University of Puerto Rico at Carolina
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SELF STUDY DESIGN

Submitted to
Middle States Commission on Higher Education

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and
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III.   Site Visit

LIST OF ABBREVIATIONS

ABET   Accreditation Board for Engineering and Technology

ACBSP   Association of Collegiate Business Schools and Programs

NASAD   National Association of Schools of Art and Design

ACJS   Academy of Criminal Justice Sciences

ACPHA   Accreditation Commission for Programs in Hospitality Administration

ACRL   Association of College and Research Libraries

CIAAP   Committee of Accreditation, Assessment, Planning and Budget

IACS   International Association of Counseling Services

LATINDEX   Online Regional Information System for Scholarly Journals from Latin America, the Caribbean, Spain, and Portugal

NATEF   National Automotive Technicians Education Foundation

NCATE   National Council for Accreditation of Teacher Education

UPR   University of Puerto Rico

UPRCA   University of Puerto Rico at Carolina

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UNIVERSITY OF PUERTO RICO AT CAROLINA
MIDDLE STATES SELF-STUDY DESIGN

I.   Introduction

As affirmed in its Mission Statement, the University of Puerto Rico at Carolina (UPRCA) is committed to providing a student-centered education that fosters high values such as integrity, ethics, and academic excellence, with a curriculum that integrates general and specialized education.

The University was founded in 1974 as part of the eleven unit system of public higher education of the government of Puerto Rico. The University of Puerto Rico (UPR) Central Administration envisioned the unit, which came under its Administration of Regional Colleges as fulfilling three objectives: First, the two-year college, then named Carolina Regional College, would improve the pressure on the main campus by providing the general education and introductory courses in transfer programs leading to baccalaureate degrees. Second, it would offer associate degrees in technological areas that were not at the time being addressed. Third, the institution would operate under a quarter term systems. It is the only UPR Institution under quarter term system, in order to expedite students attaining their academic goals.

In the past decade, UPRCA has experienced significant and impressive changes. By the time of the last self-study, UPRCA had become an independent campus within the UPR System, and began to undergo a technological and academic transformation. Campus technology went from practically non-existent to a modern system that integrates technology into teaching and learning. Furthermore, the high demand for its innovative offerings drove the growth of the institution from a two year college to a university focused on undergraduate professionally accredited programs that enable students to pursue their educational goals while becoming independent learners and critical thinkers.

The Middle States Commission on Higher Education first accredited the Carolina Regional College in 1978 and accreditation was reaffirmed last after the Periodic Review Report of November 2006. UPRCA enrollment stands today at approximately 4,000 students who come mainly from the northeastern side of the island with 62% receiving financial aid in 2008-2009. In Spring 2009 its full-time faculty was 252, and its non-teaching personnel totaled 291. It offers nine baccalaureate majors: Finance, Management, Tourism, Law and Society, Forensic Psychology, Office Systems, Restaurant and Hotel Management, and Advertising and Graphic Arts. It also offers associate degrees including Hotel Administration, Industrial Automation, Interior Design, Mechanical Engineering, Engineering Technology in Instrumentation and System Control and Automotive Technology   . Presently, there are transfer programs in Education, Social Sciences, Natural Sciences, Allied Programs in Health Science and Engineering. The retention and graduation rate of UPRCA surpasses that of its peer institutions in the Continental United States according to the latest (1999 cohort)

Integrated Postsecondary Education Data System (IPEDS) from the National Center for Education Statistics. Even though UPRCA's retention rate stands at a healthy 80.2% as compared to an average of 61.3 in stateside peer institutions, our graduation rate is 36.9% which the University is making every effort to improve (compared to an average of 35.0% in same peer institutions).

Governance of the UPR System is entrusted to three governing bodies: The Board of Trustees, the Office of the President of the University System and the University Board. At UPRCA, the highest authority rests with the Chancellor, the Administrative Board and the Academic Senate.

In September 2008, the Academic Senate ratified modifications to the University's mission (See Appendix 1, *Certification No. 11, 2008-2009*) and ensuing goals and objectives to better reflect who we are today as an institution. The mission states:

> *The University of Puerto Rico at Carolina (UPRCA) is a public institution of higher education that forms part of the University of Puerto Rico system. We primarily serve the educational needs of the island's northeastern region through bachelor programs, transfer programs, and associate degree programs. The only UPR campus on a quarter-term calendar, we offer students the opportunity to advance their academic goals and accelerate their entrance into the labor market.*
>
> *UPRCA provides a student-centered education that promotes integrity, ethics, and academic excellence with a curricular offering that integrates general and specialized education. Through their programs of study, students develop discipline-specific knowledge as well as analytical, critical, and investigative thinking skills, effective communication capabilities, respect for diversity, and appreciation for their cultural heritage.*
>
> *UPRCA strives to form professionals with a reflective and creative capacity, a desire for innovation and continuous learning, a regard for aesthetic values, an appreciation for the merits of team work, and a high sense of responsibility and social commitment. As a center of higher education, the university contributes to the analysis and formulation of solutions to local and international problems within an integral, transdisciplinary perspective committed to the development of a culture of peace.*

Several features of our mission deserve special emphasis. The first is the University's commitment to provide students with critical, creative, independent habits of thought, and the ability to apply these skills in life and work. Being a small university we can offer students unique opportunities to develop these skills through close contact and dialogue with members of the faculty. In addition the University places importance on a comprehensive learning environment that promotes responsible citizenship and encourages students to become part of a wider yet increasingly interconnected world.

An integral part of becoming a citizen of the world community is being able to demonstrate respect for humanity and a capacity to understand and appreciate the diversity of ideas, histories, cultures, and ways of life that characterize it. The University's programs reflect this perspective. Finally, the University blends the professional technical education programs and majors with general education. In the past, the discipline specific and general education component were treated as totally separated and unrelated, and the general education goals tended to fall by the wayside in the face of career oriented programs. Today the key word is integration. The University has developed an integrated program of study in which the general education component, the concentration component, and the co-curricular component are carefully aligned and consolidated throughout undergraduate programs to assure quality and coherence in the curriculum.

A. Developments

The past ten years have seen significant changes and developments at the University.

Under the leadership of the UPR President, the Central Administration developed Ten for the Decade and Ten for the Decade Operational, a systemic strategic plan with a complementary budget plan for all units within the system. In response, UPRCA developed the initiative into an operational strategic plan for the University, brought about a technological upsurge on campus and began strengthening its academic programs and student services. Challenges were addressed and the institution improved significantly at all levels.

To attain its mission and implement its Strategic Plan, the University has worked persistently to improve the following areas:

1. Curricular Initiatives

In September 2008 the Academic Senate approved the University's renewed mission after a consultation process among constituents. The ongoing conversion of the renewed mission into goals and objectives provides an institutional road map and paves the way toward innovation.

In accordance with the goals and objectives set in UPRCA's Strategic Plan to keep academic offerings updated, ensure professional accreditation for programs subject to accreditation, increase bachelor programs, improve the professional development of the faculty and recruit terminal degree faculty UPRCA has:

- Developed a new General Education Program.
- Updated baccalaureate curriculums to conform to new General Education and professional accreditation requirements.
- Submitted two proposals to offer new baccalaureate degrees in Interior Design and Education (this last conforming to NCATE standards). These

proposals are presently under consideration for approval by the UPR's University Board.

- Achieved the expansion of the Department of Hotel and Restaurant Administration into a School of Hotels and Restaurants Administration.
- Achieved the accreditation by ACPHA of its hospitality program, which officially became The School of Hotels and Restaurants Administration and also that of the Learning Resource Center (ACRL) and the journal Carolina: Humanities and technology (LATINDEX). In process are the accreditation processes of Office Systems and Finance and Management (ACBSP), Counseling (IACS); Automotive Technology (NATEF); Advertising and Graphic Arts (NASAD); Law and Society, and Forensic Psychology (ACJS); Interior Design (NASAD); Mechanical Engineering and Industrial Automation (ABET).

- Institutionalized offices for the coordination of different academic areas, such as Faculty Development, Professional Accreditation and General Education.
- Granted faculty members four full pay and 15 special grants to pursue terminal degrees.
- Increased the percentage of faculty with terminal degrees to 30% from 12.9% in 2001.

To strengthen the teaching-learning process and improve retention and graduation rates the University has:

- Developed a student tracking system to verify students' timely progression to graduation.
- Provided the latest technology and trained and encouraged faculty and staff in its use.
- Institutionalized assessment by developing clear assessment plans and procedures and providing training in assessment to faculty and staff.
- Provided tutoring and mentoring services to students in math, chemistry physics and accounting.
- Began offering General Education Seminars I and II, implemented a system to track students' results in General Education assessment, and inaugurated an Interdisciplinary Writing Lab.
- Reorganized the Counseling Department to comply with professional accreditation standards, opened a Career Center and recruited a Psychologist to serve students.
- Strengthened the institution's ability to gather, store and make available institutional data through tools such as Monkey Survey, dashboards, Oracle and WEAVEOnline.

To strengthen the Resource Center, UPRCA has:

- Established a virtual reference desk with online librarians from UPRCA and from UPR units in Arecibo and Humacao.
- Purchased digitizing equipment for the Library.
- Inaugurated the Information Literacy Lab.
- Inaugurated an information literacy "chat" room.
- Renewed Licenses for Question Point (online reference); RefWorks (online bibliographic service) and Sport Discus database.

To encourage student and faculty participation in exchange programs UPRCA has:

- Established collaboration agreements with the Universidad de Alcalá de Henares, the Universidad Autónoma de Barcelona and the Universidad de las Islas Baleáricas in Spain, and the Universidad Rafael Landívar in Guatemala. So far, 30 students have participated in the Study Abroad Program.
- Establish an office for exchange programs

2. Technology

To increase the availability of technological equipment and the number of faculty members that use technology for the teaching-learning process the University has:

- Developed successful Title V proposals for a total of 9.1 million dollars to enhance technology campus-wide.
- Purchased equipment, opened computer laboratories, installed Electronic Classrooms and trained students, faculty and staff in their use with funds from the student's technology fee, amounting to approximately $250,000 annually.
- Inaugurated a Teleconference Center.
- Increased network speed throughout the campus from 100 to 1,000 Mbps through the installation of Fiber optics.
- Attained campus-wide wireless connection.

3. Environment

To promote an environment that leads to commitment and belonging, and to promote the image of the university as a center of study and culture UPRCA has:

- Hired an artist-in-residence, identified adequate areas for the exhibition of student art, and held exhibitions by local artists.
- Developed the concept of "Sculpture Garden" enhancing the campus with sculptures by well-known local and international artists.

- Extended Honoris Causa doctorates to two prominent Puerto Rican artists, which followed the granting of an Honoris Causa doctorate to the Dalai Lama.
- Established the Alumni Office.
- Increased the alumni database to over 6,000 from 4,000 two years ago and implemented a plan to integrate alumni into UPRCA advisory boards and overall activities.

B. Present and Future of the University

The University faces the future strengthened by the developments of the last decade, it is positioning itself to stand firm and emerge a superior institution from the challenge created by the present adverse economic conditions. The development of Ten for the Decade Operational has served to focus resources on priorities, as affirmed in Goal 9, "Administrative and Managerial Optimization". After extensive deliberations, the President and the Chancellors have resolved to institute provisional system-wide measures to effect economies while assuring the excellence of the teaching-learning process.

UPRCA has taken measures of its own to ensure its fiscal solidity by promoting the development of proposals for external funding and developing initiatives for collecting funds from activities, such as the renting of its facilities, the recuperation of funds for medical services from students who have private medical insurance, and the collecting of transit fines on campus.

To fortify the University and ascertain its future advancement, UPRCA's Chancellor has launched several initiatives.

1. To provide a transdisciplinary perspective on campus issues, inform academic and administrative decision-making processes and ensure the achievement of institutional goals and objectives, the Chancellor recently named the Institutional Committee of Accreditation, Assessment, Planning and Budget (CIAAP). Among other charges, the committee:

   - Designs, coordinates and supports the effective implementation of assessment, accreditation, planning and budgetary processes, creating mechanisms that enable and encourage a culture of institutional effectiveness and renewal.
   - Promotes the integration and optimum use of technological resources to expedite data-gathering and analysis processes at all levels of the institution.
   - Designs strategies that support students attaining the content, rigor level and academic perspective intrinsic to higher education, and that enhance their sense of personal and social responsibility.

- Designs strategies to encourage a sense of shared commitment between the members of the academic community and to improve linkage between the different areas and levels of the institution.

2. To ensure the attainment of the University's institutional student-learning outcomes, the General Education program has been strengthened.

   - An institutional coordinator has been named to continue with the implementation of the program.
   - A faculty development plan on General Education, including assessment, has been implemented with workshops, seminars, and symposiums.

3. To promote academic excellence, professional accreditation is being pursued by all programs susceptible to professional accreditation.

4. To encourage research, the University is developing a research support plan.

   - Requiring of faculty candidates for tenure track positions a commitment to carry out research at UPRCA.
   - Encouraging collaborative research and providing release time.
   - Establishing an External Funding Office.
   - Providing seed money.
   - Training to faculty on Research Proposal Development.

II. Self-Study Design

A. Nature and Scope of the Self-Study

The comprehensive model was chosen by the Steering Committee as the best instrument to convey the changes undertaken since the last Self-Study in 2001 and to achieve institutional self-understanding leading to self-improvement at all levels. During the past two years the UPRCA has been engaged in a process of reflection and analysis as a result of accreditation processes, Middle States monitoring processes and UPR Central Administration directives. These procedures, many still ongoing, will inform and facilitate institutional self-examination culminating in the Middle States Self-Study Report.

These procedures have also highlighted standards and issues of particular interest to the University. For the Self-Study to reflect the University's concerns the standards were regrouped into six areas while giving emphasis to all 14 standards (see fig. 10 of the Commission's handbook on self-study reports, p. 23). The aim is to generate a precise and effective document that serves to demonstrate UPRCA's compliance with the Commission's 14 Standards of Excellence, and also serve as a blueprint for institutional renewal and direction.

B. Intended Outcomes of the Self-Study

UPRCA's self-study process will provide a relevant and comprehensive examination of the University's performance as measured against the fourteen characteristics of excellence. It will be developed around four broad outcomes, four institutional priorities, and a series of specific objectives that appear before each change. To ensure the importance of assessment for the study process as a whole, members of work groups for standards seven and fourteen sit on most every other work group.

The four broad outcomes are:

- Evidence UPRCA's compliance with the Fourteen Standards of Excellence.
- Examine institutional transformation since the last Self-Study in 2001.
- Promote self-examination at all levels of the Institution through discussions involving a fair representation of the academic community.
- Make recommendations for ongoing improvement in the University's efforts to achieve its mission and take up present and future challenges.

It also targets the following institutional priorities:

1. Linking of Resource Allocation, Planning, Institutional Assessment, and Student Learning Outcomes

   Goals

   - Determine the effectiveness of the planning process at the Institution, examining strengths and transforming challenges into opportunities.
   - Determine how successful the Institution has been at balancing its mission and resources.

   Objectives

   - To examine the effectiveness of the Institution's efforts at increasing its federal and other external sources of funds.
   - To examine the decision-making process at the institution, determining the processes that link planning, institutional assessment, resource allocation and student learning outcomes.
   - To identify where improvement is needed.

2. Assessment

   Goals

   - Determine how effectively assessment is informing the planning process.

- Determine how assessment information is being used to drive improvement.
- Determine how assessment of the newly implemented General Education Program and of the programs seeking professional accreditation is informing institutional planning, resource allocation and institutional effectiveness assessment.
- Determine the current use of assessment models and best practices within academic programs and support divisions and how these may be improved.

Objectives

- To measure the impact of institutional efforts toward the implementation of a culture of assessment.
- To examine the strength of the mission statements, goals, and objectives, as well as criteria and procedures for measuring outcomes, of all academic departments and academic support services.
- To examine the scope, strengths, and challenges of currently used assessment mechanisms.
- To explore how the information from assessment initiatives is being used to drive improvement and provide direction for the University.

3. Retention and graduation rates

Goal

- Determine the efficacy of current strategies employed to promote student success and reveal avenues for improvement.

Objectives

- To examine the scope, strengths, and challenges of mechanisms used by academic and non-academic programs to improve student success and identify where improvement is needed.
- To examine the relationship between student attrition and institutional policies and practices in academic and non-academic student support services.
- To examine student engagement in co-curricular, educationally purposeful activities intended to increase students' commitment to the University and their academic goals.

4. Accreditation

   Goal

   - Demonstrate that the University is in compliance with Middle States accreditation standards
   - Demonstrate that the University is actively working toward compliance with the required standards of professional accreditation agencies in all programs susceptible to professional accreditation.

   Objectives

   - To measure the impact of institutional efforts toward accreditation on the performance of all academic programs and services.
   - To examine institutional assessment processes and strength at the program level.
   - To demonstrate correlation between the standards of the professional accrediting agencies and the current or planned curricula and assessment mechanism of the majors susceptible to accreditation.

C. Organizational Structure, Responsibilities and Membership of the Executive Steering Committee and Steering Committee

Executive Steering Committee

The Executive Steering Committee will provide leadership for the entire self-study process working closely with the complete Steering Committee and the 14 work groups representing each standard. It will provide the initial rough version of the research questions for the Self-Study Design to the Steering Committee and the work groups based on the Standards of Excellence and the self-study outcomes approved by the Steering Committee. After the research questions have been discussed and refined by the Steering Committee and the Work Groups, it will approve the final version. It will also be responsible for producing the final Self-Study Report from the draft approved by the Steering Committee.

Members of the Executive Steering Committee will also provide leadership for the six areas in which the standards were reordered:

I.   Mission, Goals and Integrity – Dr. Raúl Otero and Prof. José Colón
II.   Governance and Strategic Planning - Prof. Miguel Pérez and Prof. Paul Rivera
III.   Assessment- Prof. Lydia Rodríguez and Dr. Jaime Cabrera
IV.   Student Life- Prof. Stanley Portela and Prof. Noraida Domínguez
V.   Faculty and Staff- Prof. Ángel Maldonado and Prof. Marisol Rodríguez
VI.   Curriculum- Dr. Kattia Walters and Prof. Kathryn Robinson

The Executive Steering Committee will determine the structure and composition of the work groups and the area leaders will set charges and timelines for the areas they lead.

The Research Questions Prepared Will Address the Following.

- Explicitly relate the Institution's Core Values and Mission to each Middle States Standard
- Relate Standard 6, Integrity, to each of the other thirteen Standards.
- Place appropriate emphasis on budget (*including Central Administration and External Funds),* planning, and decision making processes as they relate to each standard

- Place appropriate emphasis on assessment elements and processes as they relate to each standard under consideration
- Place appropriate emphasis on those processes that could affect or be a causal element of UPRCA's Retention and Graduation rate.
- Place appropriate emphasis on accreditation elements and processes as they relate to each standard under consideration

Steering Committee

The Steering Committee will determine the key issues for the Self-Study, set the timeline for the self-study process as a whole, and assure that open and active communication lines persist between the Steering Committee, the work groups and the academic community. It is responsible for collecting and maintaining the documents and materials necessary for the effective operation of the work groups and the Evaluation Team. The Committee will also provide the work groups with an improved version of the Executive Steering Committee's research questions. Finally, it will examine and evaluate work group reports and generate a draft of the Self-Study Report, coordinating and leading campus-wide discussion of the document.

It will also establish communication lines that will help the academic community understand the self-study process and what MSCHE reaccreditation means for UPRCA. This responsibility includes enhancing the understanding of the value of the self-study process within the community. Specifically, the charge is to:

- Create a Web Page
- Provide regular communications regarding the self-study process
- Announce and plan celebrations of milestones
- Keep faculty, staff and administrators morale high during the process

Professors from the English Department have been assigned to each of the six Middle States Areas to assist with the language in the writing of the Self-Study Report.

Steering Committee Members:

- ❖ **Dr. Raúl Otero**, Co-Leader of Area I. Mission, Goals and Integrity

- ❖ **Prof. José Colón**, Co-Leader of Area I. Mission, Goals and Integrity

- ❖ **Prof. Miguel Pérez**, Co-Leader of Area II. Governance and Strategic Planning

- ❖ **Prof. Paul Rivera**, Co-Leader of Area II. Governance and Strategic Planning

- ❖ **Prof. Lydia Rodríguez**, Co-Leader of Area III. Assessment

- ❖ **Dr. Jaime Cabrera**, Co-Leader of Area III. Assessment

- ❖ **Prof. Stanley Portela**, Co-Leader of Area IV. Student Life

- ❖ **Prof. Noraida Domínguez**, Co-Leader of Area IV. Student Life

- ❖ **Prof. Marisol Rodríguez**, Co-Leader of Area V. Faculty and Staff

- ❖ **Prof. Angel Maldonado**, Co-Leader of Area V. Faculty and Staff

- ❖ **Dr. Kattia Walters**, Co-Leader of Area VI. Curriculum

- ❖ **Prof. Kathryn Robinson**, Co-Leader of Area VI. Curriculum

- ❖ **Prof. Carmen Luz Cruz**, Director of Planning Office, Instructor

- ❖ **Dr. Jorge Carranza**, Coordinator of Program Assessment

- ❖ **Ms. Luz M. Cortijo**, In Charge of Middle States Document Archive

- ❖ **Ms. Elisse León Álvarez**, Student of School of Hotels and Restaurants Administration

- ❖ **Mr. Jovennes R. Louis,** Student of Business Administration

- ❖ **Ms. Zuleyka Figueroa**, Student of Office Systems

- ❖ **Mr. Wilfredo Incle Alemán**, alumni

D. Responsibilities and General Charges of Work Groups

The main responsibilities of the work groups will be to refine the research questions, investigate the University's compliance with the standards and document findings. They will improve research questions and include new questions where justified, and ensure that questions link to the fundamental elements of the standards and to the

University's mission and self-study outcomes. Work groups will also identify and catalogue the documents that evidence their findings.

The general charges to the work groups are to:

- Improve the research questions and add to the list if needed based on the Standards of Excellence and the self-study outcomes;
- Develop specific institutional goals and objectives for the Standard under consideration, as well as the methods and resources that will guide the group's work;
- Examine with rigor and objectivity the Standard assigned providing an analysis of strengths and challenges;
- Recommend and coordinate, if necessary, the development of surveys or other documentation that would serve to validate compliance with a Standard;
- Ascertain compliance with the Standard assigned;
- Draft and write a report summarizing findings;
- Offer realistic recommendations for improvement;
- Meet deadlines for assigned tasks and reports.

E. Work Groups' Goals, Objectives, Research Questions and Membership

Area I: Mission and Integrity

Co-Leaders
Dr. Raúl Otero, Associate Professor of Spanish
Prof. José Colón, Instructor of Spanish

Standard 1: Mission and Goals

Objectives:

- To examine whether the newly revised mission and goals clearly define the institution's purpose, what it intends to achieve, and who it serves.
- To determine how the mission and goals are utilized to develop and shape UPRCA's programs and services.
- To determine whether the mission and goals serve as effective guides for institutional strategic planning at all institutional levels.

Research Questions:

1.1 Is UPRCA's mission sufficiently clear and distinct so as to guide planning, decision making, resource allocation, and program and curricular development?

1.2 How well and to what extent do the mission, goals, and objectives relate to the internal as well as the external contexts and constituencies of the institution?

1.3 How well and to what extent are UPRCA's mission, goals, and objectives linked to the development and shaping of academic programs and services, administrative offices and institutional practices?

1.4 How does UPRCA evaluate its effectiveness in achieving its mission, goals, and objectives and how are results employed in professional accreditation processes, institutional planning, resource allocations, institutional improvement and program renewal?

1.5 What is the level of success of the method(s) employed to communicate UPRCA's mission and goals to its constituencies?

Work group members:

- Prof. Alejandro Apesteguía Layárroz, Assistant Professor of Humanities, Work Group Chair
- Prof. Natalia Santos, Instructor, Professor of Spanish
- Prof Elizabeth Perez, Librarian
- Prof. Manuel Negrón, Instructor of Humanities
- Dr. Eunice Pérez, Associate Professor of Spanish
- Prof. Rosa Cruz, Librarian

Standard 6: Integrity

Objectives:

- To examine whether the institution adheres to ethical standards.
- To determine whether institutional policies and procedures are clearly stated and reflect fair and equitable practices.
- To determine how the institution supports and promotes academic and intellectual freedom among its constituencies.

Research Questions:

6.1 How effective is the manner of communicating policies and procedures to constituents at UPRCA?

6.2 How well and to what extent does the institution promote sound ethical practices and respect for individuals through its teaching, research, services, and administrative practices?

6.3 How well and to what extent are issues regarding fair academic assessment, student conduct, and alleged disciplinary violations addressed?

6.4 How effective is the University in ensuring that student retention and graduation policies are fair and applied equitably?

6.5 How effective is the University in ensuring equity and diversity in the recruitment, enrollment, and retention of disabled students, faculty and staff?

6.6 What evidence is there to support the statement that the institution is honest and truthful in public relations announcements, advertisements, and in recruitment and admissions materials?

6.7 How effective is the University in promoting a climate of academic inquiry and academic and intellectual freedom?

6.8 In what manner does the university conform to fair and impartial practices in the hiring, evaluation, promotion, and dismissal of faculty and staff?

6.9 How does the university periodically assess integrity as evidenced in institutional policies, processes, and practices, and in the manner in which they are implemented?

6.10 To what extent have UPRCA's policies and procedures been effective in ensuring an environment of integrity, civility, mutual respect and cooperation?

Work group members:

- Prof. Tomás Clemente, Instructor of Office Systems, Assessment Representative
- Ms. Awilda Vélez, Director of Student Support Services
- Prof. Carmen Balsa, Director of Social Sciences Department, Associate Professor of Sociology
- Prof. Hilda Hernández, Librarian

Area II: Governance and Strategic Planning

Co-Leaders
Prof. Miguel Pérez, Interim Dean of the School of Hotels and Restaurants
    Administration
Prof. Paul Rivera, Associate Professor, School of Hotels and Restaurants
    Administration

Standard 2: Planning, Resource Allocation, and Institutional Renewal

Objectives:

- To determine the quality and sustainability of the institutional planning process.
- To determine whether the mission statement is consistent with the aspirations and expectations of higher education.
- To determine the degree of effectiveness in establishing priorities, improving institutional planning processes and allocating resources consonant with the results of institutional assessment

Research Questions:

2.1 How well and to what extent has the institution created ongoing mechanisms to integrate and improve the processes of assessment, planning and budget to guide effective decision-making and facilitate institutional renewal?

2.2 How effective are the coordination of assessments and the analysis of assessment results, so that all university planning is appropriately aligned?

2.3 How do mission, strategic directions and the results of assessments drive the allocation of resources to enhance the quality of UPRCA's academic programs? To what extent is the improvement of retention and graduation rates in specific programs considered in planning and resource allocation? How effective are these processes and how are the results of assessment used?

2.4 How effective are the academic, administrative, and service areas' stated goals and objectives in facilitating the processes of planning, resource allocation and improvement?

2.5 How well and to what extent does the institution assess whether planning, resource allocation, and institutional renewal processes are effective? Do the results of this assessment lead to proactive or reactive efforts?

2.6 How are the results of planning, improvement processes, resource allocation, and institutional renewal communicated to the various constituencies?

2.7 How does the University ensure that both current and projected internal constraints, as well as external factors are taken into account for planning purposes?

Work group members:

- Prof. Xavier Ramírez, Work Group Chair
- Prof. Roberto Vizcarrondo, Assistant Investigator,
- Prof. Ketty González, Instructor, Assessment Representative
- Prof. Carlos Jimenez, Instructor, School of Hotels and Restaurants Administration
- Ms. Johanna Burgos, Counselor
- Mr. Cristian Toledo, Technology Services Coordinator, Academic Computing Systems

Standard 3: Institutional Resources

Objectives:

- To determine the availability and accessibility of required resources in order to fulfill institutional goals and mission.
- To examine the strategies employed to measure and assess the use of institutional resources.
- To determine whether institutional resources are used effectively and efficiently.

Research Questions:

3.1 To what extent does the allocation of institutional resources support UPRCA's mission and goals? To what extent does the allocation of institutional resources support UPRCA's institutional priorities such as the improvement of retention and graduation rates, the use of assessment results for planning and resource allocation, and the attainment of professional accreditation? What strategies are used to assess the efficient use of resources?

3.2 How well and to what extent are budget allocations consistent with existing policies and procedures? How effective are the implemented budget allocations in providing adequate student services, faculty, staff, technology and physical facilities to accomplish the institution's objectives for student learning?

3.3 How effective are Institutional strategies and mechanisms to increase and generate external funds?

3.4 To what extent and how effectively are the institution's comprehensive facilities/infrastructure master and management plans appropriate, connected to the institutional mission, and put into practice?

3.5 How well and to what extent does UPRCA's acquisition and replacement plan provide for the needs of the institution; including the provision for current and future technology for fulfilling educational, academic support, and administrative needs? How well and to what extent has the plan been implemented? How effective are implemented mechanisms to determine equipment acquisition and replacement?

3.6 How well and to what extent do annual independent audits determine the financial expediency and fiscal responsibility of the UPR System? How does the institution follow up on any concerns and recommendations cited in the audit's accompanying management letter?

3.7 How is the use of institutional resources assessed and how frequently? How are results used to improve efficiency, contain costs, redirect resources, and develop new revenue sources to support the institution's mission and goals?

Work group members:

- Prof. Walbert Marcano, Instructor of Industrial Maintenance, Director of Industrial Maintenance and Automotive Department, Work Group Chair
- Dr.María Del Pilar Toral, Director of Academic Computing Systems
- Mr. Juan Torres, Finance Director
- Ms. Sarahí Guadalupe, Budget Director
- Mr. Miguel Gutierrez, Health, Occupational Security and Environment Specialist

Standard 4: Leadership and Governance

Objectives:

- To identify the institution's leadership and governance structures and determine their clarity and effectiveness.

- To determine how the decision and policy making processes ensure autonomy, integrity, and the participation of constituencies.
- To determine whether there is effective fulfillment of leadership and governance responsibilities and their consistency with mission and goals.

Research Questions:

4.1 How effective is the governance structure of the UPR System in allowing for UPRCA's participation in forging its institutional persona and current and future directions?

4.2 How effective are communication and collaboration paths, venues, and strategies between UPRCA governance and the UPR System governance? How well and to what extent do they share information, communicate decisions, and collaborate in order to carry out UPRCA's mission and strategic directions effectively?

4.3 How effective is the current institutional organization and governance structure of UPRCA?

   a. To what extent is there a clear delineation of responsibilities among institutional leadership bodies so as to assure autonomy and integrity?
   b. How effective are the by-laws, policies and strategies of the governing bodies in promoting the collaborative participation of the governing bodies of students, faculty, and staff in decision-making processes in order to carry out the mission, goals, and objectives of UPRCA?

4.4 How well and to what extent has the institution created ongoing mechanisms to integrate and improve teamwork and a sense of shared commitment in governing processes?

4.5 To what extent do the members of the administrative staff have the necessary skills, and the time and support needed to carry out their duties effectively?

4.6 How does institutional assessment inform decision making at administrative levels?

Work group members:

- Prof. José Meza, Instructor Professor of Industrial Maintenance, Work Group Chair

- Prof. Sabriya Wheeler, Instructor Professor of Restaurant and Hotel Administration, Assessment Representative
- Mr. Gregory Bermúdez, Administrative Official
- Prof. Jonathan Ramos, Associate Professor of Restaurant and Hotel Administration
- Prof. Marilyn Rivera, Assistant Professor of Tourism
- Ms. Keren Torres, Secretary, School of Hotels and Restaurants Administration

Area III: Assessment

Co-Leaders
Prof. Lydia Rodríguez, Professor of English
Dr. Jaime Cabreras, Assistant Professor of Physical Education

Standard 7: Institutional Assessment

Objectives:

- To determine the participation of constituents and the effectiveness of the processes of institutional assessment, planning, resource allocation, and institutional renewal.
- To determine whether continuous institutional assessment processes integrate the planning, budget, and assessment components effectively.

Research Questions:

7.1 How well and to what extent has the institution created systematic mechanisms to develop and implement effective assessment processes to determine whether its mission and key institutional goals are being met? How effective has the institutional assessment plan been in directing institutional renewal?

7.2 How effectively do institutional assessment plan and processes promote and incorporate the participation of academic constituents (e.g., administrative staff, non-teaching staff, faculty, students, community, and alumni)?

7.3 To what extent and how well are quantitative and qualitative assessment measures used? How well do they relate to institutional goals and maximize use of existing data?

7.4 What evidence is there of the institutional assessment process being realistic, effective and comprehensive?

7.5 How well are institutional plans consistent with institutional assessment results?

7.6 How well and to what extent are the results of institutional assessment communicated to UPRCA's constituents?

Work group members:

- Prof. Carmen L. Cruz, Instructor, Work Group Chair, Director of Planning Office
- Ms. Ivelisse Casado, Assessment Representative, Executive Official
- Dr. Ramonita Román, Associate Professor of Office Systems
- Dr. Amalia Alsina, Associate Professor of Humanities
- Prof. Alan Rodríguez, Assistant Professor of Hotel and Restaurant Administration
- Dr. Frank Afflito, Assistant Professor of Social Sciences
- Prof. Nitza Avila, Associate Professor of Physical Education

Standard 14: Assessment of Student Learning

Objectives:

- To determine the level in which UPRCA has a cohesive, effective, clear, and implemented student learning assessment plan that allows the achievement of the institution's key student learning outcomes at course, program, and institution levels.
- To determine the level to which UPRCA uses assessment results to make informed decisions for improving teaching, curricula, and institutional programs.
- To determine the level of participation of faculty and support personnel in the assessment process.

Research Questions:

14.1 How well and to what extent has the institution created the mechanism to link assessment of student learning to other congruent areas to generate a systematic, cohesive direction in institutional planning and processes?

14.2 What evidence is there that the assessment plan of student learning is clearly designed and generating the desired results?

    a. How can the quality of student learning assessment processes at UPRCA be described?

b. What evidence is there that these processes yield direct evidence that is clear, tangible, convincing, and purposefully relates to the program's key learning outcomes?

c. What evidence is there that results are sufficiently accurate and truthful so that they can be used confidently to make decisions?

14.3 How effectively does the institution utilize the data and recommendations from student learning assessment processes to formulate or modify long-term strategic plans? What decisions about teaching, planning, and resource allocation can be attributed to assessment results?

14.4 How effectively do academic programs document whether their curriculum helps students achieve the learning outcomes of the program and the institution? How effectively do the academic departments and instructors provide students with clear information on how they are expected to meet program and class expectations?

14.5 How adequate are campus efforts to encourage, recognize, and value faculty efforts to assess student learning and to improve their teaching? What opportunities have been provided for faculty and staff in the area of assessment of student learning?

14.6 How aware are faculty, staff, and students of the way UPRCA assesses student learning outcomes? How are faculty, staff, and administrators involved in the process of assessing student learning? How can their involvement in the improvement of the assessment process be described?

14.7 Which structures support the integration of the assessment of student learning outcomes and institutional effectiveness and how effective are they to this end?

Work group members:

- Dr. Jorge E. Carranza, Associate Professor of Industrial Maintenance, Work Group Chair
- Prof. Narcisa Meza, Instructor of Industrial Maintenance
- Prof. Carmen Ortiz, Instructor of Graphic Arts
- Prof. Naida Viera, Instructor of Biology

Area IV: Student Life

    Co- Leaders
    Prof. Stanley Portela, Director of the Resource Center
    Prof. Noraida Domínguez, Instructor of Information Literacy

    <u>Standard 8: Student Admissions and Retention</u>

    Objectives:

- To examine admissions and retention procedures at UPRCA in order to determine their appropriateness and effectiveness.
- To examine the effect and impact of different institutional processes as they connect to recruitment, admissions, and retention issues.
- To examine the scope, reach, and effectiveness of admissions and retention-related programs and their impact on student life.

    Research Questions:

8.1 How does the UPR's Office of Admissions use national and local demographic and educational trends to plan and effect changes in strategic direction?

8.2 How well do recruitment materials and processes support institutional admissions strategies stated in the institution's strategic plan with regard to student selection, leadership, and diversity?

8.3 How are admissions, retention and graduation policies consistent with UPRCA's mission? To what extent are admissions, retention and graduation policies congruent with UPRCA's long-term strategic and financial plans? How has assessment of these processes impacted the policies and the processes themselves?

8.4 How effective has information such as admissions policies and criteria, financial aid, scholarships, grants, loans, and refunds been in accordance to the University's goals and objectives and those of the academic support areas represented?

8.5 How effective has the use of data resulting from measures of student success been in improving retention rates, graduation rates and academic and student support services?

8.6 What programs or services developed ensure admitted students achieve the expected learning outcomes at appropriate points in time?

8.7 To what extent are actual student activities and roles congruent with UPRCA's expectations regarding student's responsibilities? What evidence is there of students' knowledge of their responsibilities as students and members of the academic community and of the institution's retention and graduation requirements? How are students made aware of the expected student learning outcomes?

Work group members:

- Dr. Eldra Hernández, Associate Professor of Management, Work Group Chair
- Mr. Abelardo Martínez, Registrar
- Prof. Silma Muñoz, Professor of Spanish
- Ms. Celia Méndez, Admissions Director

Standard 9: Student Support Services

Objectives:

- To examine the quality of student services and the extent to which they serve student needs.
- To examine the scope, appropriateness, and effectiveness of services for regular and non-traditional students and alumni and their impact on the university community.
- To determine whether the various social, cultural, and extracurricular activities offered at UPRCA encourage the integral development of students, improve their quality of life and enhance motivation for their academic goals.

Research Questions:

9.1 How well and to what extent do support services serve the objectives of the institution and students? To what extent do support services contribute and enhance the quality of students' experiences on campus? How effectively do support services document whether students reach their goals? How effective is the administrative regulation of these services?

9.2 How well and to what extent are student support services assessed? What evidence is there that appropriate changes have been implemented as a result and that the effectiveness of these changes in improving student learning outcomes has been assessed? How effectively do these services impact academic learning outcomes, career goals and retention/graduation rates?

9.3 How effective are procedures for equitably addressing students' complaints or grievances? How are records of these compiled and maintained?

9.4 How effective are the opportunities for student leadership and service called for by the strategic plan?

9.5 To what extent have mechanisms and strategies been implemented in academic support areas that promote students attaining the content, rigor level and academic perspective intrinsic to higher education, and their developing a sense of personal and social responsibility? To what extent have these strategies been effective?

9.6 How effective and consistent is the implementation of UPRCA's procedures and policies related to the privacy of student information? How well does the University community understand these procedures and policies?

9.7 How effective is the mode of communication between the administration/student services and students for students to learn about key services available at Carolina?

9.8 How has professional accreditation impacted UPRCA's support services?

Work group members:

- Dra. Gloria Oliver, Instructor, Work Group Chair, Director of Counseling Department
- Prof. Noraida Domínguez, Instructor of Information Literacy, Assessment Representative
- Prof. Milagros Ramos, Assistant Dean of Academic Affairs, Associate Professor
- Ms. Santa Castro, Financial Aid Official

Area V: Faculty and Staff

Co-Leaders
Prof. Angel Maldonado, Associate Professor of Education
Prof. Marisol Rodríguez, Professor of Natural Sciences

Standard 5: Administration

Standard 5 objectives:

- To examine the organization and performance of UPRCA's administrative structure and its connection to and role within the university's mission, goals, and objectives.
- To determine the effectiveness of UPRCA's administrative structure and processes in fulfilling their duties and the university's mission, goals, and objectives.
- To determine the methods through which administrative structures assess and evaluate their performance and effectiveness.

Research Questions:

5.1   How effectively do administrative structures, staffing and services facilitate the mission and strategic directions of the University? What means are there for assessing their effectiveness? How effectively are assessment results used for administrative and institutional improvement?

5.2   How successful has the institution been in ensuring that the assessment of administrators improves their efficiency and effectiveness?

5.3   How do constituents perceive the administration and the administrative structure in moving the institution toward achieving its goals and administering the institution? How well and to what extent does the administration relate to faculty, students, and staff? To what extent do deans and other academic administrators provide academic and administrative leadership for faculty?

5.4   How successful and to what extent are the established standards and procedures in promoting the hiring of administrative leaders and staff that have the professional and technological backgrounds and degrees, skills, and training appropriate to their functions?

5.5   To what extent have mechanisms and strategies been implemented that encourage a shared commitment between administrators and the rest of the academic community of staff, faculty and students?

5.6 To what extent do changes in administration affect the constancy and stability of the institution?

Work group members:

- Dr. Myrna Mayol, Professor of Management, Work Group Chair
- Ms. Ana de León, Assistant of the Dean for Administrative Affairs
- Ms. Norma Rivera Walker, Administrative Official
- Ms. Edna Sharon, Director of Human Resources
- Dr. Ramón Claudio, Associate Professor of Social Sciences
- Prof. Victor Pérez, Associate Professor of Business Administration

Standard 10: Faculty

Objectives:

- To determine the adequacy of the mechanisms through which UPRCA manages and cares for its faculty, including those concerning hiring, retention, training, mentoring, funding, and support.
- To determine the quality and credentials of faculty and researchers at UPRCA and their appropriateness and connection to institutional context and needs.
- To examine the roles and responsibilities of UPRCA faculty and evaluate their level of correspondence with the university's mission, goals, and objectives.

Research Questions:

10.1 How effective and to what extent has the University been in ensuring that the faculty's qualifications are consistent with institutional needs? How effective is the institution in hiring, rewarding and retaining outstanding teacher-scholars? How successful are the methods utilized to communicate to faculty information on faculty support services?

10.2 To what extent are actual faculty activities and roles congruent with UPRCA's expectations regarding faculty responsibilities? How effective are administrative efforts and published materials that set forth faculty responsibilities for teaching, research, advising, service, and assessment, in ensuring observance?

10.3 How effectively do UPRCA's academically prepared and qualified professionals design, maintain, and update educational curricula? What evidence demonstrates that faculty promotes, facilitates,

assures, and evaluates student learning? To what extent have these efforts been successful in improving graduation and retention rates?

10.4 What published, implemented evaluation standards and procedures measure UPRCA's full-time and part-time faculty's performances? How carefully articulated, equitable, and fairly implemented are these standards and procedures?

10.5 How carefully articulated, equitable, and fairly implemented are standards and procedures to measure the performance of UPRCA's full-time and part-time faculty?

10.6 How effective and to what extent are there opportunities present on campus for student-professor dialogue? How effective are professors' office hours in attracting students?

10.7 How effectively and to what extent has the faculty and administration worked together to promote faculty research?

Work group members:

- Prof. Marta Arroyo, Professor, Professor of Chemistry, Work Group Chair
- Prof. Orlando Torres, Assistant Professor of Graphic Arts
- Prof. José Rivera, Assistant Professor of Humanities
- Prof. Roberto Vizcarrondo, Instructor Professor

Area VI: Curriculum

Co-Leaders
Dr. Kattia Walters, Associate Professor of Social Sciences
Prof. Kathryn Robinson, Instructor, Director of English Department

Standard 11: Educational Offerings

Objectives:

- To determine the strengths and limitations of UPRCA's curricular models in relation to the integration of students' academic and professional goals into the institutional mission and curricula.
- To examine the nature and scope of curricular programs and their compliance with the content, rigor, and coherence intrinsic to higher education and accreditation standards.

- To determine the extent to which educational offerings support and maintain UPRCA's mission and objectives.

Research Questions:

11.1   How well and to what extent do the academic offerings at UPRCA respond to students' needs and professional development? To what extent are they congruent with the institution's mission, vision, goals, and objectives? How well and to what extent do they meet professional accreditation standards?

11.2   How effective are the assessment methods used in guiding curricular improvement?

11.3   How effective are the mechanisms, procedures, and/or policies in place in improving retention and graduation rates?

11.4   How effective are departments and programs in achieving their mission and objectives? What evidence is there of the effectiveness of departments and programs and how is it used?

11.5   How well and to what extent do co-curricular and extra-curricular experiences contribute to the institution's academic goals, and the student's academic and professional goals?

11.6   To what extent do educational offerings at UPRCA comply with the content, rigor, and coherence intrinsic to higher education?

Work group members:

- Dr. Lizaida López, Professor of Psychology, Chair
- Dr. Evelyn Ortiz, Professor of Education, Assessment Representative
- Ms. Carmita Pastrana, Administrative Assistant
- Ms. Awilda Vélez, Director of Student Support Services
- Ms. Elba Santiago, Administrative Assistant
- Prof. Wanda Pantojas, Associate Professor of Hotel and Restaurant Administration

Standard 12: General Education

Objectives:

- To determine the institutional role of the General Education Program and its connection to UPRCA's mission and objectives.

- To determine the nature, scope, and appropriateness of the General Education Program and its connection to degree-specific academic offerings.
- To determine the level of effectiveness of the General Education Program to develop in students the attributes of a UPRCA graduate as established in the mission statement.
- To determine the degree to which UPRCA uses GenEd assessment results to improve teaching and academic programs.
- To determine the degree of institutional support for the program.

Research Questions:

12.1　How effective is the General Education structure at UPRCA in advancing GenEd goals? To what extent do the goals of GenEd reflect institutional goals and how effectively are they integrated into the curriculum as a whole?

12.2　How effectively does GenEd communicate its relevance and purpose to the university community at large? How effective is the communication of GenEd goals to students?

12.3　How effectively are the values, abilities, and skills taught in GenEd integrated with, and reinforced by, students' major programs? How does GenEd connect with degree-specific academic offerings and how are the latter strengthened by the GenEd program? To what extent is faculty engaged in the reinforcement of GenEd goals?

12.4　How does GenEd ensure that UPRCA graduates acquire the institutional learning outcomes stated in the University's mission? How effective are the mechanisms in place? How is this reflected in institutional effectiveness assessment?

12.5　How well and to what extent does GenEd impart the specific skills and knowledge intrinsic to higher education? How well and to what extent do GenEd offerings develop students' academic abilities and skills within a vision of higher education? How well and to what extent do GenEd offerings develop students' intellectual growth? How is this reflected in institutional effectiveness assessment?

12.6　 How informed is program faculty of the role of GenEd and the mechanisms it uses to assess the teaching-learning process of its goals? To what extent is program faculty engaged in the reinforcement of GenEd goals?

12.7　How well and to what extent do the mechanisms employed by assessment provide the evidence needed to make appropriate

decisions on how to strengthen and improve the program? How does the program document its findings? To what extent has GenEd been successful in accomplishing its goals and objectives?

12.8 How effective is the GenEd program in improving students' commitment to the Institution and to their academic goals? How does the program work toward increasing students' retention rate and students achieving timely program completion?

12.9 What are the opportunities for curricular growth and the realization of innovative ideas that might help the Institution better meet it mission, goals and objectives through the General Education Program?

12.10 To what extent is the degree of institutional support effective in assuring that program goals and institutional student learning outcomes are achieved?

Work group members:

- Dr. Ramonita Román, Associate Professor of Office Systems, Assessment Representative
- Prof. Kathryn Robinson, Instructor, Director of English Department
- Prof. Natalia Santos, Instructor, Professor of Spanish

Standard 13: Related Educational Activities

Objectives:

- To examine the different types of related academic offerings at UPRCA and to assess their appropriateness, relevance, and purpose in relation to regular educational offerings.
- To determine the scope, impact, and effectiveness of educational activities designed to help under-prepared students and over-achievers at UPRCA.
- To examine and evaluate the mechanisms through which related educational activities are assessed and improved upon.

Research Questions:

13.1 How well and to what extent do the educational experiences offered, in addition to regular academic offerings, respond to the the needs of students, enhance students' academic achievements, and improve their commitment to the institution and their academic goals? To what extent have they been effective?

13.2   What kind of related educational activities are designed and offered at UPRCA to help under-prepared students and support over-achievers? To what extent have they been effective in fulfilling their respective goals and objectives?

13.3   How well and to what extent do related educational offerings specifically address students' professional formation? How well are these opportunities assessed and the results used for improvement?

13.4   How effective is experiential education at UPRCA? How does it contribute to the strength of regular academic offerings? How well is experiential education assessed and the results used for improvement?

13.5   To what extent do related educational activities meet community needs? How well and to what extent does the institution maintain its relationship and integrity with the community through related educational activities?

13.6   What is the nature of non-credit educational offerings available at UPRCA? To what extent do non-credit offerings serve the student and the large community? How well does the University assess and guide the range of these non-credit offerings?

Work group members:

- Prof. Teresita Ibarra, Instructor of Advertising, Head Alumni Office, Chair
- Prof. Wanda Pantojas, Associate Professor of Hotel and Restaurant Administration, Assessment Representative
- Prof. Osvaldo Pérez, Instructor of Humanities, Head Cultural Activities Office
- Ms. Elba Sánchez, Director of Upward Bound

F. Work Group Reports

Each area will submit to the Steering Committee a 15 page, single-spaced report confirming compliance with the standards and including the following information:

I.   Overview

    A. Middle States Area
    B. Middle States Standard addressed
    C. Relationship of the Standard assigned to the University's Values, Mission and Integrity Policies and Practices
    D. Relationship of the Standard assigned to the four institutional goals and objectives
    E. Charge questions addressed

II. Analysis

    A. Describe the methods used and steps taken to undertake the charge questions
    B. Describe the outcomes of the examination
        1. Strengths identified
        2. Challenges identified

III. Support for Findings

    A. Relate findings to documents demonstrating compliance with the fundamental elements of the Standard assigned

IV. Relation to other work groups Middle States Area

    A. Description of connection of group's topic with those of other groups in Middle States Area assigned and collaborative work between groups in Middle States Area assigned.
    B. Description of collaboration with Assessment, Mission and Integrity work groups and collaborative work between these groups and assigned work group.
    C. Description of collaborative work with work groups outside assigned Middle States Area while correlating to Self-Study outcomes.

V.   Recommendations for improvement

G. Inventory of Support Documents

TABLE 1
UNIVERSITY OF PUERTO RICO AT CAROLINA
MSCHE DOCUMENTS INVENTORY

MSCHE STANDARDS

1. Mission and Goals	8. Student Admissions and Retention
2. Planning, Resource Allocation and Institutional Renewal	9. Student Support Services
3. Institutional Resources	10. Faculty
4. Leadership and Governance	11. Educational Offerings
5. Administration	12. General Education
6. Integrity	13. Related Educational Activities
7. Institutional Assessment	14. Assessment of Student Learning

Documents	1	2	3	4	5	6	7	8	9	10	11	12	13	14
General														
Mission and Vision Statement	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Annual Audited Financial Statements		X	X			X								
Budget Report		X	X		X	X			X	X	X			
Catalog	X					X				X	X	X	X	
Courses Syllabi and Guidelines														X
Faculty Handbook						X				X				
MSCHE Statement of Accreditation Status	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Operational Strategic Plan 2006-2011	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Organizational Chart				X	X									
Student Handbook						X		X	X					
Ten for the Decade Operational	X	X	X	X	X	X	X	X	X	X	X	X	X	X
UPR Carolina - Website: www.uprc.edu	X	X	X	X	X	X	X	X	X	X	X	X	X	X
By-Laws, Certificates and Minutes														
Board of Trustees	X	X	X	X	X	X	X	X	X	X	X	X	X	X
University Board	X	X	X	X	X	X	X	X	X	X	X	X	X	X
UPRCA Administrative Board	X	X	X	X	X	X	X	X	X	X	X	X	X	X
UPRCA Academic Senate	X	X	X	X	X	X	X	X	X	X	X	X	X	X
CIAAP Minutes	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Reports														
MSCHE Institutional Profile	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Annual Academic Affairs Office Report	X	X				X				X	X	X	X	X
Assessment Reports – Academic Departments and Offices	X	X	X	X	X	X	X	X	X	X	X	X	X	X
ACRL Library Accreditation Report		X				X			X				X	X
ACPHA School of Hotels and Restaurants Administration Accreditation Report		X				X		X		X	X		X	X

MSCHE STANDARDS

1. Mission and Goals
2. Planning, Resource Allocation and Institutional Renewal
3. Institutional Resources
4. Leadership and Governance
5. Administration
6. Integrity
7. Institutional Assessment

8. Student Admissions and Retention
9. Student Support Services
10. Faculty
11. Educational Offerings
12. General Education
13. Related Educational Activities
14. Assessment of Student Learning

Documents	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Faculty Development Reports										X				
General Education Report												X		
MSCHE Periodic Review Report 2006	X	X	X	X	X	X	X	X	X	X	X	X	X	X
MSCHE Monitoring Report 2008			X				X							
MSCHE Monitoring Report 2009			X				X							
Data														
Admission and Enrollment Statistics		X	X			X		X		X	X			X
Graduation and Retention Rates	X	X	X	X	X	X	X	X	X	X	X	X	X	X
IPEDS – UPR Carolina Data Report		X	X			X	X							X
Monkey Survey – Student Data						X	X				X			X
External Documents														
Characteristics of Excellence in Higher Education	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Designs for Excellence: Handbook for Institutional Self-Study	X	X	X	X	X	X	X	X	X	X	X	X	X	X

H. Editorial Style and Format of All Reports

Reports will be submitted electronically to the Steering Committee. The following format and style specifications will be used throughout the work group reports and the final Self-Study document.

Program and Format:

- Software: Microsoft Office Word and Microsoft Office Excel spreadsheets for charts and graphs
- Formatting:
  Font: Arial 12
  Spacing: Single-space, double-space between headings
  Margins: Sides, Left 1.5" and Right 1"; Top and Bottom, 1"
  Indentation: Paragraphs left justified no indentation
  Page numbers: Bottom of the page, alignment to the right

Style:

- Use third person
- When referring to the University of Puerto Rico at Carolina, the abbreviation is UPRCA.
- Avoid unnecessary acronyms and abbreviations

I. Organization of the Self-Study Report

I.   Executive Summary and Eligibility Certification Statement

    A. Brief description of the major findings and recommendations of the Self-Study
    B. The Eligibility Certification Statement

II.   Introduction

    A. Brief overview of the University
    B. Self-study approach and process

III.   Middle States Area and Work Group Reports

    A. Area 1:
       Standard 1: Mission
       Standard 6: Integrity
    B. Area 2:
       Standard 2: Planning, Resource Allocation, and Institutional Research
       Standard 3: Institutional Resources
       Standard 4: Leadership and Governance
    C. Area 3: Assessment, Student Life, Faculty & Staff Curriculum
       Standard 7: Institutional Assessment
       Standard 14: Assessment of Student Learning
    D. Group 4: Student Life
       Standard 8: Students Admissions and Retention
       Standard 9: Student Support Services
    E. Area 5: Faculty and Staff
       Standard 5: Administration
       Standard 10: Faculty
    F. Area 6: Curriculum
       Standard 11: Educational Offerings
       Standard 12: General Education
       Standard 13: Related Educational Activities

IV.   Conclusion

      A. Major Findings
      B. Recommendations
      C. Strategies for Implementation

V.   Appendices

J. Self-Study and Evaluation Timeline.

The following time-line has been developed for UPRCA Middle States Self-Study Process:

<u>Fall 2008</u>

- MSCHE Liaison assigned: Dr. Alexandra Lex
- Steering Committee named
- Head Advertising and Graphic Arts and Head of MSCHE Self-Study attend the Middle States Institute.

<u>Spring 2009</u>

- Choose Self-Study Model: Comprehensive Model
- Institution determines work groups

<u>Summer 2009</u>

- Draft Self-Study Design
- New MSCHE Liaison designated

<u>Fall 2009</u>

- Send copy of self-study design to Liaison
- October 9- MSCHE staff liaison visit
- Staff Liaison approves self-study design, which is finalized.
- Commence Self-Study

<u>Winter 2009-2010</u>

- UPRCA approves selection of Chair
- Institution selects dates for team visit and Chair's Preliminary visit

<u>Spring-Summer 2010</u>

- Institution approves selection of team members
- Drafts of self-study areas presented to Steering Committee
- May- First Draft of self-study posted for review by academic community
- July- Second Draft of self-study reviewed by governing bodies
- September- Draft of self-study
- October- Draft of self-study sent to team Chair

<u>Fall 2010</u>

- Team Chair makes preliminary visit to campus

<u>Spring 2011</u>

- February- Final Report sent to evaluation team and to MSCHE
- April- Team Visit, report and Institutional Response

TABLE 2
MIDDLE STATES STEERING COMMITTEE TIMELINE

2009			2010												2011		
OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR
Questions matched to fundamental elements																	
Evidence documents identified and filed																	
Support evidence (surveys, focus groups, etc.)																	
Group Chairs write standard Incorporate Support Evidence																	
Area Leaders write standard Incorporate Support Evidence																	
			Review and edit Executive Committee														
			Ms. Suskie visits														
				Review and edit Committee Head													
						Draft Sent to Team Leader											
									Team Leader visit								
								Incorporate Team Leader's recommendations									
																	Team Visit

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III.   Site Visit

A. Profile of the Evaluation Team

The University proposes the following:

1. Overall Characteristics of the team:

The team should be comprised of five to six members plus the team Chair. Members of the visiting team should have experience working within a regional, public institution with a high percentage of Spanish-speaking students. Team members should be diverse in terms of gender and ethnicity, preferably with previous site visit experience and who are familiar with institutions that combine professional programs with professional technical education programs. Specific areas of expertise among the members that would be most useful to UPRCA include:

- At least three members should be members of the faculty at their institutions: one of these should come from a social science faculty, another from a hospitality program and the third from a professional technical education program.

2. The Team Chair:

The Chair should possess an understanding of the unique mission of an urban university that is part of a system of public higher education. The Chair should be an accomplished individual with extensive leadership experience at a campus similar to UPRCA, preferably a current president or chancellor at one of UPRCA peer institutions and who appreciates UPRCA's geographical location and environment.

B. Resources for Team Visit

Each Evaluation Team member will be provided with a bound hard copy of the Self-Study Report, as well as a CD or pen drive containing the narrative report and appendices in PDF format, prior to the spring 2011 campus visit. A meeting room with technical facilities will be made available to the Team to access Self-Study documents online, hold meetings and meet with members of the University community. The archive of supporting documents will also be on hand in this space.

C. Conclusion

UPRCA has transformed itself since the last Middle States self-study. In the past two years the necessity to pause and examine this transformation in-depth with the institution's resources focused on the process, is priceless. The University has seized this opportunity to reflect and to affirm its strengths and face the challenges ahead.