representation, are key components of all decision-making processes.

Despite continuous fiscal challenges, UPR-Carolina has made great strides toward maintaining its financial stability during the last five years. Enrollment planning and budget distribution, disciplined financial planning strategies, and identification of new approaches to achieve operational efficiency have all played a critical role in helping us fulfill our mission and goals. A strong financial discipline has been established during recent years and has become part of institutional financial management policy.

The UPR-S receives the bulk of its funds from legislative appropriations as stipulated by state law. Each year, approximately 9.66% of the average total amount of government revenues is assigned to the System. Tuition fees are among the lowest in the nation ($40.00 per undergraduate credit hour) and as such only make up a very small portion of the System's fiscal resources.

As one of its responsibilities established in Law 16 of June 16, 1993, the Board of Trustees annually approves and certifies the budget allocations of each branch campus, based on their recommendations. The assigned budget of UPR-Carolina has increased by an annual average of 5% during the previous five years. The Chancellor and the Budget Director distribute the resources and submit this distribution to the Administrative Board for approval. After receiving the annual budget certification from the Board of Trustees, decisions on resource allocations are made. At present, 97% of the institutional budget goes to regulatory actions such as salaries, fringe benefits, utilities, maintenance, and educational materials. The remaining 3% is assigned to strengthen academics, student services, special projects, and administrative priorities.

Despite significant budget constraints, we have been able to provide additional facilities for academic and student services. Physical facilities now available by remodeling and additions to existing buildings include laboratories for natural science, graphic arts, computer, and language use, and additional space for faculty and student services has been provided as well.

Three of our academic programs as well as the Learning Resources Center (LRC) are currently applying for professional accreditation, a move that will result in increased academic excellence for the entire Institution. In addition to the LRC (ALA-ACRL), also applying for accreditation are the baccalaureate degrees in

Business Administration (AACSB) and Hotel and Restaurant Administration (ACPHA), and the transfer program in Education (NCATE).

In the last five years, the Institution has undergone significant changes due to assessment, revision, new initiatives prompted by administrative directives, Title V grants, and external funding. These have allowed us to significantly improve the learning experience of our students.   Accordingly, the Institution has taken steps to respond fully to MSCHE recommendations and has instituted assessment-driven curricular and administrative initiatives. As with all major change, challenges to the development and implementation of the Institution's strategies have emerged. Throughout this Periodic Review Report, these strategies are explained and an overview of our past, present and future initiatives is discussed.

In mid June 2005, the Chancellor appointed a nine-member PRR Steering Committee (PRR-SC) to oversee the writing of this document. The members include the deans of academic, student, and administrative affairs, the directors of the General Education Program, of the Learning Resources Center, and of the Planning and Institutional Research Office, a member of the Student Council, and a translator/editor. The Director of the Assessment & Accreditations Office was appointed to chair the committee, in coordination with his co-chair, the Dean for Academic Affairs.

The initial meeting was called by the Chancellor for June 29, 2005. At this meeting, he and the PRR-SC Chair gave a general overview of the PRR and the tentative calendar schedule was discussed. A compact disc including eight significant documents such as the *MSCHE-Characteristics of Excellence in Higher Education* and the *UPR-Carolina-Self Study 2001* was distributed and special emphasis was given to the suggested format of the PRR as outlined in the *MSCHE-Handbook for Periodic Review Reports-Ninth Edition*.

The key goals of the Institution in preparing the PRR were to produce a document that would:

1. Clearly and concisely examine the areas where we have been successful as well as those where we have been less than successful in order to develop and implement realistic working strategies to enhance the former and improve on the latter.
2. Include all members of the university community, enabling them to take an active role in decision making processes, exercising their rights and responsibilities as institutional stakeholders.
3. Give an accurate and authentic snapshot of our immediate past, present, and future.
4. Serve as a practical and straightforward planning document.

Technology has dramatically enhanced all aspects of the Institution improving administrative procedures and the teaching-learning process by installing new computers, opening new laboratories, and digitalizing administrative processes.

Consequently, in this past year UPR-Carolina has reached a milestone in terms of technological development. The Institution can now explore beyond providing for computer-technical facilities and direct its efforts at supporting integrated technological tools that facilitate teaching learning and assessment processes. At the same time, challenges have surfaced, some of them as a result of the self-analysis necessary to preparing this PRR.

There are six key challenges.

The main challenge (1) remains funding. The Commonwealth of Puerto Rico is currently facing considerable fiscal constraints that affect all government entities that depend on government funding. UPR-Carolina must find ways to secure additional funds and achieve greater cost efficiency. It must change from relying heavily on state funding to obtaining more private funds. To meet this challenge, the Chancellor has contracted the services of an external funding consultant who is working closely with faculty to develop proposals for needed initiatives.

For the first time in the history of the UPR-S, major fund raising efforts are being directed from the President's Office with each unit responsible for developing its own plan to actively procure funds. In this endeavor, UPR-Carolina's Chancellor works hand in hand with the UPR-S President. In tune with these efforts, the Institution established a *Fund Raising Development Plan* which projects a $416,000 endowment by the end of academic year 2006-2007. Through these initiatives, the Institution is developing strong and successful collaborative relationships with businesses and corporations, especially in the areas of tourism, the hospitality industry, graphic arts, advertising and automotive engineering. In addition, the Institution has established an Alumni Office, which continuously strives to increase the alumni data base and to improve alumni relationships. The Office has begun to contribute funds to the Institution.

In terms of faculty development (2), UPR-Carolina has channeled efforts to hire terminal degree holders, to support faculty obtaining terminal degrees, and to provide continuous professional activities and learning through the Faculty Development Office. Nevertheless, even though measures have been taken and the faculty profile has improved, if present financial conditions persist and faculty in line for retirement chooses not to retire, the pace of improvement may be slower than expected.

Our students need to be exposed to mind-stretching, world-vision activities to overcome an insular mind-set. Awareness of diversity and globalization (3) needs to be advanced. In a concerted effort to expand our students' horizons, the Office of the Dean for Student Affairs increasingly supports opportunities for our students to come into contact with peoples from different cultures. In addition, the new General Education Program has included globalization and diversity as required subject matter for all baccalaureate degrees.

The Institution's current mission statement reads as follows:

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

Since the mission statement was approved, however, seven new academic programs have been initiated and those that were offered at the time have undergone extensive curricular revision. In addition, the Institution has since placed greater emphasis on the assessment of student-learning and institutional effectiveness and a general education program is in the final planning stages. These factors, combined with a change in the student profile, have led the Chancellor to name an institutional committee (4) to modify the goals and objectives that stem from this still-valid mission to better reflect the current and future direction of the Institution. (Further detail on these proposed revisions will be given throughout the PRR).

Another area that requires attention is (5) institutional planning, particularly concerning its relationship with institutional assessment and budgeting. A new director for the Planning and Institutional Research Office, the first director to hold a Master's Degree in planning, was appointed in the 2005-2006 academic year. The Office requires additional funding to strengthen and expand its services and the Director has identified possible sources.

We have made significant progress in the area of (6) institutional assessment after our last Self Study in 2000-2001. Since then, many faculty members and non-teaching staff have become involved in assessment. However, because we are not content with merely "many", it is our plan for "all" faculty and non-teaching staff to participate in assessment initiatives. That goal will be reached as more faculty and staff realize that the final product of assessment activities brings about a more efficient and competent environment. This in turn results in a more satisfying and rewarding one as well.

A large percentage of faculty members will be eligible for retirement within the next few years and many of them are among those who regrettably have chosen to participate minimally if at all in Institutional assessment activities. The hundreds of years of combined teaching experience of these faculty members will be greatly missed of course but their retirement, on the other hand, will permit the Institution to fill the ensuing vacancies with new personnel who will be made acutely aware that active participation in institutional assessment is just as much a condition for contract renewal and tenure, for example, as is active involvement in faculty meetings and professional activities.

For meaningful assessment activities to be carried out, sufficient human and fiscal resources are required. Although the Institution has an Assessment and Accreditations Office with a full-time director and a part-time staff (as opposed to a

committee as in past years), additional funding must be identified to permit assessment activities to not only be carried out, but to also be expanded and enhanced.

Technology has dramatically enhanced all aspects of institutional operations and has mostly been sustained by *Central Administration* allocations and Title V grants. This funding has been utilized to incorporate the use of technology into the teaching-learning process and to improve administrative processes. For example, the funds that became available for the first time in September 2005 from the new student technological fee and the Title V grant allowed for the updating of technological equipment and software. These financial recourses also permitted the creation of three new labs: one *Center for Faculty Support* lab and two computer labs for students. The first student lab opened in January 2006, the second lab opened in May 2006, and the *Center for Faculty Support* will open in October 2006. The new cooperative Title V proposal for $843,476, working in partnership with the Medical Science Campus of the University of Puerto Rico, will continue to provide funds for technological enhancement: 17 more smart classrooms for a total of 30 in 5 years, the expansion of web enhanced courses, and the further development and improvement of the technological security system.

Technology and assessment have been the catalyst for much of the change and development that has marked UPR-Carolina in the past five years. Under its aegis, substantial progress toward institutional goals has been achieved. It is essential for UPR-Carolina to meet its main challenge to be able to maintain the vitality of this growing and changing institution to better serve its constituents. Thus, the Institution at this point in time is vigorously developing new fund sources to fuel the fulfillment of future needs and desired change.

This PRR includes several sections, in addition to the Executive Summary. The Institution's response to the 11 recommendations outlined in the *Report to the Faculty, Administration, Trustees, Staff and Students of the University of Puerto Rico – Carolina, Carolina, Puerto Rico* of May 2001 will be discussed in the second section. These recommendations have been grouped into the following four major topic areas: (1) Student Services and Facilities; (2) Faculty; (3) General Education Program; and (4) Assessment.

The third section deals with the major achievements we have had over the past five years and also discusses the principal challenges and opportunities we foresee for the immediate future. The areas emphasized are academic excellence, funding, technology, planning and assessment.

The fourth section analyses the relationship and correlation between enrollment trends and fiscal data since the last Self Study and evaluation team visit in May 2001. Enrollment projections for the next five years immediately follow this analysis.

The fifth section is dedicated to the assessment of institutional effectiveness and student learning. It describes our strengths and weaknesses as well as the steps we have taken to build on the former and improve the later.

The sixth and final section examines the relationship between institutional planning and budgeting procedures.

Our current Institutional Profile and IPEDS financials are inserted at the end of this PRR.

Section 2

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**Summary of the Institution's Response to Recommendations
From the Previous Team Report and Institutional Self-Study**

This section will address how the University of Puerto Rico at Carolina (UPR-Carolina) has responded to the 11 recommendations made to the Institution in the *Report to the Faculty, Administration, Trustees, Staff and Students of the University of Puerto Rico–Carolina, Carolina, Puerto Rico* in May 2001 (See Appendix 2-A for copy of this report).

As recommended in the *Handbook for Periodic Review Reports, Ninth Edition, MSCHE*, the 11 recommendations will be discussed within the framework of the following four major topic areas:

1. Student Services and Facilities
2. Faculty
3. General Education Program
4. Assessment

1. Student Services and Facilities

One of the major goals of UPR-Carolina is to provide appropriate student services and facilities to complement academic life. As such, we have followed MSCHE's four recommendations concerning this area.

Regarding student facilities, recommendation 4 states that "the central administration [should] provide funding for the creation of new biology and chemistry laboratories." The UPR Central Administration assigned 1.2 million dollars for the remodeling of biology and chemistry laboratories which will be completed in August 2006. As a result of this remodeling, the Institution will have a total of ten science laboratories, all of which comply with science lab course requirements and safety standards. These facilities will sufficiently support the proposed Baccalaureates in Biotechnology and Chemistry (See Appendix 2-E).

Recommendation 6 states: "assign the utmost priority in completing the necessary modifications to comply with ADA's (Americans with Disabilities Act) requirements and the potential loss of federal funds". To address this recommendation, the Institution has completed the following modifications:

a. Ramps that connect Academic Buildings A and D have been installed.
b. The access ramp to the ADA Office has been terminated.
c. Eight new parking spaces for the disabled have been located behind the Natural Sciences Building.
d. Two offices have been modified for disabled faculty members.
e. A walkway between the Automotive Studies Building and the Administration Building has been finished.

Recommendation 7 suggests "follow[ing] the ADA regulations and specifications in reviewing some of the accommodations already in place to see if they meet the minimum standards as required by the Act". ADA regulations have been reviewed and the following measures taken:

    a. The space between the cubicles of work tables (36" between rows and tables) in computer laboratories was distributed to allow access for persons in wheelchairs.
    b. Four additional computer laboratories and two electronic classrooms are now located on the first floor of the Academic Building for students and faculty members with physical disabilities.
    c. Theses laboratories are equipped with computer programs such as Windows, Magnifier, Windows Narrator, and Dragon Natural speaking, all for individuals with physical limitations.

In 2004 and 2005, the ADA Office carried out a survey among disabled students in order to determine their needs and coordinate special need arrangements with the academic counselors (See Appendix 2-B). The Learning Resource Center also used the information obtained from the survey to acquire specific educational technology directed towards the disabled (See Appendix 2-C).

The first part of the eighth recommendation states: "Develop a comprehensive program to address the needs of students with disabilities as described in the Americans with Disabilities Act. Assign a budget to the endeavor". An institution-wide plan has been implemented to address these needs as mandated by state and federal law. A coordinator has also been appointed to carry out plan implementation (See Appendix 2-D).

The second part recommends that the Institution "provide faculty development to increase faculty awareness of the problems faced by those students, and to sensitize the faculty to their needs, and provide faculty with strategies for providing appropriate accommodations." UPR-Carolina's academic counselors have been systematically offering a workshop entitled "Management of Students with Special Needs in the Classroom" to the faculty. A document was distributed to all faculty members regarding arrangements and modifications to be made in the classroom for students with Attention Deficient Disorder and other learning disabilities

The Institution regards ADA and state law compliance as a high institutional priority and is fully committed to effectively addressing the particular needs of disabled students. The ADA Office, the academic counselors, and faculty and non-teaching staff work together to ensure that this planning effort is effectively carried out.

The area of student services is addressed in recommendation 9: "The Dean of Student Affairs needs to provide guidance and leadership not only to the directors and to other staff in the student services areas so that they participate in the development and realization of a vision for integrated student services but should

also provide leadership to the student government and clubs." The Dean for Student Affairs is working diligently on suggestions and recommendations made by the Student Council and from student services staff and faculty "to realize a vision for integrated student services". The Dean and his staff meet regularly to discuss the recommendations made by the Student Council to address and provide solutions to student concerns regarding the improvement of services. As a result of these dialogues, the implementation of online registration has greatly improved the enrollment process, for example. Recommendations currently being implemented are longer library hours, the establishment of a university bookstore, and an increase in student parking spaces.

As part of the integrated student services vision, the Office of the Dean for Student Affairs also provides students with information regarding student services, student responsibilities and rights, opportunities available to them in-house and elsewhere, and cut-off dates and deadlines. The Office staff member in charge of student organizations and activities provides guidance as well as financial and logistic support for the realization of all student-related activities.

2. Faculty

The faculty is one of our most important resources and its professional improvement is given top priority. The recommendations (1, 5, and 8) regarding faculty development emphasize the following:

- The adoption of a comprehensive long-term faculty development plan.
- A commitment to a timetable, consistent with the evolution of baccalaureate level programs
- An increase the percentage of permanent doctoral or equivalent terminal degree, qualified faculty.
- Identification of ways in which current faculty may obtain sufficient financial support to enable them to meet appropriate terminal degree qualifications.
- Budgets to allow academic departments to be able to hire doctoral level qualified faculty as new openings and replacements occur.
- The high percentage of faculty at the instructor qualifications level and the relatively high degree of dependency on adjunct and part-time faculty.
- Development of an integrated training program for faculty that addresses the instructional use of information technology and content and assist faculty in implementing technology in the classroom.
- An increase faculty awareness of the problems and needs of students with disabilities and provide strategies for appropriate accommodations.

The Chancellor appointed an Institutional Faculty Development Coordinator to work with the Dean for Academic Affairs and a Faculty Development Committee. As a result, a Comprehensive Long-term Faculty Development Plan was implemented in consultation with each academic department, the Academic Senate, and the Chancellor. The three major focal points of the plan are: (1) to

recruit doctoral or terminal degree faculty as new programs are proposed and adopted and the existing ones expanded; (2) to determine timetable and resource requirements to raise the educational qualifications of the faculty congruent with the emergence of four-year programs; (3) to integrate technology and the use of appropriate tools into the curriculum to support teaching and learning. (For information about faculty training sessions concerning the use of technology to enhance teaching methodology from 2001-2002 to 2005-2006, see Appendix 2-F.) In addition, each academic department has established its own faculty development plan, modeled after the institutional plan but tailored to the specific needs of their faculty and discipline. (See Appendix 2-G.)

The institution is committed to providing faculty with financial support and needed release time for the completion of terminal degrees. As of the 2005-2006 academic year, 24 faculty members are completing their terminal degrees (See Section 3, Part A, "Academic Excellence" for more details on UPR-Carolina's faculty profile).

3. General Education Program

A General Education (GenEd) Program has been developed in response to MSCHE recommendation 3: "we recommend developing a general education core that accounts for approximately half of a student's undergraduate degree requirements. Such a core curriculum component should logically include a broad-based exposure to the value and application of scientific inquiry, humanistic values, and cultural diversity, each of which are consistent with the institution's mission and goals. We view this activity as one that should encompass the entire academic community working through the Faculty Senate, Department Chairs, the Dean for Academic Affairs, and the Chancellor of the University."

To date, many of our academic departments have complied with the recommendation by MSCHE that half the degree requirements for all baccalaureate programs consist of a general education core component. Other academic programs are currently in the process of program revision to comply with this recommendation. The projected GenEd program will dramatically increase student exposure to GenEd objectives by embedding them in upper division courses. In implementing the model, faculty members of each academic program design curricula that fulfill a set of GenEd student learning goals as well as program student learning goals. Some examples of these GenEd student learning goals are critical thinking, effective communication, information literacy, life management and personal skills, and the development of historical, ethical, aesthetic, and personal perspectives. In this manner, key GenEd objectives will be fully integrated into the major.

In September 2003, the Chancellor appointed an Institutional GenEd Committee, and in January 2005 named a Director for GenEd. They were charged with seven tasks. The first phase, which includes tasks one through three, has been completed. These three tasks are: (1) To recommend a set of core general education areas. (2) To evaluate and revise current general education

requirements and courses. (3) To propose the development of specific courses to strengthen institutional general education offerings (See Appendix 2-H for GenEd goals submitted in the Monitoring Report).

The following is a summary of the progress of the remaining four tasks which are: (4) To develop and implement a GenEd Program Plan; (5) To promote general education faculty involvement in course revision and development; (6) To support and oversee faculty initiatives in general education planning and course development; and (7) To develop a General Education Outcomes Assessment Plan with the support and coordination of the Office of Planning and Institutional Research.

Regarding task 4, the GenEd Program Plan has been developed in accordance with MSCHE's Standards12 and 14. Implementation of the Plan will be in phases beginning in academic year 2006-2007. In this first phase, "Interdisciplinary Core Courses for Gifted Students", the Interdisciplinary writing lab and the information literacy components will be set in place. In 2007-2008, the second phase will introduce the first cohort of first-year students to new courses and seminars and GenEd assessment, while introducing a second cohort of junior students to the first six embedded GenEd competencies (Writing - English and Spanish, Quantitative Reasoning, Information Literacy, Technological Literacy, Critical Thinking, and Global Awareness) in their core courses with the corresponding assessment. Finally, during academic year 2009-2010, the last embedded areas will be introduced.

To help achieve the reinforcement of writing skills throughout the student's educational experience at UPR-Carolina, an Interdisciplinary Writing Lab was created. Furthermore, a librarian-faculty member based in the Learning Resources Center developed an Information Literacy component incorporating it directly into GenEd core and upper division courses.

The progress of task 5 (faculty participation in GenEd course revision and development) involves three cycles with the participation of both the GenEd faculty and the upper division faculty. To date, all faculties from degree-granting academic departments have held meetings with the GenEd Director to align upper division courses with those GenEd objectives that may be superimposed. Addendums to the syllabi of those courses that have been identified are being prepared to include the GenEd objectives and rubrics for their assessment.

Moreover, the GenEd Committee has proposed three additions to the GenEd Program. First, two new courses have been proposed: Physical Wellness and Computer Literacy. The Computer Literacy course is a remedial non-credit course to be taken by first-year students who fail a diagnostic test. Second, the Committee proposed interdisciplinary team-taught courses developed around global themes to be offered in lieu of some of the traditional GenEd basic courses to gifted students. Finally, the Committee proposed that courses taken by students during their final year in degree-granting programs should be examined and modified when

necessary to provide students with a capstone experience including achievement of GenEd objectives. The Physical Wellness course is being drafted by the Physical Education faculty in coordination with the GenEd Director.

In accordance with task 6, a coordinator with release time has been named in each academic department to manage GenEd at the program level. The coordinators will work closely with their faculty and with the GenEd Director to support and oversee faculty initiatives in general education planning and course development.

The first steps for the execution of a General Education Program Outcomes Assessment Plan have been taken as a result of task 7: To develop a General Education Outcomes Assessment Plan with the support and coordination of the Planning and Institutional Research Office. Mechanisms are being developed to facilitate entry, midterm and exit assessment of the program as well as course assessment. Some of the actions being taken include the naming of departmental coordinators to standardize GenEd core courses and exams, the development of midterm tests, the identification or creation of capstone courses or seminars for graduating students, and the integration of electronic portfolios into the assessment process.

For the program to reach its stated goals, students must be aware of their proficiency in the concerned areas and options must be given along the way to help them arrive at the desired standard.   Accordingly, throughout a student's stay at UPR-Carolina and in every GenEd course, a score on a rubric will confirm the student's level of achievement on specific GenEd student learning goals. Scores will be reviewed at the end of the student's sophomore and junior years and corrective measures taken where necessary to help the student achieve the desired level of proficiency.

A campus-wide culture of active participation in assessment and program planning is being encouraged through faculty and student focal groups, through surveys administered to both current and graduated students, and through web-site postings of GenEd reports.

4. Assessment

In response to recommendations 2 and 10: "appointment of an Outcomes Assessment Coordinator who will work with the Planning Committee, the Academic Senate, Chairs and Department Faculty, the Office of Institutional Research, the Academic and Administrative Deans, and with the University Chancellor to implement a comprehensive system of outcomes assessment on an ongoing basis and coordinate institutional level assessments, serving as a resource person, and as facilitator for the development of assessment plans for individual departments and programs," and "institutional outcomes assessment and institutional effectiveness. This proposed position should draw upon the existing faculty resources as well as the Office of Planning and Institutional Studies to achieve greater coherence in its planning initiatives and budgetary operations",

respectively. In academic year 2002-2003, the Planning & Institutional Research Office, in coordination with the Institutional Assessment Committee (IAC), was charged with devising and implementing a comprehensive system of outcomes assessment. *The Five-Year UPR-Carolina Comprehensive Outcomes Assessment Plan* was written and included in Appendix 1 of the *Follow-Up Report* submitted to MSCHE by the Chancellor of UPR-Carolina in February 2003 (See Appendix 2-I for the *Follow-Up Report*).

The IAC then acted as facilitators for the assessment of student learning at the course level and the results of this assessment level were included in Appendix 4 of the *Monitoring Report* submitted to MSCHE by the Chancellor of UPR-Carolina in October 2004 (See Appendix 2-H for the *Monitoring Report*).

In academic year 2003-2004, a formal Assessment & Accreditations Office (AAO) was established under the Office of the Dean for Academic Affairs. The staff includes a full-time director on full release time, two faculty members on partial release time, and a one-third time administrative assistant. The tasks of the AAO were: 1) Continue with and report on the assessment of student learning at the course level; 2) Determine what assessment activities had previously been carried out; 3) Coordinate a faculty training program concerning assessment, assessment techniques, levels of assessment, goals & objectives; 4) Design, implement, and coordinate a plan for the assessment of institutional effectiveness and student learning.

All four tasks have been accomplished and the *Five-Year University Assessment Plan (UAP) of the University of Puerto Rico at Carolina (2004-2005 – 2008-2009)* is currently in its second year. (See Appendix 2- J for the UAP.)

In July 2005, the current Director of the AAO conducted a series of workshops for all academic department chairs and the assessment committee coordinators. The workshops were centered on the development and writing of measurable, student learning objectives at the academic program and course levels. By October 2005 all academic programs had measurable student learning outcomes in place. As of January 2006, approximately 90% of the courses offered at the Institution have measurable student learning outcomes stated on course syllabi. The remaining 10% will be published by the end of the current academic year (2005-2006). This is in response to both a system wide effort to create and sustain a culture of assessment (see appendix 2-K) and to MSCHE recommendation 11, "The University of Puerto Rico-Carolina needs to devote increased attention to the development of specific student learning outcomes to be published in all course syllabi and programmatic descriptions. In addition, the desired student learning outcomes need to be stated in terms that ensure that they are measurable so that the data collect can be utilized for programmatic improvement and future planning activities."

UPR-Carolina is committed to continuing offering academic excellence for the integral development of its students. In order to achieve its goals and objectives,

continued analysis and evaluation of student services, faculty, general education, and assessment are carried out. The gradual development of both a culture of assessment and of academic excellence promises to render fruit in the future development of existing and new baccalaureate programs and the Institution at large.

Section 3

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Major Challenges and Opportunities

In the last five years the Institution has undergone significant changes due to assessment, revision, new initiatives prompted by administrative directives, Title V grants, and external funding. These have allowed the University of Puerto Rico at Carolina (UPR-Carolina) to significantly improve the learning experiences of its students. All areas have been involved in this effort and positive outcomes are evident. Accordingly, the Institution has taken steps to respond fully to MSCHE recommendations and has instituted assessment-driven curricular and administrative initiatives. As with all major change, challenges to the development and implementation of the Institution's strategies have emerged; however, opportunities have been identified and different initiatives are underway to manage and overcome current limitations, some of which have already shown a measure of success.

The need to align our *Five Year Strategic Plan* with a new systemic ten year strategic plan, *Ten for the Decade,* initiated a comprehensive examination of all institutional components. The result was an improved vision and clarification of institutional goals and objectives, and faculty ownership of the Institution's Five Year Strategic Plan*,* as a significant sector of the faculty is involved in the revision. The revised Institutional Five Year Strategic Plan is currently being completed and will be initiated during the 2006-2007 academic year. This planning effort includes an action plan covering academic years 2006-2007 through 2010-201. A summary of this new plan is included as Appendix 3-P. (See Appendixes 3-O and 3-Q for additional information.)

In the next five years UPR-Carolina hopes to transform emerging challenges into opportunities for success in all areas, but with particular interest in the following: academic excellence, technology, funding, planning, and assessment. These five areas represent the core of our new *Five Year Strategic Plan.* What follows is an overview of the challenges and opportunities identified in these areas for the next five years.

A. Academic Excellence

During the past five years UPR-Carolina has focused its efforts in achieving a culture of academic excellence. There have been many positive results but it has become evident that during the next five years this area will represent both a challenge and an opportunity.

1. Goals and Objectives of Current Mission

As a result of the processes stated above and from the standpoint of academic excellence, it has become apparent to the UPR-Carolina academic community that the goals and objectives derived from our mission need to be modified to reflect our current reality. It must be stressed that the mission itself is still valid; the goals and objectives required to achieve that mission, however, are not. As a result, the Chancellor has created a task force to address this issue.

2. Faculty

In the pursuit of strengthening academic excellence, special attention has been given to improving the faculty profile. The percentage of faculty with terminal degrees went from 13% in 2001 to 19% as of spring 2005, and it is expected that by the end of the 2005-2006 academic year it will reach an unprecedented 20%:

Academic Preparation of Faculty

Academic Year	BA	MA	Doctorate
2003-2004	5%	82%	13%
2004-2005	2%	79%	19%

As the above table shows, the institution's commitment to improving the faculty profile is evident. As an important initiative of this effort the Institution offers tenured faculty financial aid towards completing their terminal degrees. The following table shows that the number of faculty members receiving these incentives has increased:

Faculty Receiving Financial Support for Doctoral Studies

2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
2	2	3	2	4	4

The Institution encourages full time faculty members to complete their doctoral studies while striving to hire faculty with terminal degrees as positions arise. Several faculty members from the Graphic Arts, Advertising, Automotive Technology, and Hotel and Restaurant Administration programs will begin doctoral studies in the 2006-2007 academic year. Currently, a total of 24 faculty members are completing their doctoral degrees in the remaining academic departments.

The Institution recently marked its 30th year and many founding faculty members are eligible for retirement. From academic years 2001-2002 through 2005-2006, 22.4% of tenured faculty retired. Moreover, approximately another 23% will reach retirement age in the next five years. This development provides the opportunity to hire terminal degree faculty enthusiastic to explore new educational trends. Furthermore, a contractual agreement was developed where new faculty for tenure

track positions without terminal degrees are required to finish their degree in a maximum of five years.

Despite these initiatives, challenges faced by the Institution regarding the continual improvement of the faculty profile are related to both financial limitations and the possibility that faculty in line for retirement chooses not to retire. As a result, the pace of improvement may be slower than expected (See Appendix 3-T and 3-U).

The Office of the Dean for Academic Affairs strives to upgrade the quality of the faculty through its Faculty Development Office and its support of various initiatives. Professional development is another means for improving the faculty profile and strengthening academic excellence. As stated above, 23% of current faculty will reach retirement age in the next five years and it has been a challenge to interest many of these faculty members in new technologies and assessment efforts. The Faculty Development Office, however, has noted increased participation of these members in the diverse activities it coordinates. These faculty development initiatives, together with grants for attending national and international conferences and Title V technological workshops have led to enhanced teaching methods and improved opportunities for student learning. The Faculty Development Office continues to offer workshops and guest speakers for faculty. During the 2004-2005 academic year, many faculty members attended relevant activities, such as conferences, workshops, conventions, seminars, symposiums and forums. (See Appendix 3-C).

A culture of faculty research and proposal writing has been a challenge in the past years**.** To stimulate faculty involvement in these endeavors, institutional funds were assigned and faculty research application guidelines were approved by the Academic Senate. (See Appendix 3-E). As a result of this initiative, 43 seed-money grants for research have been approved to participant faculty since 2001(See Appendix 3-D). In recent years proposal writing for external funding has remained limited to only a few faculty members. (See Appendix 3-S). However, a newly-hired external funding consultant has propelled more full-time faculty members on the road to proposal writing for external funds and it is therefore expected that additional faculty will be involved in research in the next five years.

As a result of the efforts invested in grant proposal writing for external funds, two U.S. Department of Education Title V proposals were granted to UPR- Carolina allowing the Institution to instate the Blackboard Platform as a teaching tool to enhance course delivery, to establish a developmental program for under-prepared students, and to update computers and computer programs across campus. Moreover, these grants have made possible extensive technological training for the faculty, the establishment of thirteen smart classrooms, the construction of a faculty support center, and the construction of two computer labs for students. The implantation of wireless connection on campus has improved student and faculty connectivity and strengthened student capabilities for learning. (See Part C, *Technology*, of this section of the PRR).

3. Programs

We are fully committed to further strengthening our offerings by developing new academic programs. In the last five years we have, for example, established two new high-demand programs: a baccalaureate program, *Interdisciplinary Studies with a major in Tourist Culture*, and an associate degree, *Industrial Automatization*. In addition, proposals for new baccalaureate degrees in environmental and managerial chemistry and in accounting were submitted to the Office of the Vice President for Academic Affairs of the UPR-System for final analysis and approval. (See Appendix 3-A).

As a means for strengthening academic excellence in all academic programs offered System-wide, Certification 138 from the UPR Board of Trustees establishes that academic programs susceptible to professional accreditation must apply for accreditation by the corresponding professional entities. Professional accreditations are on track for UPR-Carolina's baccalaureate degrees in Business Administration (AACSB) and Hotel an*d* Restaurant Administration (ACPHA), for the transfer program in Education (NCATE), and for the Learning Resources Center (ALA-ACRL). The fulfillment of accreditation standards for excellence represents an opportunity for increased academic excellence in the specific disciplines mentioned above (See Appendix 3-B).

System-wide fiscal restraints have made the development of new programs and the expansion of current ones a challenge. As a consequence, the evolution of the associate degree programs into full baccalaureate programs has been hindered. Bottlenecks at both the institutional and systemic levels make the average time from program creation to inception unacceptable**.** This time lapse is particularly critical as we are in direct competition with private institutions which are more reactive to enrollment trends and demands for specific programs. These systemic budget restraints require the Institution to allocate its resources where they will be more effective. As a result, the Institution continuously analyses the possibility of closing low-demand programs, thereby opening up funds for more successful ones.   During the last five years, for example, associate degree programs in Government Assistant, Graphic Arts, and Commercial Advertising were closed while the corresponding or related baccalaureate programs have undergone significant changes and/or curricular revisions.

To expedite the process of new program creation, the Office of the Vice-President for Academic Affairs of UPR-S revised the procedures for submitting program proposals (Appendix 3-R). Moreover, to accelerate the process at the institutional level, UPR-Carolina is now providing consultants to assist baccalaureate proposal committees and the Academic Senate has acted to give priority to the analysis of program proposals. Currently under study by the UPR-Carolina Academic Senate are an associate degree in culinary arts, a baccalaureate degree in interior design and a curricular revision of the Graphic Arts Program. Furthermore, a proposal for a baccalaureate degree in biotechnology will be presented to the Academic Senate before the end of the current academic year.

Another accomplishment on the road to academic excellence is the implementation of the Honors Program during the 2005-2006 academic year, providing students with new opportunities for enriching their academic experiences. In addition, in the 2006-2007 academic year various projects will get underway. These include a new General Education Interdisciplinary Computer Lab with emphasis on writing across the curriculum, new General Education interdisciplinary courses, and the integration in some core courses of the Information Literacy component of the General Education Program.

4. Students

UPR-Carolina is committed to the improvement of all the varied student services that it offers. Many students arrive at the Institution with academic deficiencies and limited learning skills. Although budgetary constraints had previously limited the extent of student support services available in the past, funding from Title V grants have allowed the Institution to introduce math, Spanish and English developmental courses and to provide special computer labs for these under-prepared incoming students. Furthermore, a new technology fee has begun to strengthen student support services related to technological endeavors (See Section 3, Part C *Technology* for further detail).

Another challenge presented by many students is an insular vision, the lack of awareness of cultural diversity, global developments and their implications. In response, UPR-Carolina has increased the number and variety of curricular and co-curricular activities. In this direction, the Office of the Dean for Student Affairs strives to develop international activities to expand our students' horizons beyond our island borders and contribute, in that way, to achieving one of the General Education goals, global awareness. As evidence of this initiative, UPR-Carolina hosted visits by Nobel Price winners Rigoberta Menchú and the Dalai Lama, who received a Doctorate Honoris Causa from the Institution. The Office has also provided for presentations by the Institution's chorus in successful concerts in the continental US and South America. At present, funds are being sought to expand the international activities of the Drama Club, the Chorus, and the Band. In addition, the new General Education Program has included globalization and diversity as subject matter in all baccalaureate degrees. (See Appendixes 3-G, 3-H, 3-I, 3-J).

Contributing dramatically to the above-mentioned effort is the establishment of the *International Student Exchange Program*. Since the program's inception in 2003, 49 UPR-Carolina students have been afforded the opportunity to study in a host of different universities in Spain. Moreover, two students traveled to Antarctica to participate in the Raytheon Polar Internship Program. This is a scientific program run by the Raytheon Company under contract with the National Science Foundation to sustain year-round research programs at three locations in Antarctica and two vessels in the Artic regions. (See Appendixes 3-M and 3-N).

Our students are also guaranteed an academic experience of excellence and success by means of the articulation of transfer programs currently being implemented among all UPR-S units. At present, students have difficulties transferring from one branch campus to another mainly due to a lack of available seats in the desired programs. Consequently, many do not finish their academic degrees in the UPR-S and are forced to move to private institutions. In an effort to help students successfully transfer and complete their degrees, the articulation of all transfer programs is underway. Student transfers from UPR-Carolina to other branch campuses is a challenge as recipient programs require a General Application Index (GAI) equal to their own, which in some cases is higher than ours. (The GAI is based on a formula of College Board Entrance Examination Scores and high school grade point averages and is used throughout the UPR-S for admittance purposes). However, the opportunity of a guaranteed seat for the student offsets the GAI difficulty and will contribute efficient student movement between branch campuses and successful degree completion.

B. Funding

The UPR-S budget is pegged at 9.66% of government annual tax revenues and special appropriations. Current economic realities in Puerto Rico call for an aggressive fiscal approach to continue with the enhancement of academic excellence at UPR-Carolina. The Institution must change its method from relying heavily on state funding to obtaining more private funds. To that end, a campaign has been initiated to procure outside funds to complement government funding (See Section IV of the PRR, *Enrollment and Finance Trends and Projections*, for funding formula).

For the first time in the history of the UPR-S, major system-wide fund raising efforts are being directed from the President's Office with each branch campus responsible for developing its plan to actively procure funds. The recently established UPR-Carolina Alumni Office has continuously increased the alumni data base, improved alumni relationships with the Institution, and has begun to contribute funds. In tune with these efforts, the Institution established a *Fund Raising Development Plan* which has worked effectively to increase donations, major gifts, and annual giving in support of the Institution's priorities and special initiatives (See Appendix
3-L for the Fund Raising Plan).

Two Title V grants totaling $3.2 million have been granted in the last three years, generating funds for the continued support of developmental education and technological development initiatives. Federal funds from the Minority Science Engineering Improvement Program were awarded to the Natural Sciences Department to implement a technology-based project for math teaching and learning.

Moreover, proposal writing for external funding has seen an increase since the hiring of an external resources consultant. So far, five new proposals totaling $749,964 have been submitted to various agencies with several more in the pipeline. The consultant has also launched an initiative to help faculty members obtain grants from different federal agencies for research infrastructure strengthening. Under the consultant's tutelage, a proposal by the Hotel and Restaurant Administration Department for the FY2006 competition under the *Hispanic-Serving Institutions Education Grants Program* has been developed. A proposal has been presented to the Marriott Foundation and another to the US Department of Agriculture to update the food preparation facilities. Also, a proposal for $150,000 was submitted to the National Institute of Mental Health to fund a psychological and behavioral study titled *HIV/STD-related Knowledge, Beliefs and Risky Sexual Behaviors among PR Youth*. In addition, a $200,000 proposal was presented to the Infrastructure Support Program for HBCU/MI - Department of Defense on Instrumentation for Ultraviolet Radiation Measurements.

The Institution is developing strong and successful collaborative relationships with the local business community, especially in the areas of tourism, the hospitality industry, graphic arts, advertising, and automotive technology. For example, the members of the Chancellor's Advisory Board and that of the Hotel and Restaurant Administration Program have assumed the task of locating funds for new initiatives and stimulating collaborative partnerships. The Hotel and Restaurant Administration Program Advisory Board at present specifically seeks to update facilities and find sponsors for scholarships. Among the proposals the Board is working on is a new allocation of funds from casino revenues in Puerto Rico and donations from the Puerto Rico Hotel Association, the Puerto Rico Convention Bureau, and from International Hospitality Enterprises. In addition, General Motors Caribbean and Ford Motors of Puerto Rico currently supply needed equipment for the associate degree program in Automotive Technology.

Special initiatives have also been successful in providing other needed resources. Students from the Graphic Arts and Advertising Department won a competition to create a campaign directed at the responsible consumption of alcohol sponsored by Anheuser Busch. The team won $10,000, $5,000 for the students and $5,000 for the Institution. Moreover, in a special collaborative agreement, students from this same department began to take certain courses at the UPR Rio Piedras Campus' Printing Division, allowing them to work directly with the most modern equipment available with no added cost to the Institution. This agreement represents a potential $250,000 savings in equipment costs for UPR-Carolina.

The UPR-S President and the Board of Trustees, in an effort to improve the fiscal situation that the System faces, approved a moderate tuition increase beginning with the 2005-2006 academic year. In addition, a technology fee to fund specific student-oriented technology projects began to be charged of all students during the same academic year. So far this academic year, we have received $200,000 for the development of on-campus student-oriented technology. (See Section III, Part C, *Technology* of this section of the PRR).

Though the budget is one of our most present challenges for the next five years, the initiatives currently being propelled promise to assist the Institution in transforming the situation into an opportunity for improved relationships with the community through collaborative initiatives and fund-raising ties.

C. Technology

In the last five years, technology has dramatically enhanced all aspects of institutional operations. This enrichment has mostly been sustained by Central Administration allocations and Title V grants. These monies were utilized to incorporate the use of technology into the teaching-learning process and to improve administrative operations.   For instance, with optic fiber installed in May 2006, wireless connection on campus reached 100%, a mobile computer lab is in operation, 13 smart classrooms have been established, computer labs and computers for faculty and administrative personnel have been updated, and grading as well as student registration can now be done online. Modern projecting devices have been installed in main conference facilities and funding for a system to protect technological equipment and data has been approved and will soon be installed. Moreover, the new student technological fee has made possible the installation of 129 new computers across campus for exclusive student use.

Consequently, in this past year, UPR-Carolina has reached a milestone in terms of technological development. The Institution can now explore beyond providing for computer-technical facilities and direct its efforts at supporting integrated technological tools that facilitate teaching-learning and assessment processes.

The need to align the Institution's *Five Year Strategic Plan* with the new *Systemic Ten Year Strategic Plan*, the self-analysis essential to draft the PRR, and the infusion of Title V grants also made apparent the need for a comprehensive technology plan. As a result, the plan was recently developed through the joint effort of faculty and non-teaching staff involved in technology. Integration of this plan to the Institution's *Five Year Strategic Plan* will institute a solid planning strategy for future development. A direct result of this process is the planned fusion of the Information Systems Office with the Academic Computation Office to integrate both faculty and student technological services (See Appendix 3-K).

Another consequence derived from outcomes assessment analysis and planning process is the Institution's awareness of the need to transform the information system into a web-based structure. Computer lab technicians and other non-teaching staff will be continually trained to keep up with technological advances. To attend the rising needs all UPR-S branch campuses, the Office of the President is currently seeking to implement a system-wide project to convert all existing Information systems to web-based ORACLE information systems. In addition, Internet 2 will be installed at the Institution during the 2006-2007 academic year and the full implementation of ORACLE will soon follow (Appendix 3-F).

Supported by the new technology fee, digitalization of official documents has begun in the Registrar's Office. Other administrative and educational support offices will also digitalize their documents during the next years. In this direction, the Academic Computing Office has teamed with the Continuing Education Division to train the institution's computer lab technicians and other non-teaching staff to carry out these duties. A search for additional funds is underway in order to offer training on a continuous basis.

The technology fee and Title V grants have allowed for the upgrading of computer equipment and software, as well as for the establishment of new labs and a Center for Faculty Support. The new Cooperative Title V Grant, worked in partnership with the Medical Science Campus of the UPR-S, will provide additional funds for technological enhancement. Projects envisioned for the next five years include additional smart classrooms, for a total of 30; the use of web-based tools to support teaching and learning, and the enhancement of the technological security system. Continuous efforts are planed on an ongoing basis to obtain external funds and resources for technological initiatives. Proposal-writing activity supported by the newly-hired external funding consultant will be central to achieve institutional goals in this area (See appendix 3-V).

Several computer labs are now open to midnight during final exam periods. A new mobile computer lab, two additional computer labs, a new General Education Interdisciplinary Writing Lab (to be opened in September 2006), the previously-mentioned 129 newly installed computers, the establishment of flexi-time for lab technicians, and the hiring of a new nighttime computer technician have enhanced computer services for our students. The new technological fee will continue to provide funding to upgrade facilities and to provide for needed expansion over the next five years.

D. Institutional Planning

The Planning and Institutional Research Office (PIRO) is critical to the achievement of institutional objectives. The Institution depends heavily on the analysis provided by PIRO in order make informed decisions. Although PIRO has received adequate technological support and a new director with an M.A. in Planning has been hired, the Office still faces several challenges.

For PIRO to be able to increase institutional research activities, and to augment data-gathering and evaluation, its infrastructure needs to be improved. A planning culture must permeate all echelons of institutional decision-making for effective decision-making to take place and this is not yet the case. The need to align the Institution's *Five Year Strategic Plan* to the new *Systemic Ten Year Strategic Plan* has evidenced that the office is understaffed.

In an effort to overcome this challenge, PIRO is working together with the external resources consultant to identify potential sources of external funding to support office needs. PIRO is fully committed to disseminate outcomes of institutional research in an ongoing basis to assist decision-making at all levels and to sustain Institutional initiatives.

E. Assessment

Although great efforts and resources are being invested at instating assessment as an integral part of the Institution at all levels, it nonetheless needs to fully permeate the psyche of all members of the Institution and represents both a challenge and an opportunity. A challenge in the sense that some faculty resist becoming an active part of assessment activities and efforts and an opportunity in the sense that through new initiatives in assessment faculty may develop their teaching skills and contribute to strengthening the academic excellence of the Institution. Through the joint efforts of the General Education Program and the Assessment and Accreditation Office, continuous focus groups, surveys, and departmental meetings, have helped faculty make strides in this direction becoming more accepting of assessment and the resulting programmatic changes. As part of the efforts to improve academic effectiveness the Assessment and Accreditations Office has been restructured and a new director named. The Office has developed an institution-wide assessment plan and clear guidelines for both assessment of student learning and institutional effectiveness. It is expected that these will better serve to involve faculty fully in the process of assessment (See *Section 5, Assessment Processes and Plans,* of this document for a more detailed analysis).

Technology and Assessment have been the catalysts for much of the change and development that has marked UPR-Carolina in the past five years; under its aegis, substantial progress toward institutional goals has been achieved. It is essential to be able to maintain the vitality of this growing and changing institution to better serve its constituents. Thus, anticipating budget challenges the Institution is vigorously in search of new fund sources to fuel future needs and desired change. In the next five years UPR-Carolina hopes to transform all challenges into opportunities for success in all areas, but with particular interest in academic excellence, technology, funding, planning and assessment.

Section 4
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Enrollment and Finance Trends and Projections

This section of the PRR is divided into several sub-sections and analyzes the relationship between enrollment trends and fiscal data since our last self-study and evaluation team visit in May 2001. Enrollment projections for the next five years immediately follow this analysis.

Fiscal Component

By state law, the University of Puerto Rico System (UPR-S) receives 9.66% of the average of the island's total annual revenue reported during the last two fiscal years. The largest portion of state funding for the UPR-S comes from this 9.66% formula. After July 1st, 1993, the UPR-S has received revenues from taxes collected by the authority of the State Gaming Law, as well as from taxes levied on the sales of petroleum products.

The UPR-S also receives special non-recurrent funds for both general and specific purposes. The budget is also nourished by federal and state grants and individual or corporate donations. In compliance with state laws regulating bond emission, the UPR-S frequently emits bonds in order to accomplish major acquisitions and projects.

The costs of academic research, development, and improvement have risen considerably over the past years. Payroll, utilities, health services, and technological upgrading have significantly increased, resulting in a major impact on institutional budget. The Board of Trustees approved a slight increase in tuition fees (a $10.00 increase per undergraduate credit hour, from $30 to $40) as well as for required student fees beginning in the 2005-2006 academic year (See Appendix 4-A). Institutional revenues have also risen on a regular basis during the last five years. Despite these increments, budgetary constrains persist, mainly because of the sustained overall increase in expenditures, costs, and negotiated salary increases.

Operating Budget

Representatives from the UPR-S and each branch campus discuss the availability of new funds for each upcoming academic year. Each campus has a recurring annual budget which is the major source of funding, both for day-to-day needs as well as for the priorities established in the strategic development plan of each campus. The following figure shows the 2006-2007 budgeting process.
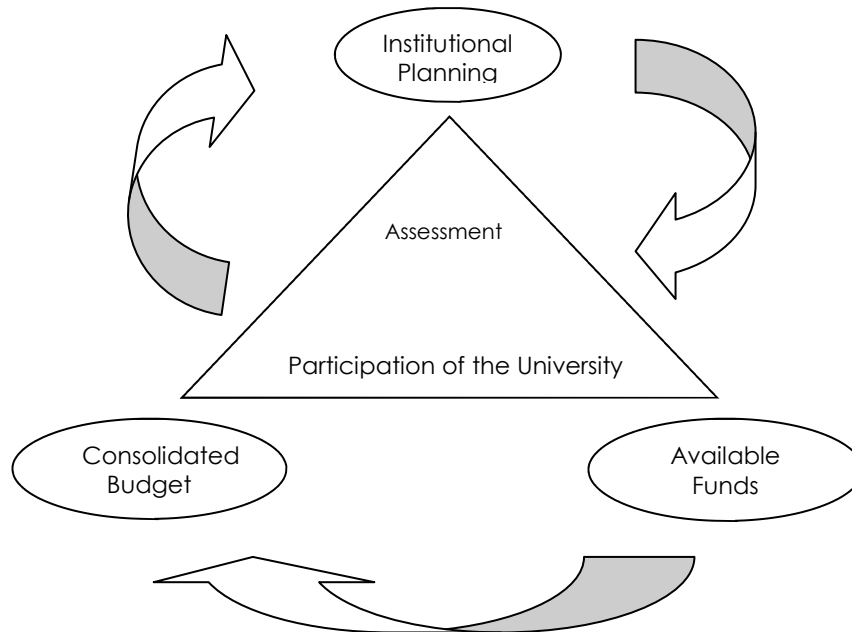
Budget Office, Office of the President

The UPR-Carolina Chancellor in conjunction with the Director of the Budget Office present a budget petition to the Administrative Board for its approval. Once approved, a budget application is presented to the Central Budgeting Office for consideration in accordance with established guidelines. The UPR-S President then makes recommendations before the Board of Trustees' Financial Affairs Committee for its consideration.

The UPR-Carolina 2005-2006 fiscal year budget (including state and federal awards) rose to $34,740,799. (See Appendix 4-B for the 2005-2006 institutional budget). Appendix 4-C is a 5-year forecast by budget and revenue sources from 2006-2007 through 2010-2011.

UPR-Carolina has taken the following measures to reduce expenditures:

- Freeze faculty positions except those absolutely necessary or of difficult recruitment.
- Increased external funds for special projects and donations from all sources.
- Analysis of the number of required courses and sections per quarter term. This practice reduces overload courses for faculty and payroll expenses.
- Special requests to the Office of the President to cover unexpected expenses.
- Creation of self-sustaining service accounts.

Despite economic cutbacks, UPR-Carolina has made necessary adjustments to the current fiscal reality while providing our students with excellent services.

In order to ensure academic excellence, research, building maintenance, technological updates, and fiscal stability, the Institution recognizes the need to seek alternate funding. This is currently being achieved by means of proposals and/or joint agreements with state and federal agencies, and donations from foundations, corporations, individuals, and industries.

The following outline represents sources of external funding:

1. Services offered by the Institution

    - Continuing Education Division
    - Indirect cost recovery
    - Fees for services charged by the Learning Resources Center.
    - Alumni Activities
    - Other donations

2. Grants from the U.S. Department of Education (more than $50,000 annually)

3. Grants from the State Department of Education.

4. Major gifts from corporations and industries such as the Puerto Rico Convention Bureau, Banco Popular of Puerto Rico, Royal Motors, Focus Business Communication, and the Carvajal Foundation.

One of the major goals of our strategic development plan is to increase external funding for research, artistic and literary expression, student services, and community outreach. External funds for academic development, research, cultural and social activities have already increased by 37%. This is due to funding from Title V as well as monies from the Puerto Rico Education Department's Tech Prep Program. Appendix 4-D represents institutional revenues coming from external funds from 2000-2001 to 2005-2006.

Accounting System

The UPR-S utilizes an in-house accounting control system which connects all UPR campuses. Each quarter-term current account transactions and projected expenses for the fiscal year are analyzed. These analyses are prepared on September 30, December 31, and March 31 of every fiscal year.

The use of this in-house accounting control system facilitates the on-line summary of daily internal activities. Transactions made by any institutional unit are immediately registered and accounts are automatically updated. This practice enables the UPR-S to keep effective control of revenues, budgets, costs, and expenses. The following institutional units have access to the control system: Accounts Payable, Finance, Budget, and those academic departments that submit purchase requests. If an account has insufficient or unavailable funds, the system

prevents withdrawals and constantly updates transactions allowing upper management to make adequate decisions on a day-to-day basis.

The Human Resources System sends information to the accounting system. Payroll-related issues such as salaries and employer taxes are updated nightly.

All information is compiled and processed in a monthly closing statement which is prepared for financial reports. These reports track information on revenues, purchases, debts, and expenses and can be accessed on the institution's intranet system. Various monthly reports are processed according to the user's individual needs.

Information from UPR units is sent to UPR-S Central Administration via email for the compilation of consolidated reports. The Central Finance Office prepares the UPR-S's Annual Financial Report. This office also prepares any other finance reports as may be required for stockholder contracts, banking institutions, the Board of Trustees, the President of the University, and state and federal agencies.

UPR-S Central Administration plays an active role in the analysis for the possible insertion of new information processing strategies. In this direction, UPR-S management has plans to implement the *Oracle Business Suite* system. Currently, personnel of various UPR campuses are being trained in the operation of this new system which will be implemented at UPR-Carolina according to an established plan. The Financial Aid and Admissions Offices will be the first to incorporate the Oracle technology.

Audits

The Puerto Rico Comptroller's Office carries out yearly audits of all UPR-S campuses. These audits include bank conciliations, debts to other government agencies, institutional strategic plan, planning for personnel development and training, compliance with laws and regulations, contracts, property loss, public funds, document control, and information technology, among others. Since 2002-2003, the Puerto Rico Comptroller's Office has recognized UPR-Carolina for its administrative and financial endeavors. During this three-year period the Institution has gone up 16 percentage points in the evaluations given by the Comptroller's Office.

Years	Auditing Score
2001-2002	82
2002-2003	88
2003-2004	95
2004-2005	92

Audited Financial Statements

External audited financial reports from 2001 to 2005 are outlined in Appendix 4-E. These financial reports analyze the fiscal operations health for the whole university system. Although UPR-Carolina's fiscal operations are included in these reports, the Institution is not required by the Board of Trustees to be individually audited.

Revenue and Expense Projections

The projection for the recurrent budget was made taking into account an annual increase of 7% based on past tendencies. Federal grants, contracts with state agencies, rotational funds, donations, and financial aid programs were estimated based on a 3% annual increase. Appendix 4-C shows a 5-year forecast for budget and revenues from 2006-2007 to 2010-2011. The projection for expenses is equal to the amount of the projected budget, since UPR-S policy states that expenditures must not exceed the assigned budget.

Student Enrollment Tendencies

From academic year 2001-2002 to 2005-2006, the number of available seats for incoming students has held at approximately 1,100 even though several academic departments raised their General Application Indexes in order to recruit better high school students. Appendix 4-F indicates the General Application Index from 2000 to 2006. Appendix 4-G represents the distribution of total applicants, the median General Application Index, and the total of admitted students from 2001 to 2005.

It is estimated that in the next five years, there will be no major changes in the General Application Index or in the seats available to the Institution's academic programs.

The Institution has received an average of 5,250 yearly applications from students coming directly from high school in the last 5 years. Of these applicants, around 21% were admitted. Approximately 90% of all admitted students go on to enroll at the Institution. Appendix 4-H illustrates first-year enrollment from high school, 2000-2001 to 2005-2006.

In order to fully analyze enrollment at UPR-Carolina, applications for readmission, in-transfer, and transfers must be taken into account as this has an impact on the total enrollment at the Institution. In the past five years, applications for readmission have gone down by 13.4% while in-transfer and transfer applicants have increased by 28% and 24% respectively. Appendix 4-I shows readmissions from 2001-2002 to 2005-2006; 4-J illustrates in-transfers from 2001-2002 to 2005-2006; and 4-K outlines transfers from 2001-2002 to 2005-2006. It is expected that the figures shown in the above-mentioned appendixes will not significantly change over the next five years.

Applications for readmission, transfer, and in-transfer have gone down in the last five years and have led to a 7.6% reduction in the total student enrollment. See Appendix 4-L for the total student enrollment from 2001-2002 to 2005-2006.

A three percent enrollment increase is planned for academic year 2006-2007 in order to have 4,000 enrolled students, a number which will be maintained over the next four years. Fiscal projection studies reveal that available fiscal and human resources, as well as physical facilities, will be more than adequate to support this yearly 4,000-student enrollment figure. Appendix 4-M shows total enrollment projections for 2006-2007 to 2010-2011.

Section 5

Assessment Processes and Plans

Since our last self-study and evaluation team visit in May 2001, one of the most pressing goals of the University of Puerto Rico at Carolina (UPR-Carolina) has been two fold: 1) to implement a comprehensive system of assessment of both student learning and institutional effectiveness, and 2) to make assessment a fundamental component of the Institution's culture. This section of the PRR will focus on an analysis of what we have done to achieve that goal in the last five years, what we are currently doing based on that analysis, and what we plan to do during the next five years.

In the *Evaluation Report*, MSCHE recommended that the Institution begin the assessment of student learning and institutional effectiveness. That recommendation was not immediately addressed, however, due to several changes of administration at the Institution subsequent to that date. (See Appendix 2-A for MSCHE's *Evaluation Report*.)

The current administration was installed in July 2002 and shortly thereafter, in September 2002, the Institution began to design a comprehensive system of assessment when the Planning and Institutional Research Office was charged with making assessment a central constituent of institutional culture. To reflect this new undertaking, the office was renamed the Planning, Assessment, and Institutional Research Office (PAIRO). An ad hoc Institutional Assessment Committee (IAC) was named to work in coordination with PAIRO. As a result, a *Five-Year UPR-Carolina Comprehensive Outcomes Assessment Plan* was written. This plan was included in Appendix 1 of the *Follow-Up Report* submitted to MSCHE by the Chancellor of UPR-Carolina in February 2003. (See Appendix 2-I for the *Follow-Up Report*).

The Chancellor streamlined the IAC by appointing two faculty members to lead a restructured two-member Assessment Committee. Their task was to implement the *Five-Year UPR-Carolina Comprehensive Outcomes Assessment Plan* mentioned in the preceding paragraph. Before implementing the plan however, the IAC, in coordination with the Chancellor, the Dean for Academic Affairs, and interested faculty, non-teaching staff, and students closely examined the plan to see if it was sufficiently geared toward establishing how well the Institution's students were learning and how well the administrative and educational support (AES) units were doing their jobs.

This examination revealed that substantial adjustments to the plan were in order as it was considered not to be an instrument sufficiently able to systematically assess student learning or institutional effectiveness.

As a first step, the Committee determined what faculty and non-teaching staff understood by the term "assessment". The outcome of an informal survey

indicated that many faculty members had a fairly good conceptual understanding of student learning assessment at the course level. To the benefit of the Institution, this was largely due to assessment activities that some faculty members had been carrying out on their own initiative. On the other hand, the survey also revealed that the majority of non-teaching staff were unacquainted with "assessment". On a positive note, however, it was later determined that many of the Institution's AES units had in fact been carrying out informal (not integrated) assessment activities to gauge and improve their services. (These activities were later brought together in a more systematic fashion and will be discussed later in this section.)

As previously stated, student learning assessment at the course level was the one area that was fairly understood at the Institution. To use that knowledge as a starting point, the IAC organized a training program to boost faculty understanding of assessment at that level. These training sessions, offered to academic department chairs and their respective assessment committees, consisted of workshops, lectures, and conferences by experienced UPR-Carolina faculty and by outside experts as well. Next, the Committee designed, implemented, and acted as facilitators for student learning assessment activities at the course level. The results of these activities are outlined in Appendix 4 of the *Monitoring Report* submitted to MSCHE by the Chancellor of UPR-Carolina in October 2004. (See Appendix 2-H for the *Monitoring Report*).

Although the Institution was pleased with the results of the work of the two-member IAC, it was felt that not enough human or fiscal resources were being invested to reach the ultimate goal of initiating a plan for assessing institutional effectiveness and student learning or making assessment a primary element of the culture of the Institution. A formal Assessment and Accreditations Office (AAO) was established as a part (under the) of the Office of the Dean for Academic Affairs. A full-time director was named and his staff currently includes two faculty members on partial release time and a one-half time administrative assistant.

The AAO staff began to meet with the assessment committees of the academic departments and AES units to systematically organize the results of all assessment activities that had been carried out from 2001-2002 to 2003-2004. These meetings resulted in the document *Evidence of Assessment at UPR-Carolina: 2001-2002 to 2003-2004* (Appendix 5-A).

Using the above-mentioned document as a stepping stone, the *Five-Year University Assessment Plan (UAP) of the University of Puerto Rico at Carolina (2004-2005 – 2008-2009)* was written. This document was the product of in-depth research, visits to assessment offices at peer institutions, careful examination of MSCHE guidelines, and attendance at assessment-related workshops and conferences. It also took into account the unique individuality of UPR-Carolina. (See Appendix 2-J for the UAP.) Guidelines for the writing of assessment plans included in new academic program proposals follows the format of the UAP and is included in Appendix 5-B.

Before the UAP was initiated however, a series of workshops and individual meetings were held for the university community. They emphasized:

- The writing of clear and appropriate student learning and institutional effectiveness goals. (See Appendix 5-C, *Writing of Effective Student Oriented Program and Course Goals*, for an example of one of the hands-on workshop dealing with this topic).
- The use of appropriate assessment techniques to measure the level of achievement of these goals.
- The meaningfulness required of assessment results and the need to implement changes to improve the attainment of the assessed goal.
- The linkage between all assessment activities the13 UPR-Carolina institutional goals**.** As a result of the writing of this PRR, it was suggested that these goals, as well as the Institution's mission statement be revised. More on this later in this section of the PRR.)
- The role the institutional budget plays in assessment and planning activities.

The document, *Guidelines for the University Assessment Plan*, was written to further explain to the university community the steps involved in carrying out the UAP. (See Appendix 5-D for the document).

The University of Puerto Rico System (UPR-S) revised its system-wide planning strategy and the document, *Ten for the Decade: Agenda for Planning at the University of Puerto Rico (2005 - 2015)* was distributed to all branch campuses. This document contains the 10 revised general goals for the UPR-S and it was suggested that each campus use these goals as general guidelines for the creation and implementation of revised strategic plans. (See Appendix 3-Q, *Ten for the Decade: An Overview*).

The redaction of *The UPR-Carolina Strategic Plan (2006 – 2011)* is in its final stages and will be completed by June 2006. Please see Appendix 3-P, *the University of Puerto Rico at Carolina; Strategic Plan 2006-2011, A Summary.* The goal concerning institutional assessment which will be included in the Strategic Plan 2006-2011, *A Culture of Evaluation and a Culture of Assessment* is completed and can be found in Appendix 5-E.

The UPR-S guidelines recommend that all assessment activities be linked to the Institution's Strategic Plan, that they take into account the budgeting process, and that they be directly linked to one or more of the Institution's goals. These guidelines parallel those previously set out by MSCHE and had earlier been incorporated into the Institution's UAP.

During the 2004 - 2005 academic year, Cycle ONE of the *Five-Year University Assessment Plan of the University of Puerto Rico at Carolina (2004-2005* to 2008-2009) was implemented. At the end of that academic year, the results of the assessment activities carried out were analyzed and the results turned in to the

AAO. (See Appendix 5-F, *Selected Results* of *UPR-Carolina Assessment Activities, Cycle ONE, 2004-2005*.)

The assessment activities of Cycle TWO are currently being carried out and their outcome is due in the AAO on or before June 15 of this academic year. The document, *The University Assessment Plan; Selected Assessment Activities; Cycle TWO (2005–2006*) outlines the assessment activities that participating academic departments and AES units are presently carrying out. (See Appendix 5-G for this document).

The following is a brief synopsis of the University Assessment Plan. All assessment procedures contained in the Plan:

- are directly linked to one or more of the 13 institutional level goals. (More on this later in this section of the PRR).
- form a central constituent of the Institution's Five-Year Strategic Plan.
- are coordinated with the Institution's budgeting processes (See Section 6 of this PRR, *Linked Institutional Planning and Budgeting Processes*, to see how institutional planning, the budgeting processes, and institutional assessment are linked and integrated to one another.)

The Institution's UAP takes into account the following levels of assessment:

1. Assessment of Institutional Effectiveness

    a. Academic Departments/Programs
    b. AES Units

2. Assessment of Student Learning

    a. Academic Programs
    b. Academic Courses

The assessment of student learning at the program and course levels has already been incorporated into the UAP and has had a positive impact on student learning. Assessment at the institutional level, however, is in its final stages of development. The student learning goals of this level are those of the General Education Program (GENED), slated to be implemented by the 2006-2007 academic year.

Currently there are options for the placement of student learning assessment at the institutional level:

    a. In a separate GENED assessment plan, highly coordinated with the UAP but separate from it.
    b. As an integral part of the UAP but working closely with the GENED Program.

One of these options, a combination of the two, or perhaps a third will be decided upon before the formal initiation of the GENED Program.

A brief explanation of the four assessment levels addressed by the UAP follows.

Assessment of the Institutional Effectiveness of the Academic Departments/Programs:

The 10 academic programs chosen for the assessment of institutional effectiveness for Cycles ONE and TWO was made in coordination with the Office of the Vice-President for Academic Affairs of the University of Puerto Rico System, the Chancellor, Academic Dean, AAO Director, and the assessment committees of the academic departments at UPR-Carolina.

The remaining 17 academic programs will be assessed in the remaining three cycles of the UAP. Meetings between the Director of the AAO, department chairs, and departmental assessment committees determined when these programs would be assessed. (See Appendix 5-H for a list of the Institution's 27 academic programs including the 11 academic departments to which they belong).

Assessment of Institutional Effectiveness of the AES Units:

The selection of the AES units to be assessed during the UAP was based on the 13 institutional level goals and the AES unit/s responsible for their achievement. For example, Cycle ONE includes the assessment of the AES units responsible for the realization of institutional goals 3, 9, and 11; Cycle TWO, the units responsible for institutional goals 1, 4, and 13; and so forth. All institutional goals and their relationship to the AES units are further outlined and discussed in Appendix 5-I, As*sessment of Institutional Effectiveness-Institutional Goal Linkage,* and Appendix 5-J, *Assessment of Institutional Effectiveness-Institutional Back Mapping*.

As pointed out at the beginning of this section, we have linked all assessment procedures to one or more of the 13 institutional goals. As a result, however, of the self-analysis inherent in the writing of this PRR as well as the need to align UPR-Carolina's *Five Year Strategic Plan* with a new *Systemic Ten Year Strategic Plan*, we have discovered that the goals and objectives that stem from the Institution's Mission Statement need to be modified. The mission of the University of Puerto Rico at Carolina has remained constant throughout the years and is appropriately reflected in the Institutional Mission Statement. Its resultant goals and objectives, on the other hand, no longer properly reflect UPR- Carolina as it is today or what it will become in the future. This revision is essential as a significant number of these goals and objectives are rather vague, have become meaningless, or have no significant relation to the direction that more than a few academic departments and AES units are now taking.

Because of the aforementioned, the linkage between assessment procedures and institutional goals is not entirely suitable. It is, in many instances, a contrived one at

best and somewhat detracts from the UAP. As previously stated in this PRR, the Chancellor has named a committee to revise the Institution's goal and objectives. Once they have been revised to meet the Institution's current reality and planned future, they will be incorporated into a modified University Assessment Plan.

Assessment of Student Learning at the Program Level:

All 11 academic departments are asked to assess at least two goals of a minimum of one program per academic year. It is the prerogative of each departmental assessment committee to select which program and which program goal to assess.

Assessment of Student Learning at the Course Level:

The UAP requests that each academic department assess student learning of at least two courses per academic program each academic year. As with student learning at the program level, it is the prerogative of each department to select which courses and which course goals to assess. The AAO strongly suggests, but does not require, that the core courses of the academic programs be emphasized. Our initial goal of implementing a comprehensive system of assessment of both student learning and institutional effectiveness and making assessment a fundamental component of the Institution's culture has been partially attained.

We are satisfied that our assessment plan, about to finish its second year of operation:

1. has suitable human and fiscal recourses to carry it out.
2. includes clear assessment goals and objectives
3. employs appropriate assessment techniques
4. results in useful data
5. allows for significant changes at all levels.
6. is assessed on a yearly basis to detect faults and make subsequent changes. (See the previously cited Appendix 5-E, the section on assessment of the revised University Strategic Plan).

We are not, however, entirely satisfied with the following:

1. Making the plan a realistic one (with regards to the institutional goals and objectives currently in place)
2. Making assessment a fundamental component of the Institution's culture

Future revisions of the Institution's goals and objectives have already been discussed. Once again, our assessment plan will be much more pragmatic once these revisions are incorporated into it.

Assessment has yet to become a primary part of the Institution's culture although we have made significant strides in that direction. Approximately 35 percent of all full-time faculty were involved in assessment procedures during Cycle ONE of the

UAP. That percentage rose to about 45 percent in the current cycle. We have no data to reflect the level of involvement of the non-teaching staff but we plan to collect it at the end of this academic year.

We are in the process of developing strategies to increase the involvement of faculty and non-teaching staff in assessment processes by:

1. Offering workshops where those who are involved in assessment recount how assessment has improved their academic department and/or AES unit's effectiveness.
2. Making involvement in assessment a necessary component for tenure and promotion for faculty, and permanency and merit bonuses for non-teaching staff.

We are also aware of the need to increase student involvement in the assessment process. The Office of the Dean for Student Affairs has been given the task of devising strategies for better student participation in assessment procedures by the time Cycle THREE begins in the next academic year.

Section 6

Linked Planning and Budgeting Processes

This section contains a brief narrative describing how the institution links planning, assessment, and budgeting processes in order to support academic development and change.

Accreditation Standard 2, Planning, Resource Allocation and Institutional Renewal, is the basis upon which this section was written and reads as such:

> *An institution conducts ongoing planning and resource allocation based on its mission and uses the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional integrity.*

UPR-Carolina has a permanent Institutional Strategic Planning Committee composed of faculty, students, and non-teaching staff. Several specialized sub-committees continuously scrutinize institutional needs, possible solutions and potential developments. The diversity of the committee's constituents strengthens planning and communication among the university community. Different points of view of institutional needs and open group discussions widen the critical aspects to be addressed in the strategic plan. Decision-making is made through group consensus. The current composition of the sub-committees was based on the document: *Ten for the Decade: Agenda for Planning of the University of Puerto Rico System 2005-2015*, included as Appendix 3-Q. This document is a guide for planning efforts in the UPR system and defines the areas of institutional challenges and opportunities that will be the focus of development and evaluation for the next ten years. These ten areas of emphasis for planning and development are: (1) Student services; (2) Academic excellence in all areas; (3) Research; (4) Community and cultural interrelations; (5) Globalization; (6) Facilities; (7) Technology; (8) Optimum administrative efficiency; (9) Institutional development; and (10) Assessment.

The Institutional Strategic Planning Committee is essential in supporting institutional effectiveness as it provides important tools, data compilation, planning efforts, and leadership to maximize resource allocation. Institutional decision-making, geared to enhance quality of services, strongly depends on the Committee's analysis and recommendations. Strategic planning is carried out with the support of the Assessment and Accreditations office, the Budget Office, and the Planning and Institutional Research Office (PIRO), and takes into account managerial priorities and initiatives.

PIRO supports the administration in its decision-making based on institutional research statistics and study outcomes. This information is also regularly divulged

campus-wide to promote a better understanding of institutional strategies and decisions. Planned goals and priorities are established based on assessment results and on available fiscal resources. The Chancellor heads an executive committee which determines the priorities to be addressed during the corresponding strategic planning cycle. In certain situations, the Chancellor may consider budget adjustments that may result in the postponement of initiatives planned for the next planning cycle. These financial adjustments are made after carrying out a detailed cost/benefit analysis and its possible impact on the quality of student and academic services.

The Chancellor submits a petition to UPR-S Central Administration for the annual operating budget. Upon endorsement from Central Administration's Budget Office, budget distribution is presented to the UPR-Carolina Administrative Board and the UPR-S Board of Trustees for approval. Additional financial resources can be requested from Central Administration during the academic year to address special needs and emergencies. UPR-Carolina's budget petition is designed according to Institutional academic, student, and administrative needs. This petition also considers present and future institutional developments as well as assessment results. To address these needs, the strategic plan is continuously evaluated and accordingly updated.

The budgeting process is closely linked to this planning process and takes into account initiatives submitted by all university constituents. Proposals are evaluated by the Institutional Strategic Planning Committee in coordination with the PIRO. PIRO coordinates efforts between academic departments and administrative and educational support units in the development of the Institutional Five Year Strategic Plan. The strategic planning process flows from the general to the specific as initiatives from university constituents and offices are analyzed and priorities established. The Budget Office has the responsibility of identifying the financial sources needed to address the goals, objectives, and activities included in the plan.

The need to align UPR-Carolina's Five Year Strategic Plan with the new systemic ten year strategic plan, *Ten for the Decade*, initiated a comprehensive examination of all Institutional components. This examination has led to the current revision of institutional goals and objectives. UPR-Carolina constituents' ownership of the Institution's Five Year Strategic Plan was achieved through the active participation of faculty, students, and non-teaching staff in this planning effort. The revised plan is well underway and its implementation is expected during academic year 2006-2007. This planning effort includes an action plan which will cover academic years 2006-2007 through 2010-2011.

UPR-Carolina is committed to keeping effective linkages between institutional planning, assessment, and budgeting processes. We understand that this integration is important to provide us with an effective and reasonable institutional strategic plan. In an effort to define and streamline needs and resources, the Assessment and Accreditations, Planning and Institutional Research and Budget

offices have been working closely to develop an effective institutional strategic planning initiative that takes into account the relationship of mutual dependence between them. The result of this collaborative effort is presented in the *University of Puerto Rico at Carolina*: *Strategic Plan 2006-2011.* A summary of this plan is included as appendix 3-P.

The close relationship between the Planning and Institutional Research Office, the Assessment and Accreditations Office, the Institutional Planning and Research Committee, and the Budget Office that emerged from this planning initiative has become a significant component for the strengthening of UPR-Carolina's goals and objectives, as well as for its overall institutional effectiveness.

ATTACHMENTS

MSCHE

Institutional Profile 2005-2006

Middle States Commission on Higher Education
Institutional Profile 2005-06
[0613] **UPR - Carolina**

A. General Information

	Data on File	**Current IP Data**
Institution Name	UPR - Carolina	UPR - Carolina
Address	P. O. Box 4800 Carolina, PR 00984 4800	P. O. Box 4800 Carolina, PR 00984 4800
Telephone	787 257 0000	787 257 0000
Fax	787 750 7940	787 750 7940
Website	www.uprc.edu	www.uprc.edu
Control	Public	Public
Institution Type	Baccalaureate-Associate's	Baccalaureate-Associate's
Affiliation	State	State
Calendar	Quarter	Quarter
Degree Granting Authority	Puerto Rico	Puerto Rico
Licensed to Operate in	PR	PR
Degrees Offered		
Certificate/Diploma	no	no
Associate's	yes	yes
Bachelor's	yes	yes
1st Professional Degree	no	no
Master's	no	no
Doctoral	no	no
Related Institutions		
Name, State, Country	none	none
Next Self-Study Visit	2010-11	2010-11
Next Periodic Review Report (PRR)	June 2006	June 2006
CHE Staff Liaison	Dr. John H. Erickson	Dr. John H. Erickson

Notes

Middle States Commission on Higher Education
Institutional Profile 2005-06
[0613] **UPR - Carolina**

B. Key Contacts

Key Contact	Data on File	Current IP Data
System/District Chief Exec Officer	Dr. Antonio Garcia Padilla *President* Jardin Botanico Sur 1187 Calle Flamboyan San Juan, PR 009313300 Phone: 787 759 6061 Fax: 787 759 6917 Email: agarcia@upr.edu	Lcdo. Antonio Garcia Padilla *President* G.P.O. Box 4984-G San Juan, PR 00936 Phone: 787 759 6061 Fax: 787 759 6917 Email: agarcia@upr.edu
Chief Executive Officer	Dr. Victor Borrero-Aldahondo *Chancellor* P.O. Box 4800 Carolina, PR 009844800 Phone: 787 257 0226 Fax: 787 750 7940 Email: borrero@isla.net	Dr. Victor Borrero-Aldahondo *Chancellor* P.O. Box 4800 Carolina, PR 00984-4800 Phone: 787 257 0226 Fax: 787 750 7940 Email: borrero@isla.net
Chief Academic Officer	Dr. Luis D. Torres *Dean of Academic Affairs* P. O. Box 4800 Carolina, PR 009844800 Phone: 787 769 2043 Fax: 787 257 0088 Email: luisdtorres@hotmail.com	Dr. Luis D. Torres *Dean of Academic Affairs* P. O. Box 4800 Carolina, PR 00984-4800 Phone: 787 769 2043 Fax: 787 257 0088 Email: luisdtorres@hotmail.com
Accreditation Liaison Officer	Prof. Joseph D. Stryffeler *Director Planning and Institutional Studies Office* PO Box 4800 Carolina, PR 009844800 Phone: 787 257 0000ex. 3205 Fax: 787 750 7940 Email: uprcuc@yahoo.com	Prof. Joseph D. Stryffeler *Director Assessment and Accreditations Office* PO Box 4800 Carolina, PR 00984-4800 Phone: 787 257 0000 ex. 3356 Fax: 787 750 7940 Email: uprcuc@yahoo.com
Director of the Library	Prof. Stanley Portela *Director, Learning Resources Center* P. O. Box 4800 Carolina, PR 009844800 Phone: 787 752 4550 Fax: 787 752 4550 Email: s_portela@crc.upr.clu.edu	Prof. Stanley Portela *Director, Learning Resources Center* P. O. Box 4800 Carolina, PR 00984-4800 Phone: 787 752 4550 Fax: 787 752 4550 Email: s_portela@crc.upr.clu.edu
Dir. Outcomes Assessment	none	Prof. Joseph D. Stryffeler *Director Assessment and Accreditations Office* PO Box 4800 Carolina, PR 00984-4800 Phone: 787 257 0000 ex. 3356 Fax: 787 750 7940 Email: uprcuc@yahoo.com
Dir. Institutional Research Functions	none	Prof. Maria A. Feliciano *Director Planning and Institutional Research Office*

		P. O. Box 4800 Carolina, PR 00984-4800 Phone: 787 257 0000 ex. 3205 Fax: 787 750 7940 Email: libertade_1@yahoo.com
Chair: Self-Study Steering Comm.	none	none
Co-Chair: Self-Study Steering Comm.	none	none
Person completing IP Financials	Mr. Juan Torres *Director Finance Office* P. O. Box 4800 Carolina, PR 009844800 Phone: 787 257 0000ex. 4656 Fax: none Email: j_torres@crc.upr.clu.edu	Mr. Juan Torres *Director Finance Office* P. O. Box 4800 Carolina, PR 009844800 Phone: 787 257 0000 ex. 4656 Fax: none Email: j_torres@crc.upr.clu.edu
Person completing IP (Key User)	Prof. Joseph D. Stryffeler *Director Planning and Institutional Studies Office* PO Box 4800 Carolina, PR 009844800 Phone: 787 257 0000ex. 3205 Fax: 787 750 7940 Email: uprcuc@yahoo.com	Prof. Maria A. Feliciano *Director Planning and Institutional Research Office* P. O. Box 4800 Carolina, PR 00984-4800 Phone: 787 257 0000 ex. 3205 Fax: 787 750 7940 Email: libertade_1@yahoo.com

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[0613] **UPR - Carolina**

C. Graduation Data

Awards Granted

Report all degrees or other formal awards conferred by your institution between July 1, 2004, and June 30, 2005. If an individual received two degrees at different levels during the specified time period, report each degree in the appropriate category.

Include earned degrees and awards conferred by branches of your institution located within or outside the Middle States region, including foreign countries.

Exclude honorary degrees and awards.

Awards	Data on File	Current IP Data
Associate's	92	186
Bachelor's	506	415
Master's	0	0
1st Professional	0	0
Doctoral	0	0
Diploma/Certificate	0	0
Does your institution have undergraduate programs?	yes	yes

Completers

Provide the total number of students in the relevant cohort who received their awards no later than 2004-05 (which would be within 150 percent of the time expected for them to receive the degree/certificate for which they matriculated). Also provide the total number of students who transferred out of your institution before completing their programs.

2-year Institutions only	Data on File	Current IP Data
Total Number of students in the cohort	0	0
Number completed within 150% of time to degree	0	0
Total transfers out	0	0
4-year Institutions w/ Baccalaureate Programs		
Total Number of students in the cohort	0	859
Number completed within 150% of time to degree	0	317
Total transfers out	0	116

Notes

Data of cohort 1999

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[0613] **UPR - Carolina**

D. Enrollment

	Data on File		Current IP Data	
	Undergraduate	Graduate	Undergraduate	Graduate
Total credit hours of all part-time students	7344	0	661	0
Number of credit hours for the credit load of a full time student	12	0	12	0
Full-Time Head Count	2784	0	2710	0
Part-Time Head Count	1087	0	1169	0

Credit Enrollment

	Data on File	Current IP Data
Number of Students matriculated, enrolled in degree programs (Undergraduate + Graduate)	3851	3879
Number of Students not matriculated, enrolled in credit-bearing courses	0	0

Non-Credit Enrollment

	Data on File	Current IP Data
Number of Students enrolled in non-credit, graduate level courses	0	0
Number of Students enrolled in non-credit, undergraduate level and other continuing education (excluding avocational) courses	0	0
Number of Students in non-credit avocational continuing education courses	0	0

Notes

Middle States Commission on Higher Education
Institutional Profile 2005-06
[0613] **UPR - Carolina**

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E. Distance Learning

Distance learning is a formal educational process in which 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.

	Data on File	Current IP Data
Does your institution offer courses for distance learning (i.e., courses that may be completed *entirely* by distance learning)?	No	No

Notes

Middle States Commission on Higher Education
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[0613] **UPR - Carolina**

F. Regional, National, and Specialized Accreditation

Please list the name of the regional, national, and specialized accrediting organizations that accredit your institution or its programs.
It is not necessary to report the Middle States Commission on Higher Education, and it is excluded from this list.

Data on File

- none

Current IP Data

Other Accreditors

Please list any other accrediting organizations that accredit your institution or its programs.
Please separate each accreditor by semi-colon (;).

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[0613] **UPR - Carolina**

G. Instructional Personnel (as of Fall 2005)

	Data on File		Current IP Data	
	Full-Time Headcount	**Part-Time Headcount**	**Full-Time Headcount**	**Part-Time Headcount**
Tenured Faculty	86	0	91	0
Non-Tenured Faculty *(On Tenure Track)*	16	0	18	1
Non-Tenured Faculty *(Not On Tenure Track)*	14	83	16	82

Notes

H. Related Educational Activities

H-1. Study Abroad

This section is only required if your institution's Self-Study Visit is scheduled for 2006-07 or 2007-08, or if your institution's Periodic Review Report (PRR) is due to be submitted in June 2007.

Note:
Your institution's next Self-Study Visit is scheduled for 2010-11.
Your institution's next Periodic Review Report (PRR) is due to be submitted in June 2006.

Middle States Commission on Higher Education
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H-2. Branch Campuses (as of Fall 2005)

Data on File

Current IP Data

No Branch Campuses.

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H-3. Additional Locations (as of Fall 2005)

Data on File

No Additional Locations.

Current IP Data

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H-4. Other Instructional Sites (as of Fall 2005)

Data on File   **Current IP Data**

No Other Instructional Sites.

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[0613] **UPR - Carolina**

I. Financial Information

Report Educational and General (E&G) expenses from your institution's audited financial statement for the most recent fiscal year. Some of the data in this section may be the same data your institution reports to the Integrated Postsecondary Higher Education Data Systems (IPEDS).

Verify the beginning and ending date for your institution's fiscal year. The default dates are 7/1/2004 through 6/30/2005 (the most recent year for which you would have an audited financial report). If your institution uses different dates, please change the default dates accordingly.

Report financial data in whole dollars. Round cents to the nearest whole dollar. For example, enter 124, not 123.65. Do not enter data in thousands of dollars. For example, enter 1,250,000 not 1,250.

Report educational and general expenses by expense category (e.g., instruction, research, public service, etc.). The expense for each category is the sum of restricted and unrestricted expenses.

	Data on File	Current IP Data
Fiscal Year Begin	7/1/2003	7/1/2004
Fiscal Year End	6/30/2004	6/30/2005
Does your institution pro-rate Operation & Maintenance of Plant expense?	No	No
Is depreciation expense reported as a separate line item?	No	No

	Data on File Expenses	Current IP Data Expenses
1. Instruction	$8,170,785	$8,245,782
2. Research	$135,494	$174,079
3. Public Services	$969,808	$850,445
4. Academic Services	$1,767,099	$1,388,129
4a. Included Library Expense	$904,495	$920,344
5. Student Services	$1,989,060	$2,358,632
6. Institutional Support	$7,867,062	$9,169,380
7. Scholarships and Fellowships	$0	$0
8. Operation and Maintenance of Plant	$2,109,212	$2,487,290
Total E&G Expenses	$23,008,520	$24,673,737
Total Net Assets	$0	$2,124,331
Change in Total Net Assets	$0	($364,105)

Notes

Middle States Commission on Higher Education
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J. Significant Developments

Please provide the Commission with early notice of any significant developments your institution is considering for academic years 2006-07 or 2007-08, limited to the topics listed below.

Include potential changes that:

○ significantly alter the mission, goals, or objectives of the institution;
○ alter the legal status, form of control, or ownership;
○ establish instruction constituting at least 50% of a degree program in a significantly different format/method of delivery;
○ establish instruction at a new degree or credential level;
○ replace clock hours with credit hours;
○ increase substantially the number of clock or credit hours awarded for successful completion of a program;
○ establish instruction constituting at least 50% of a degree program at a new geographic location;
○ relocate the primary campus or an existing branch campus (See definition in Section H, above);
○ otherwise affect significantly the institution's ability to continue the support of existing and proposed programs.

In addition, please describe any other major developments taking place at the institution. The information provided should focus on important institutional issues (e.g., development of a new strategic plan, initiation of a capital campaign, establishment of a new academic unit such as a school or college, significant shifts in institutional enrollment or finances, etc.) Please DO NOT include matters related to the day-to-day operation of the institution.

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K. Required Attachments

Please mail the entire package of required attachments **as soon as all of the items are available** but no later than **April 20, 2006**.

- A copy of the institution's most recent audited financial statement, including any management letter that the auditors may have attached to the statement.

- A print edition of the institution's current catalog. If the catalog is available only on-line (and not available in print), provide the exact web address for the home page of the catalog.

If diversity is part of your institution's mission statement, please include the following material that will be made available to evaluators and Commission staff but not entered in our database:

- A profile of student enrollment, tenured and non-tenured faculty, and the governing board, indicating gender and racial/ethnic categories. You may photocopy and attach the Enrollment and Faculty forms you normally submit to IPEDS. Construct a similar form for your governing board, which is information that IPEDS does not require.

Mail the required attachments to:

Mr. Tze Joe
Information Associate
Middle States Commission on Higher Education
3624 Market Street, Philadelphia, PA 19104

IPEDS 2005-2006

Finance Section

Finance 2005-06

Finance - Public institutions

Reporting Standard

Please indicate which reporting standards are used to prepare your financial statements:

◉ GASB (Governmental Accounting Standard Board), using standards of GASB 34 & 35

◯ FASB (Financial Accounting Standard Board)

Please consult your business officer for the correct response before saving this screen. Your response to this question will determine the forms you will receive for reporting finance data.

Finance - Public institutions

General InformationFinance - Public Institutions

To the extent possible, the finance data requested in this report should be provided from your institution's audited General Purpose Financial Statement (GPFS). Please refer to the instructions specific to each page of the survey for detailed instruction and references.

1. Fiscal Year calendar

This report covers financial activities for the 12-month fiscal year: (The fiscal year reported should be the most recent fiscal year ending before October 1, 2005.)

Beginning: month/year (MMYYYY)	Month: 7	Year: 2004
And ending: month/year (MMYYYY)	Month: 6	Year: 2005

2. Audit Opinion

Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

◉ Yes   ○ No   ○ Don't know

3. GASB Statement No. 34 offers three alternative reporting models for special-purpose governments like colleges and universities. Which model is used by your institution ?

◉ Business Type Activities
○ Governmental Activities
○ Governmental Activities with Business-Type Activities

4. If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?

○ Auxiliary enterprises
◉ Student services
○ Does not participate in intercollegiate athletics
○ Other (specify in caveats box below)

5. Does this institution or any of its foundations or other affiliated organizations own endowment assets ?

○ Yes - (report endowment assets)
◉ No

6.Component Units

Each discretely presented component unit should be reported in the same manner and amounts as included on the face of the institution's GPFS. There should be one Finance Survey component unit form (Part F or G) completed for each column on the face of the GPFS **other than the institution itself**, whether that column represents a single component unit or a combination of component units.

0   Number of component unit columns on GPFS using FASB standards
0   Number of component unit columns on GPFS using GASB standards

System or Governing Board (please see instructions about reporting **System** data)

Please select the applicable option below:

○ This Finance Survey form is for an institution that is NOT part of a system
◉ This Finance Survey form is for an institution that is part of a system
        Name of the system is: UNIVERSITY OF PUERTO RICO
○ This Finance Survey form is for a system (or governing board) office

Caveats:

Part A - Statement of Net Assets
Fiscal Year 2005

Report in whole dollars only

Line no.		Current year amount	Prior year amount
	Current Assets		
01	Total Current Assets	6,374,751	6,332,724
	Noncurrent Assets		
02	Capital assets - depreciable (gross)	25,394,826	26,037,718
03	Accumulated depreciation (enter as a positive amount)	987,017	1,059,495
04	Other noncurrent assets (CV)CV=[A05-(A02-A03)]	0	0
05	Total noncurrent assets	24,407,809	24,978,223
06	Total assets (CV)CV=(A01+A05)	30,782,560	31,310,947
	Current Liabilities		
07	Long-term debt, current portion	1,092,000	1,035,300
08	Other current liabilities (CV) CV=(A09-A07)	1,872,936	1,433,621
09	Total current liabilities	2,964,936	2,468,921
	Noncurrent Liabilities		
10	Long-term debt	22,799,971	23,755,749
11	Other noncurrent liabilities (CV)CV=(A12-A10)	2,893,322	2,597,841
12	Total noncurrent liabilities	25,693,293	26,353,590
13	Total liabilities (CV)CV=(A09+A12)	28,658,229	28,822,511
	Net Assets		
14	Invested in capital assets, net of related debt	0	0
15	Restricted-expendable	2,124,331	2,488,436
16	Restricted-nonexpendable	0	0
17	Unrestricted (CV)CV=[A18-(A14+A15+A16)]	0	0
18	Total Net assets (CV)CV=(A06-A13)	2,124,331	2,488,436

CV= Calculated Value

CAVEATS

Part A - Plant, Property, and Equipment

Fiscal Year 2005

Report in whole dollars only

Line No.	Description	Beginningbalance	Additions	Retirements(CV)	Ending balance
	Plant,Property, and Equipment				
21	Land & land improvements	2,587,040	0	0	2,587,040
22	Infrastructure	1,697,687	21,622	0	1,719,309
23	Buildings	26,782,511	388,450	0	27,170,961
24	Equipment	4,003,557	88,061	27,772	4,063,846
25	Art and library collections	0	0	0	0
26	Property obtained under capital leases (if not included in equipment)	0	0	0	0
27	Construction in progress	150,589	38,681	119,063	70,207
28	Accumulated depreciation	10,243,160	987,017	26,624	11,203,553

CV = (Beginning Balance + Additions - Ending Balance)

CAVEATS

Part B - Revenues and Other Additions

Fiscal Year 2005

Report in whole dollars only

Line No.	Source of Funds	Current year amount	Prior year amount
	Operating Revenues		
01	Tuition & fees, after deducting discounts & allowances	1,790,158	2,623,218
	Grants and contracts - operating		
02	Federal operating grants and contracts	805,422	783,734
03	State operating grants and contracts	713,730	425,594
04	Local/private operating grants and contracts	0	25,562
05	Sales & services of auxiliary enterprises,after deducting discounts & allowances	0	0
06	Sales & services of hospitals,after deducting patient contractual allowances	0	0
07	Independent operations	0	0
08	Other sources - operating **(CV)**CV=[B09-(B01+ ....+B07)]	424,762	342,333
09	Total operating revenues	3,734,072	4,200,441

Institution: University of Puerto Rico-Carolina (243142)   User ID: p52431421

Part B - Revenues and Other Additions		
Fiscal Year 2005		
Report in whole dollars only		
Line No.	Source of funds	Current year amount	Prior year amount

Line No.	Source of funds	Current year amount	Prior year amount
	Nonoperating Revenues		
10	Federal appropriations	0	0
11	State appropriations	19,643,336	0
12	Local appropriations, education district taxes, & similar support	0	0
	Grants-nonoperating		
13	Federal nonoperating grants	6,341,731	6,967,492
14	State nonoperating grants	0	0
15	Local nonoperating grants	0	0
16	Gifts, including contributions from affiliated organizations	59,895	14,343
17	Investment income	0	0
18	Other nonoperating revenues **(CV)**CV=[B19-(B10+...+B17)]	9,724	9,553
19	Total nonoperating revenues	26,054,686	6,991,388

Part B - Revenues and Other Additions

Fiscal Year 2005

Report in whole dollars only

Line No.	Resource of funds	Current year amount	Prior year amount
	Other Revenues and Additions		
20	Capital appropriations	0	0
21	Capital grants & gifts	0	0
22	Additions to permanent endowments	0	0
23	Other revenues & additions **(CV)CV**=[B24-(B20+...+B22)]	0	0
24	Total other revenues and additions	0	0
25	Total all revenues and other additions **(CV)CV**=(B09+B19+B24)	29,788,758	11,191,829

CV = Calculated Value

CAVEATS

Part C - Expenses and Other Deductions
Fiscal Year 2005

Line No.	Description	1 Current year total	2 Salaries & wages	3 Employee fringe benefits	4 Depreciation	5 All other
	Report in whole dollars only					
	Operating Expenses					
01	Instruction	11,967,126	9,100,026	2,238,392	0	628,708
02	Research	281,583	218,785	44,114	0	18,684
03	Public service	693,587	133,416	9,444	0	550,727
05	Academic support	2,060,742	1,025,854	669,499	0	365,389
06	Student services	1,839,287	1,431,622	231,640	0	176,025
07	Institutional support	5,625,109	3,523,260	1,571,897	0	529,952
08	Operation & maintenance of plant	4,043,160	1,534,245	599,117	0	1,909,798
09	Depreciation	987,017			987,017	
10	Scholarships and fellowships expenses, excluding discounts & allowances (do not include work study here)	5,204,340				5,204,340
11	Auxiliary enterprises	0	0	0	0	0
12	Hospital services	0	0	0	0	0
13	Independent operations	0	0	0	0	0
14	Other expenses & deductions **(CV)CV**=[C15-(C01+...+C13)]	461,794	41,870	1,062	0	418,862
15	Total operating expenses	33,163,745	17,009,078	5,365,165	987,017	9,802,485
	Prior year amount	32,177,855	16,064,331	4,834,799	1,059,495	10,219,230

Part C - Expenses and Other Deductions

Fiscal Year 2005

Line No.	Report in whole dollars only Description	1 Current year total	2 Salaries & wages	3 Employee fringe benefits	4 Depreciation	5 All other
	Nonoperating Expenses and Deductions					
16	**Interest**	0				0
17	**Other nonoperating expenses & deductions (CV)CV**=(C18-C16)	0	0	0	0	0
18	Total nonoperating expenses & deductions **(CV)CV**=(C19-C15)	0	0	0	0	0
19	Total expenses & deductions	33,163,745	17,009,078	5,365,165	987,017	9,802,485
	Prior year amount	32,177,855	16,064,331	4,834,799	1,059,495	10,219,230

CV = Calculated Value

CAVEATS

Part D - Summary of Changes In Net Assets
Fiscal Year 2005

Line No.	Description	Current year amount	Prior year amount
01	Total revenues & other additions **(from B25)**	29,788,758	11,191,829
02	Total expenses & deductions **(from C19)**	33,163,745	32,177,855
03	Increase in net assets during year **(CV)CV**=(D01-D02)	-3,374,987	-20,986,026
04	Net assets beginning of year	2,488,436	4,666,082
05	Adjustments to beginning net assets **(CV)CV**=[D06-(D03+D04)]	3,010,882	18,808,380
06	Net assets end of year **(from A18)**	2,124,331	2,488,436

CV = Calculated Value

CAVEATS

Part E - Scholarships and Fellowships

Part E - Scholarships and FellowshipsFiscal Year 2005

Report in whole dollars only

Line No.	Source	Current year amount	Prior year amount
	Institutional Expenses and Discounts & Allowances		
	Gross Scholarships and Fellowships (no loans included)		
01	Pell grants (federal)	6,341,731	6,967,492
02	Other federal grants	250,053	347,654
03	Grants by state government	850,409	731,318
04	Grants by local government	0	0
05	Institutional grants from restricted resources	85,724	12,761
06	Institutional grants from unrestricted resources **(CV)CV**=[E07-(E01+...+E05)]	37,287	35,883
07	Total gross scholarships and fellowships	7,565,204	8,095,108
	Discounts and Allowances		
08	Discounts & allowances applied to tuition & fees	2,360,864	2,231,978
09	Discounts & allowances applied to sales & services of auxiliary enterprises **(CV)CV**= (E10-E08)	0	0
10	Total Discounts & Allowances **(CV)CV**=(E07-E11)	2,360,864	2,231,978
11	Net scholarships and fellowships expenses after deducting discount & allowances **(from C10)**	5,204,340	5,863,130

CV = Calculated Value

CAVEATS

Part J - Revenue Data for Bureau of Census

Part J - Revenues (Census Bureau)Fiscal Year 2005

Source and type	Amount				
	Total for all fundsand operations(includesendowment funds,but excludes component units)	Education and general/independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/experiment services
	(1)	(2)	(3)	(4)	(5)
01 Tuition and fees	4,151,022	4,151,022			
02 Sales and services	285,611	285,611	0	0	0
03 Federal grants/contracts (excludes Pell Grants)	805,422	805,422	0	0	0
Revenue from the state government:					
04 State appropriations, current & capital	19,643,336	19,643,336	0	0	0
05 State grants and contracts	713,730	713,730	0	0	0
Revenue from local governments:					
06 Local appropriation, current & capital	0	0	0	0	0
07 Local government grants/contracts	0	0	0	0	0
08 Receipts from property and non-property taxes	0				
09 Gifts and private grants, including capital grants	59,895				
10 Interest earnings	0				
11 Dividend earnings	0				
12 Realized capital gains	0				

CAVEATS

Part K - Expenditure Data for Bureau of Census

Part K - ExpendituresFiscal Year 2005

Category	Amount				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/experiment services
	(1)	(2)	(3)	(4)	(5)
01 Salaries and wages	17,009,078	17,009,078	0	0	0
02 Employee benefits, total	5,365,165	5,365,165	0	0	0
03 Payment to state retirement funds (maybe included in line 02 above)	1,981,863	1,981,863	0	0	0
04 Current expenditures other than salaries	3,812,921	3,812,921	0	0	0
Capital outlay:					
05 Construction	38,681	38,681	0	0	0
06 Equipment purchases	88,061	88,061	0	0	0
07 Land purchases	0	0	0	0	0
08 Interest on debt outstanding, all funds & activities	1,248,902				
09 Scholarships/fellowships	7,565,204	7,565,204			

CAVEATS

Part L - Debt and Assets, page 1

Part L - Debt and AssetsFiscal Year 2005

Debt

Category		Amount
01	Long-term debt outstanding at beginning of fiscal year	24,791,049
02	Long-term debt issued during fiscal year	0
03	Long-term debt retired during fiscal year	899,078
04	Long-term debt outstanding at end of fiscal year	23,891,971
05	Short-term debt outstanding at beginning of fiscal year	0
06	Short-term debt outstanding at end of fiscal year	0

CAVEATS

Part L - Debt and Assets, page 2

Part L - Debt and Assets (page 2)Fiscal Year 2005

Assets

Category		Amount
07	Total cash and security assets held at end of fiscal year in sinking or debt service funds	0
08	Total cash and security assets held at end of fiscal year in bond funds	21,622
09	Total cash and security assets held at end of fiscal year in all other funds	7,335

CAVEATS

Explanation Report

Number	Source	Location	Description	Severity	Accepted
Screen: Part 3					
1	Screen Entry	Row 37 Column 3	The number entered, 29788758, has an expected range of between 5595915 and 16787743 based on last year's amount. Please explain this difference.	Explanation	Yes
Reason:			During this fiscal year 2005 we reclassify from Central Administration (State Appropriation-Part B-Line 11) the amount corresponding to the Non Mandatory Transfers of each campus. In UPR-Carolina the amount was $19,643,336 , (see Part B – Line 11). During the last fiscal years (2003,2004), when the changes in Ipeds format began, the line for Non Mandatory Transfers was omitted and this amount was presented all, in the Central Administration Ipeds.		