

Periodic Review Report

**Presented by:
University of Puerto Rico at Carolina**

June 2016

**Chief Executive Officer:
Moisés Orengo-Avilés, Ph.D. Chancellor**

**Commission action which precedes this report:
Accreditation Reaffirmed September 2011
Date of the evaluation team's visit: May 2001**

Table of Contents

List of Tables	1
List of Figures	1
List of Appendixes	2
Section I - Executive Summary.....	3
Section II - Summary of the Institution’s Response to Recommendations from the Previous Team Report and Institutional Self-Study.....	6
Section III - Major Challenges and Opportunities	27
Section IV - Enrollment and Finance Trends and Projections.....	33
Section V - Organized and Sustained Processes to Assess Institutional Effectiveness and Student Learning.....	35
Section VI - Linked Institutional Planning and Budgeting Processes	36
List of Abbreviations	41

List of Tables

Table I - UPRCAs Unique Educational Programs

Table II - Programs Accredited by a Professional Agency

Table III - Programs that submit their Periodic Program Evaluation Reports to the Academic Senate

Table IV - Distance Education Faculty Training

Table V - Distance Education Courses during the Second Quarter Term

Table VI - Initial Budgets Approved for UPR and UPRCA & Enrollment (as July of each FY)

Table VII - Budget Distribution and Projections by Program

Table VIII - Actions Proposed by Academic Programs as Result of the Five Years Evaluation

List of Figures

Figure I - Assessment Procedure

Figure II - First Year Student Retention Rates

Figure III - Number of Courses using Pre and Posttest during the First Quarter

Figure IV - Results of the UPR Systemic Test in Office System Program

Figure V - UPRCA Total Students Enrollment Distribution for Academic Year 2000 to 2016

Figure VI - General and External Funds Projections

List of Appendixes

Appendix 1 - Institutional Strategic Plan 2013 - 2017

Appendix 2 - Facilities Master Plan

Appendix 3 - Schedule of Maintenance Improvements

Appendix 4 - Schedule of Future Projects

Appendix 5 - Average Capacity of Students per Classroom

Appendix 6 - Rubric for the Implementation of the Institutional Assessment System

Appendix 7 - NILOA Transparency Framework

Appendix 8 - Use of Assessment Results by Academic Department

Appendix 9 - Syllabi Samples

Appendix 10 - Assessment Practices Used by Academic Departments

Appendix 11 - Assessment Tools Used by Academic Departments

Appendix 12 - Assessment of Student Learning 2012-2015

Appendix 13 - Capstone or Professional Experience Courses by each Baccalaureate Program

Appendix 14 - Certification 06 (2015 - 16) Pre-Basic Spanish Course

Appendix 15 - Counseling Accreditation Statement

Appendix 16 - ACRL Certificate 2007

Appendix 17 - General Fund Budget Distribution and Budget Projections
2015 - 2016 to 2018 - 2019

Appendix 18 - Notice of Failure

Appendix 19 - Guidelines for the Development and Presentation of the Budget from the
General Fund of the University of Puerto Rico

Section I Executive Summary

The University of Puerto Rico at Carolina was founded in 1974 as part of the University of Puerto Rico (UPR) System. Currently made up of 11 units, this is the only public system of Higher Education in Puerto Rico. The Middle States Commission on Higher Education first accredited the Institution, known at that time as Carolina Regional College, in 1978. Twenty-one years later, Carolina became an autonomous campus within the UPR System. Accreditation was reaffirmed after the last MSCHE team visit in September, 2011.

Since the last decennial visit in 2011, the UPRCA has evolved into an Institution that provides technology driven services and offerings that strengthen its academic goals and support the accomplishment of its Mission and Vision. The University 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 student body at UPRCA is served by 218 faculty and 252 non-teaching staff members. The 2015-2016 faculty profile shows that 52.0% are full-time and 48.0% are part-time. Total student enrollment for the first academic quarter term 2015-16 was 3,796. Of the student population, 79.9% studied full-time, approximately 70% received financial aid, and 60.9% was female. Also, 76.5% of the student body enrolled in baccalaureate degree programs, 10.7% in associate degree programs, and 9.7% in transfer programs.

The University of Puerto Rico at Carolina is the only UPR unit with an annual three quarter-term calendar schedule. It offers baccalaureate degrees in Business Administration, Office Systems, Social Sciences, Graphic Arts, Advertising, Interior Design, Education, Multidisciplinary Studies with major in Tourist Culture and Hotel and Restaurant Administration. Associate degrees include Interior Design, Engineering Technology, Automotive Technology and Instrumentation Engineering and Control Systems Technology . Among them some are unique programs within the University of Puerto Rico System as shown in the following table:

Table I: UPRCA's Unique Educational Programs

Associate Degrees	Baccalaureate Degrees	Unique Baccalaureate Degrees within the UPR System
	Hotel and Restaurant Administration	
Interior Design	Graphic Arts	
Automotive Technology	Advertising	
Mechanical Engineering Technology	Multidisciplinary Studies with major in Tourist Culture	
Instrumentation Engineering and Control Systems Technology	Criminal Justice with majors in: -Forensic Psychology -Law and Society	
	Secondary Education with majors in: -Occupational Education -Technology Education	
	Interior Design	

The Campus also offers transfer programs to other UPR units such as the Río Piedras Campus, the Medical Sciences Campus, and the University of PR at Humacao, Cayey, Aguadilla, and Bayamón.

The governance structure of the UPR is made up of three main entities: the Governing Board, the UPR President, and the University Board. The highest-level officer at UPR units is the Chancellor. The Deans of Academic Affairs, Student Affairs, and Administrative Affairs assist him in his endeavors. The Chancellor appoints all academic department chairs in consultation with the Dean of Academic Affairs, faculty, and non-teaching staff of the concerned departments. The campus Administrative Board and the Academic Senate, both of which include faculty and student representation, are key components that exercise authority in all decision-making processes.

The UPR system 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 public university system. Tuition fees are among the lowest in the nation (\$55.00 per undergraduate credit hour) and 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 Governing Board annually approves and certifies the budget allocations for each campus. 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 Governing Board, decisions on resource allocations are made according to priorities established through planning and assessment processes.

The framework used to approach this PRR reflects standard requirements as established by MSCHE along with major issues that impact Institutional present circumstances. UPRCA conducts efforts to become stronger in areas that have undergone improvements while recognizing especially difficult situations that must be faced quickly. Fiscal reality in Puerto Rico reduces many possibilities to advance projects and developments. The financial crisis could endanger enrollment, retention, and graduation. However, the university has used its human and professional resources to ensure a stable path to providing quality educational offerings and services. Enrollment, for example, has been successful to the point that in January 2016 over 98% of freshmen admitted in September 2015 continued studies during the academic year. These results are the consequences of hard work and effective performance of working groups and committees institutionally organized. Continuous improvement in these efforts has proven decisive to maintain stable enrollment figures.

Recent steps to respond to MSCHE recommendations have moved the Institution towards the establishment of new and ongoing assessment procedures and practices that impact student learning and management. Assessment-driven curricular and administrative initiatives are explained throughout this Periodic Review Report.

Technology methods that support teaching are being developed to improve and expand academic offerings. These include equipment, software, and human resources that include a solid administrative structure that reinforces initiatives through adequate financing. Consequently, UPRCA can now provide more than computer-technical facilities and place more emphasis on supporting integrated technological tools that facilitate teaching, learning, and assessment processes. However, success never prevents the emergence of challenges that must be faced as a result of self-analysis.

The Commonwealth of Puerto Rico now faces an unprecedented severe financial situation that impacts every government agency. Certainly, the public higher education system is not exempt. For this reason UPRCA has established priorities through careful assessment processes that link budget allocation to planning. Close to one fourth of operational strategies within the 2013-2017 Strategic Plan are revenue-related. The Institution has developed 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 Alumni Office continuously strives to increase its alumni database and improve alumni relationships. This office has achieved external funds for the Institution.

Institutional planning has been directly linked with assessment and budgeting. A promising PhD candidate who previously wrote the Institutional Assessment System has been appointed as director of the Planning and Institutional Research and Assessment Office. Her experience and expertise already has shown a positive effect on the implementation of an assessment culture at UPRCA. Assessment development processes are explained in more detail throughout the PRR.

This report includes responses to all recommendations made after the 2011 evaluation visit in which accreditation was reaffirmed. It continues with a summary of major challenges and opportunities that reveal strategies and initiatives to face specific scenarios, followed by enrollment and finance trends and projections. This part explains institutional actions and strategies that will ensure a stable economic operation.

The last two sections will show UPRCA efforts and advances in assessment processes related to institutional effectiveness and student learning, and how these are linked to budgeting.

Section II

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

This section will discuss how the University of Puerto Rico at Carolina (UPRCA) has addressed recommendations and steps from the following documents:

1. Report to the Administration, Trustees, and Students of the University of Puerto Rico at Carolina by an Evaluation Team representing MSCHE, prepared after study of the Institution Self-Study Report and a visit to the Campus on September 18-21, 2011.
2. Progress Report to the Middle States Commission on Higher Education from the University of Puerto Rico at Carolina on October 1, 2013.

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

1. Planning, Resource Allocation, and Institutional Renewal (Standard 2)
2. Institutional Resources (Standard 3)
3. Leadership and Governance (Standard 4)
4. Administration (Standard 5)
5. Institutional Assessment (Standard 7)
6. Student Admissions and Retention (Standard 8)
7. Educational Offerings (Standard 11)
8. General Education (Standard 12)
9. Assessment of Student Learning (Standard 14)

I. Standard 2: Planning, Resource Allocation, and Institutional Renewal

The Accreditation, Assessment, Planning and Budget Committee (Spanish Acronym: CIAAPP) provided the necessary leadership to develop the 2013-2017 Institutional Strategic Plan (2013-2017 ISP) (Appendix 1). This has enabled UPRCA to improve effectiveness, assessment procedures, and link planning to decision-making and budget processes.

The 2013-2017 ISP has been disseminated to the university community which includes students, staff, faculty and the general public. Methods used include the Institutional web site, the library catalogue, the Academic Senate through *Certification 11, 2013-2014 Institutional Strategic Plan Approved*, and the *cartero.carolina* email system, among others.

The 2013-2017 ISP process included the establishment of a Committee, evaluations of internal and external factors, significant statistical data, demographics, market trends, and the present economic situation in the Island.

These actions led to the development of operational plans by academic and administrative offices. All of these have taken into consideration the current campus Mission Statement as well as the Ten for the Decade Administrative Academic plan for the UPR system. Reports from academic departments to the Dean of Academic Affairs and the Chancellor show that many operational strategies included in the 2013-2017 ISP are being achieved. A thorough review reveals that its main focus areas (Revenues, Recruitment, and Quality) are being met. Institutional action has been directed towards fulfillment of ISP objectives. These efforts relate to budget and revenue, academic quality, assessment, retention, research, physical facilities, and campus security.

II. Standard 3: Institutional Resources

The Institution has developed a Facilities Master Plan (Appendix 2) that paves the way for the maintenance and planned growth of UPRCA. This plan was approved by the UPRCA Administrative Board, through Certification #12, 2013-14. The working plan developed to maintain its physical facilities in optimal conditions foresees continuous efforts for improvement of structures, plumbing and power systems, computer controlled air-conditioning systems, pumping systems, and restroom and classroom illumination.

Several maintenance projects specified in that plan have been completed, while others are taking place at this moment. Projects completed include:

1. Waterproofing of all building roofs, including academic buildings (2013-14 and 2014-15).
2. Chillers' replacement to improve air-conditioning in the Natural Sciences Building, the Business Administration building, and the Learning Resource Center (2013-14)
3. Replacement of the electric substation (April 2015)
4. Replacement of elevators in the academic and administrative buildings (2013-14)
5. Illumination improvements in all buildings, replacing existing lamps for induction lamps (2013-14, 2014-15, 2015-16)

All of these projects have promoted a better environment for teaching, learning, and resources' allocation. In addition, other scheduled projects will also contribute to a positive environment. Some of them are:

1. Remodeling of Student Support Services (SSS) facilities (Expected: Spring 2016)
2. Replacement of elevators in the Engineering Technologies (Expected: 2016-17)
3. Replacement of a dumbwaiter in the School of Hotel and Restaurant Administration, and the Learning Resource Center building (Expected: 2017-18)

Advances have been achieved as building evaluations have made possible major repairs on roofs and the air conditioning system needed for continuous use and improvement. At this time, significant improvements have been achieved through the installation of magnetic induction lighting and lighting emission diode (LED) systems. Savings reached 14% and allowed

for better illumination, longer service life and replacement warranties. Power costs have reached a \$20,000 monthly savings.

Success in the development of campus spaces has heavily relied on contributions made by students from the Department of Interior Design and the institutional Physical Resources Office. This participation includes the design of space distribution schemes and colors. Students benefit from the experience acquired and at the same time strengthen their institutional sense of belonging. Several works include:

- Scheme design for the relocation of the Office of the Dean of Academic Affairs.
- Color selection for new and existing spaces.
- Design and coordination of the alumni and External Resources Office (completed).
- Interior scheme of the Educational Services Office.
- Campus bathroom remodeling schemes.
- Coordination and design of the Medical Services Office (completed).
- Research Laboratory in Natural Science Building.
- Institutional Gallery of Art (rehabilitation of an existing space).
- Paymaster office interior scheme.
- Color selection for interior spaces.

The Learning Resource Center (LRC) and the Department also joined efforts to establish a learning commons in the Reference Area located on the first floor of the library. This space would be transformed into a collaborative one with new furniture provide by the Department and feedback from library staff. Top-level administrative support has been provided. The Dean of Academic Affairs has identified funds and the Chancellor enthusiastically endorsed them. Library development goes parallel to changes in learning ways. Today's generations study differently from past generations. Libraries must adapt to this reality. Since 1968 UNESCO acknowledged this in its handbook *University Libraries for Developing Countries: "The key role of the library is educational. It should not be operated as a mere storehouse of books attached to a reading-room, but as a dynamic instrument of education."*¹ This statement is congruent with the new design of collaborative study spaces being developed in many academic libraries nationwide. At UPRCA this Project fulfills operational strategy 29 of ISP 2013-2017.

The results from the assessment instrument included in the Facilities Master Plan, *Schedule of Maintenance - Improvements* (Appendix 3), were used to rate the current status of UPRCA's facilities. This information was used to assign priorities and to allocate budget for the required improvements. This action responds to strategy #43 in UPRCA's Strategic Plan 2013-2017. The planned and strategic investment in facilities maintenance is of increased importance in order to assure an optimal learning environment and institutional growth in times of economic restraints.

¹ M.A. Gelfand, "University Libraries for Developing Countries", (Paris, UNESCO, 1968), c11, p.p.24-25.

In addition, an analysis of existing infrastructure (building and parking spaces) was conducted in 2014. The results of this assessment were used to inform the scheduling of courses increasing the efficiency in the use of academic facilities and spaces. The site analysis also allowed for the identification of lands within campus for future growth.

A graphic representation of the projected development of the Institution in the years to come has been created (Appendix 4: Schedule of Future Projects). This representation takes into consideration the visualization of stakeholders and ties facilities planning to UPRCA's strategic planning, academic program plans and other pressing needs, including athletic facilities.

On the other hand, even though UPRCA has not yet developed a system to plan yearlong academic offerings, initial actions have been taken towards this by analyzing the campus facilities and freshman enrollment process. Analysis of campus classrooms and their capacity was conducted by the Deanship of Academic Affairs. Also, the total of sections programmed in the morning, in the afternoon, and after 4:30 pm was also analyzed (Appendix 5). Enrollment rates per section were lower than classrooms capacities. As a result, meetings between the Chancellor, the Dean of Academic Affairs and each department chair are conducted quarterly to analyze enrollments per section, and to determine the number of sections that will be programmed for each term in order to operate with the maximum classroom capacity.

Income-related operational strategies 5 and 14 have been achieved through traditional and distance learning courses at the Continuing Education Division (Spanish acronym: DECEP-UNEX). These funds have benefitted faculty improvement by enabling conference attendance and research opportunities, and planned library furniture renewal (Operational Strategies 5, 29). The Institutional Development Office has obtained external funds through grant writing as well as internal funding through seed money. This has allowed for faculty attendance to professional development activities in and outside of Puerto Rico. (Operational Strategies 32, 24).

New savings opportunities have been implemented by means of the Printing and Photocopy Project (Spanish acronym CEFID). The Chancellor assigned this task to the Information Systems Office. The Institutional Finance Office and the Dean of Administrative Affairs worked on a thorough campus wide evaluation in which all printing and photocopy services available were assessed. Major project objectives are:

- Decrease of printing volume through digitization.
- Evaluation of existing contracts.
- Decrease recurrent related costs.
- Compare printing and photocopy capacity of present equipment.
- Eliminate costs of equipment not connected to network.
- Consider adequate amount of equipment per area.
- Merging of areas.
- Relocation of equipment.

- Having one supplier.

The assessment revealed that a significant reduction of costs could be attained through the implementation of technology through a single contract. Digitization, a paperless environment, e-signature platforms, and electronic repositories could reduce investments previously made. The Institution implemented the project successfully by the end of 2015. Short and long-term benefits include:

- Lower printing volumes.
- A single contract for the entire campus.
- Reduction in amount of equipment leased (33%).
- Equipment with more features than previous ones.
- Strengthening of the network.
- Power reduction costs (energy star equipment).
- Papercut full featured print and copy control management software solution.
- Annual reduction in printing costs up to 44% (\$54,000).

Leadership from the Chancellor, the Information Systems Office, and the Finance Office was key to the success of this initiative.

The University of Puerto Rico at Carolina is recipient of a Title V Hispanic Serving Institution (HSI) grant for the period of 2013-2018 entitled *Strengthening the External Funding Capacity and Expanding Undergraduate Research Opportunities through Faculty Development and Improved Technology Infrastructure*. This project is part of the Institutional strategy to attract funds from different sources: federal grants, alumni, individuals, and corporations. The Office of Institutional Development (OID) was established in September 2015 to seek funding to achieve goals as established in the 2013-2017 ISP (Operational Strategies 7, 8, 9). The model for fund raising has been adopted from the Fund Raising School of Indiana University which offered a workshop on August, 2014.

The Chancellor and his staff of Deans participated in the development of an Institutional Endowment Fund that is part of a system wide university initiative. The Office of the University President mentors this plan along with offices of development and alumni at the eleven campuses. Each campus has been assigned a funding goal, at UPRCA the amount of \$30,000 will be matched with \$15,000 from Title V fund endowment activity. The approximate total amount was \$47,850.

The UPRCA Office of Institutional Development is implementing the following four fund raising strategies:

1. Federal Grants
2. Alumni
3. Employee Payroll Deduction
4. Major Donors for SHRA

5. Endowment

Federal Grants

The U.S. Department of Justice approved a proposal for the amount of \$300,000.00. Two proposals were submitted to the United States Department of Agriculture (USDA) by the faculty of the School of Hotel and Restaurant Administration (SHRA). A new Title V Individual HSI will be revised and resubmitted to enable the transformation of the Library into a learning common environment, strengthening of the library tutoring service, and the development of a minor degree in Entrepreneurship in the Business Administration Department.

Alumni

The Alumni Office and the Campus Store administration were reorganized under the Office of Institutional Development as well as the Alumni database (Customer Relationship Management), alumni electronic mass mailing CIVI-CRM, segmentation of alumni, tracking of alumni donation, cultivation, and other functions. The Alumni database approximately reaches 5,616 graduates. The weekly activity calendar is emailed to alumni through the database. Also, each month an outstanding alumni is identified and given recognition through the University Alumni Monthly Newsletter. The Alumni Campaign is at the cultivation stage.

Employee Payroll Deduction

Employee payroll deduction started as a strategy to increase university revenue on March 12, 2015 during UPR Alumni National Day and the UPR anniversary date activities. This fund raising strategy has been designed and approved by the Chancellor. The Office of Human Resources will be promoting this strategy among the university staff as part of contracting. As of today, the Chancellor Executive Team has pledged in this employee payroll deduction. This strategy is highly effective among the markets of university prospect donors.

Major Donor for the School of Hotel and Restaurant Administration

The campaign for major donors seeks to support the renovation of kitchens, laboratories and classrooms of the School of Hotel and Restaurant Administration. The only UPR SHRA is located at UPRCA. Due to the major donor prospects profiles a Fund Raising Case Statement has been prepared with the leadership of the School Dean, faculty members and the Chancellor. This capital campaign has a fund raising Goal of \$500,000.00.

Endowment

The University of Puerto Rico at Carolina has an annual endowment Goal of \$30,000. Title V Hispanic Serving Institution grants will match \$15,000. The remaining \$15,000 are being raised by means of the above fund raising strategies.

Activities designed to achieve the \$30,000 goal include:

- Sale of alumni shirts and graduation items
- Dining events
- Fashion shows
- Music concerts

Year 2015 rendered earnings of \$47,850.

III. Standard 4: Leadership and Governance

The rubric for the implementation of the Institutional Assessment System (IAS) (Appendix 6) has been utilized and provides current information about the status of the assessment at the institutional level. The rubric shows that 29 out of the 40 assessment activities specified have been implemented (including the design and review of assessment plans), completed or scheduled. Only 11 activities are pending, meaning that the activity still needs to be designed or data source still needs to be identified. The rubric provides a summary of the status of the assessment processes at UPRCA by Spring 2016. This topic is developed more in the Standard 7 section of the PRR.

IV. Standard 5: Administration

UPRCA administration engaged in a process to begin its new strategic plan as early as 2011 (see MSCHE Follow up UPRCA: pages 2-3). This exercise led to the development of the 2013-2017 ISP. The plan has been prepared considering the difficult economic circumstances that prevail at this time. It links priorities to budget and planning based on assessment processes. Successful ongoing achievement of operational strategies in ISP 2013-2017 has enabled UPRCA to conduct feasible economic and planning processes that preserve Institutional financial health that allows for a stable campus operation.

Administrative support has been key since the initial process. The Chancellor's Office provided the necessary leadership and authority to begin the required analysis. High-level administrative university officials that participated in the process include academic, administrative and student deans, department directors, and directors of the Institutional Planning and Research Office and Assessment (Spanish Acronym: OPEI), and the Budget Office. Significant participation was also granted to faculty members, administrative staff, and students.

V. Standard 7: Institutional Assessment

Assigning a full-time expert to lead and coordinate all assessment efforts in the UPRCA was one of the most important steps in the past five years towards the development of a culture of assessment. This was crucial to ensure the implementation of the IAS which was presented in draft form to the evaluation team on September 2011 and approved by the Academic Senate on November 29, 2012, by means of Certification #12, 2012-13. It has proved to be a useful tool to guide assessment processes at departmental and institutional levels. Its alignment with the

Institutional Strategic Plan has been crucial in the design of formative and summative evaluations and the use of key performance indicators.

Since 2011, major emphasis has been placed in promoting the development of an assessment culture at UPRCA. This has included the allocation of additional funds and resources to strengthen the assessment office and to support the initiatives from this unit. Some of the most important initiatives that have been conducted by this office are outlined below:

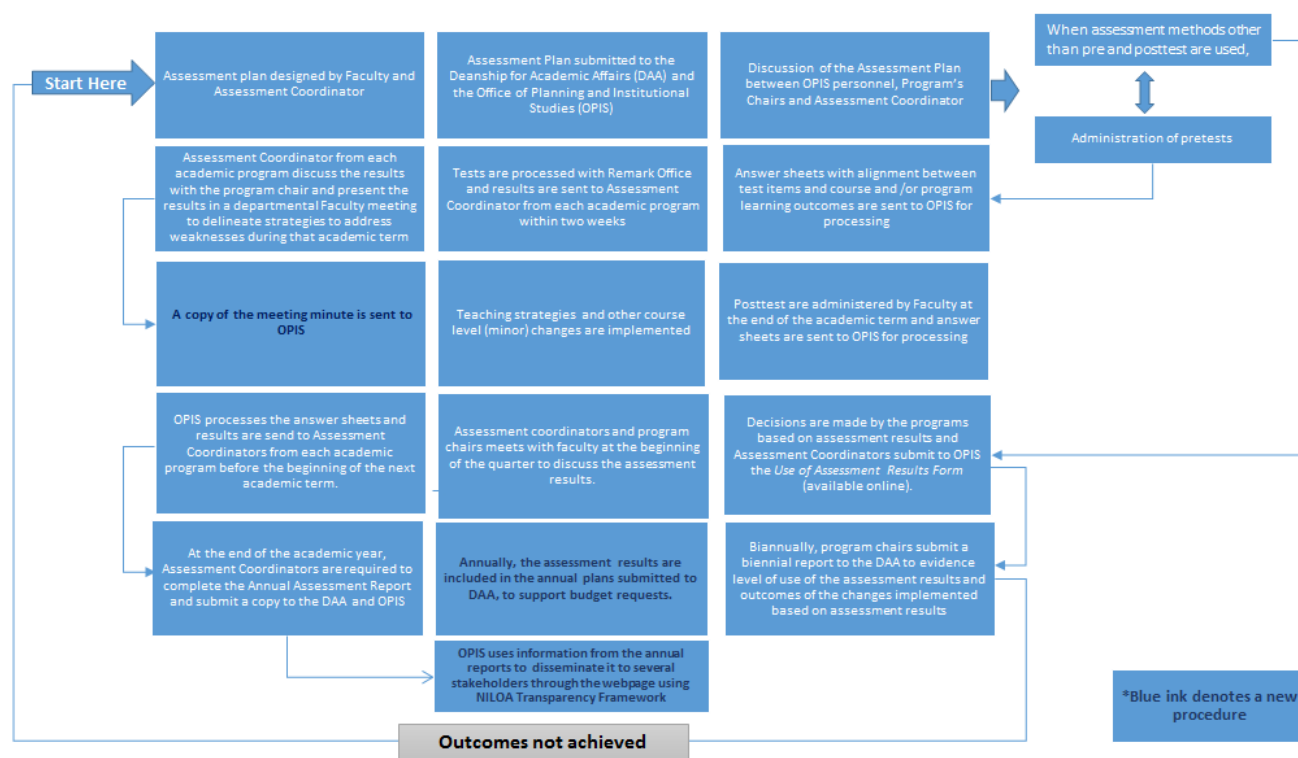
- **Assessment Training to Faculty**
During academic years 2011-2012 to 2012-2013, assessment workshops were offered individually to various academic programs. From the 2012-2013 academic year to the 2014-15 one, a workshop entitled *Effective and Easy Assessment* was conducted annually and a certificate was provided to participants who completed at least 5 contact hours. The most recent training was done online using Moodle software. At this time, 50 faculty members have enrolled in the *Effective and Easy Assessment* workshop and 80% of the academic departments had one or more members certified.
- **Training to Faculty and Administrators in the use of Weave online.**
In addition, trainings were offered during the 2014-15 second quarter-term to assessment coordinators at department level, faculty members, department chairs, and administrative personnel. Ongoing support on the use of Weave online to these participants is provided by the Office of Assessment.
- **Centralization of the analysis and dissemination of assessment results.**
In 2013, Remark Office was acquired to improve the efficiency in the analysis of assessment results. This software has been used to develop in-house answer sheets for the pre and post-tests, and for other assessment conducted by the academic and other institutional units. The use of this software has increased access to assessment results on a timely manner. For example, in addition to compare pre and post-test results, departments now have access to pretest results at the beginning of the academic term and are able to discuss them with faculty members to delineate educational strategies that reinforce low performance areas, helping students master the learning outcomes before the post-test.
- **Test Construction Workshop**
A workshop on the development of pre and post-test items aligned to learning outcomes will be conducted during the 2015-16 third quarter-term. The decision to conduct this workshop is an example of the use of assessment results to examine and improve educational practices.

The Director of Assessment has been key to the planning and implementation of assessment at different levels. It also has been important in the dissemination of results, since the person responsible for assessment at the institution now attends meetings held by the Dean of Academic Affairs with academic department chairs, and assessment results have been presented to the Academic Senate to inform decision making.

The Office of the Dean of Academic Affairs developed an Annual Report of Student Learning Assessment Form that academic departments have to submit at the end of each academic year. Using this form, departments report the annual results of student learning assessment, action plans that will be conducted to achieve program learning outcomes not met or partially met, and how results were used to improve learning. This report also provides an overview about the alignment between course learning outcomes and program learning outcomes. Academic departments are also required to submit a biennial report to monitor the status of assessment plans, level of use of the assessment results, and the outcomes of the changes implemented based on assessment results. The submission of this biennial reports are expected to begin in June 2016-2017.

Figure I illustrates the procedure implemented at UPRCA for conducting assessment, promote the use of results, determine the efficacy of the strategies used to improve learning, and its dissemination using NILOA Transparency Framework.

Figure I: Assessment Procedure



Since 2012-13, information regarding assessment activities, results, action plans, and use of results are uploaded to Weave online, where connections between institutional goals, program's goals and learning outcomes are clearly established. As course learning outcomes are achieved, program learning outcomes are achieved too, and as program learning outcomes are achieved, institutional learning outcomes and goals are also met.

UPRCA has been using Weave online as a tool to disseminate and analyze assessment information. Assessment data from 2012-13 to 2014-15 is uploaded to Weave online, making it accessible to administrators and faculty to support planning and resource allocation. Meetings at the department level between faculty members are conducted to analyze assessment results and to determine action plans to be implemented to facilitate achievement of learning outcomes not met or partially met. They also identify the necessary resources that will support these plans.

Besides Weave online, UPRCA has adopted the use of *NILOA Transparency Framework* for sharing program-level assessment results with the UPRCA community. The website is under construction, including the upload of evidence of student learning (Appendix 7). The results of UPRCA students in the Office Systems academic program systemic test have been uploaded. This data compare the performance of UPRCA students to other UPR Campuses in each of the learning outcomes required by the *Association Collegiate of Business Schools and Programs*. It is expected that the website will be available for the general public by September 2016.

The IAS was approved by the Academic Senate on November 29, 2012, Certification #12 (2012-13) see. It has been an important step toward the development of an institutional culture of assessment. It has facilitated the alignment of the mission, institutional goals, and student learning outcomes. It has served as a valuable reference for the assessment implementation or review process at most academic departments. The rubric developed to track the implementation of the IAS shows that several institutional units are conducting assessment or are in the design process and a schedule for assessment activities has been established already.

Most academic departments are conducting and using evidence from course-level and program-level assessment, as delineated in page 8 of the IAS, (Appendix 8: Use of Assessment Results by Academic Department). Concurrently, UPRCA continues to strengthen the assessment in administrative and academic units, other than academic departments. Some units have been consistently using assessment results to improve their processes and services provided and to achieve their unit's objectives. The Division of Continuing Education and Professional Studies (Spanish Acronym: DECEP) constitute an example of continuing assessment and the use of results to improve their educational offering, students and community satisfaction with the unit's services, and inform planning. Similarly, the Learning Resource Center and the Counseling and Psychological Services Department conduct assessment of the services provided to the students. However, the implementation of assessment in other administrative and service units has been more challenging. For this reason, in 2015 all administrative units, reporting directly to the Chancellor, identified which of their processes respond directly and indirectly to each of the elements included in the institutional mission. In collaboration with the OPEI, the units have begun the development of assessment instruments to determine the extent to which their administrative practices and services contribute to the achievement of the mission.

UPRCA's administration's commitment to the development of a culture of assessment and the fully implementation of the IAS has been evidenced by the Institution's participation in national surveys such as the NSSE and FSSE (2016) and the Student Satisfaction Inventory from Noel Levitz (2013). Additionally, the institution-level assessment has been undertaken, including Alumni Surveys (2016), Exit Survey (2015), and First-year Student Profile (2015-2016). At this moment, OPEI works collaboratively to develop a questionnaire to determine prospective students' profile. The results of this assessment will be available by summer 2016 and will be used to inform decision-making in various units, principally, those responding to the deanships of Academic and Student Affairs.

Since 2010, UPRCA has been consistent in using National, UPR System, and institutional measurement tools to assess institutional effectiveness and to determine the achievement of student learning outcomes. Some of these specific measurement tools are presented below.

- Assessment of Student Learning:
 - Pre and post-test formats have been adopted by most academic departments to conduct course-level assessment. In addition, rubrics for portfolios, projects, and essays are being used by some academic departments.
 - Rubrics for projects in capstone courses or professional experience courses are being adopted by academic programs.
 - Indirect evidence of student learning is being collected using the Student Satisfaction Questionnaire for Course-Level Assessment.
 - Exit exam for the General Education Program (to be implemented as a pilot in September, 2016).
 - Rubrics for General Education learning outcomes. UPRCA General Education will be incorporating some of the VALUE rubrics developed by the AACU's as part of the Liberal Education and America's Promise (LEAP) initiative.
- Retention and Graduation Rates
- Percentage of students participating in research
- Percentage of faculty conducting research
- Participation in National Surveys:
 - Noel Levitz Student Satisfaction Inventory (SSI). Previous assessment conducted in year 2013; Next assessment will be conducted in academic year 2018-2019.
 - NSSE and FSSE (in progress. Previous assessment: year 2011; next assessment: year 2021)
- UPRCA Annual Survey of Student Satisfaction. This is an institutional survey developed to follow up on the results of the SSI and to determine the impact of the decisions made based on the SSI results.
- 2013-2017 Strategic Plan metrics
 - 44 metrics were established in the 2013-2017 ISP are being tracked in order to assess the level of accomplishment of the strategic objectives, using academic year 2012-13 as a baseline. National survey services are also used to provide national benchmarks and validity to institutional findings (i.e., Noel Levitz

Student Satisfaction Inventory, National Survey of Student Engagement and the Faculty Survey of Student Engagement).

VI. Standard 8: Student Admissions and Retention

UPRCA recruitment and marketing strategies include activities in which staff visited public and private high schools to provide information about:

- Academic offerings: associate and baccalaureate degrees as well as articulated transfer to other UPR units.
- UPR application process.
- UPR advantages such as low cost tuition, student life, international exchange programs, financial aid (FAFSA), honors program, tuition exemption opportunities (athletics, choir, music band).

The UPR EXPO 2016 event was an opportunity in which admission candidates were able to discuss their study needs and preferences directly with faculty, department directors, and enrolled students. After these discussions, for example, some candidates clarified many doubts and made corresponding changes to their admission application.

UPRCA also provides programs that allow high school students to obtain university credits before applying for admission. This is achieved through the DECEP by means of the *Estudiantes Talentosos en Escapada* (Talented Student Program, ETE) and the *Programa de Articulación Universitaria* (University Interaction Programs, PAU) programs.

Public and private school students enrolled in the ETE program with a GPA of 3.40 or above may earn up to three (3) credit hour courses in the entire UPR System. The PAU program assists public high school students with a 3.00 GPA who show occupational related interests. Credit hour courses earned relate to those specific interests.

The Office of the Dean of Academic Affairs appointed the Retention and Support Committee after an analysis of institutional retention indicators by department and campus wide, as well as results from suspension and probation studies from academic years 2008-2009 to 2012-2013 prepared by OPEI. Using this data, the Committee has carried out diverse activities to improve retention rates. These activities are made known in meetings of the Academic Senate and department directors. The Office of the Dean of Student Affairs also reports them to service program directors. Activities sponsored by the Dean of Academic Affairs and the Retention Committee include:

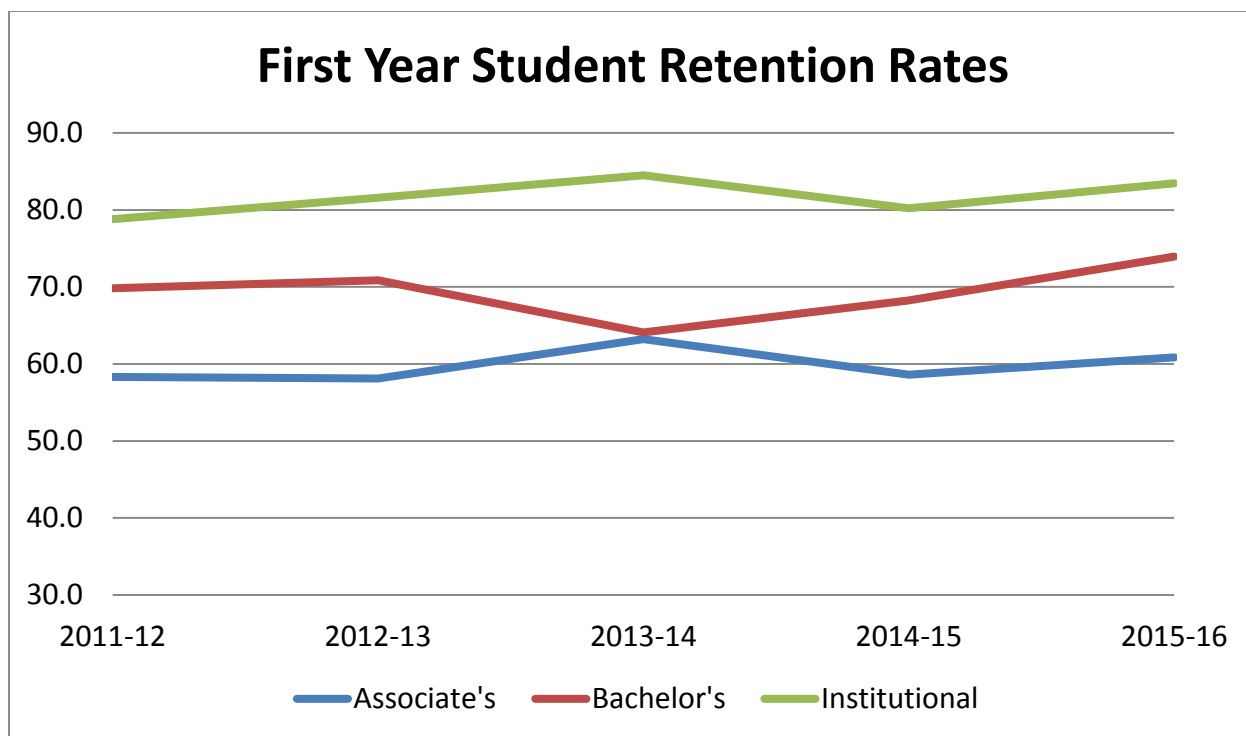
- Discussions about the Institutional Retention Plan and its indicators between department directors and the Dean of Academic Affairs.
- Distribution of partial withdrawals questionnaire by the Registrar as of the second quarter-term 2015-2016.

- Administration of questionnaire to students in probationary status as of the second quarter-term of 2015-2016.
- Orientations to high school students about UPRCA academic offerings. Among them are Open House, UPR EXPO 2016, and Camino al Éxito (Towards Success). All of these strive to reduce reclassifications after admission.
- Tutoring services offered at the Learning Resource Center (Library) to improve academic progress. Only faculty recommended students are hired at the library to offer tutoring. Results from this assessment were used to submit an external funding proposal to the federal government (See Standard 3: Federal Grants).
- *Let's Review!* Volunteer faculty offer special library sponsored review sessions.
- The Department of Counseling and Psychological Services continued offering activities about personal development, study skills, and occupational choice for students in general and in probationary status.
- Three "university life" sessions for freshmen students enrolled in low retention programs.
- Emotional intelligence.
- Discussion group: Why am I on Probation?

Some of the activities mentioned above are conducted as early interventions in order to prevent students to withdraw from the university, while others are conducted as interventions in a critical stage to help students comply with the required academic index for good academic standing. Additionally, the Counseling and Psychological Services Office support students by providing organization and emotional tools to deal with the multiple challenges that university students face in order to increase their persistence at the institution. Some of these activities are:

- Occupational counseling
- Time management
- Anger management
- Conflict mediation
- Couple relationship
- Stress management
- Second meeting for freshmen about academic counseling, withdrawal and reclassification processes, and the importance of personal counseling.
- Activity for staff: "We are all Retention" to create awareness on the importance of retention. The entire staff is responsible for student services and support.

An increase in retention rates has been observed since the implementation of the strategies described above (Figure II: First Year Student Retention Rates). According to the Institutional Strategic Plan, new strategies are being designed to achieve a sustained increase in retention and graduation rates.



VII. Standard 11: Educational Offerings

Analysis and discussions regarding syllabi content have been deliberated as part of the process to achieve objectives for each UPRCA course. For this reason, the development of students' critical thinking skills are integrated in the syllabi review process (Appendix 9).

Bloom's taxonomy levels within the cognitive domain: creating, evaluating, analyzing, applying, understanding, and remembering, have been carefully embedded into syllabi objectives. An ongoing syllabi review process has enabled us to fulfill this task along with a training process for faculty, academic and service department staff. Critical thinking exercises are explicitly included within instructional techniques that constitute learning activities.

VIII. Standard 12: General Education

The MSCHE's Characteristics of Excellence in Higher Education defines Standard 12 as: The institution's curricula are designed so that students acquire and demonstrate college level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency. (p. 47)

UPRCA has developed the General Education Program (GENED) to promote the Mission of the university providing a program with an integral formation that provides the students the skills necessary to be competent in their chosen field in the 21st century. The GENED component aims to complement that major area of study by offering a variety of disciplines to develop

skills that are necessary for the students' successful performance in their respective fields in order to have a complete formation as a professional in the future.

In accordance with the recommendations submitted by the *Middle States Commission on Higher Education* Evaluating Committee in 2011, different committees were constituted to review and analyze the total credits for majors, transfer, and career degree programs, assessment plans for bachelor and associate degree programs, update the student manual, and disclosure of the program in the catalogue and website of the institution.

In 2013, the Office of the Dean of Academic Affairs constituted a Committee to revise the alignment of the Institution's mission with the goals of the Program, analyze the Programs' objectives as a result of the expected learning outcomes, determine the number of minimum of credits, and identify the courses aligned to the expected learning outcomes. That same year, the draft of the General Education Proposal was submitted to the Committee of Academic Affairs of the Academic Senate. On April 4, 2013, the Academic Senate approved the Proposal (Certification 22 Num. 2012-2013).

As a result, the suggested minimum requirements of GENED credits for programs with bachelors are equivalent to 36 credits shown as follows:

- Natural Sciences - six credits (6)
- Social Sciences - six credits (6)
- Spanish - six credits (6)
- History - three credits (3)
- Humanities - six credits (6)
- English - six credits (6)
- Mathematics - three credits (3)

Accordingly, academic programs revised their curriculums and redistributed credits so that a higher proportion be devoted to specialization courses, while addressing the requirements of the reviewed GENED program. GENED and the academic programs aligned the basic courses directed toward the development of competencies of GENED to the UPRCA institutional learning goals.

The assessment of learning outcomes for GENED has three stages: (1) defining the learning objectives, (2) collecting information to determine compliance of the objectives, and (3) using the results to improve teaching-learning process. At present, the GENED is working in conjunction with the Office of Institutional Assessment identifying the basic courses aligned to the objectives of GENED. These assessment results are posted on Weave online and reported to the academic programs. The results are discussed with the faculty to prepare action plans on the improvement of the teaching-learning process. In addition, concentration courses and capstones were aligned to promote mastery of GENED learning outcomes. Some of the strategies used in these courses and capstones include rubrics for projects, reports, and internships. Hotel and Restaurant Administration, Design Department, Office Systems,

Education and Social Sciences in their practicum courses use rubrics that evidence that students have obtained the competencies of GENED which include written and oral communication skills. Moreover, the Academic Dean appointed a committee with representatives from different subject areas to develop a pilot test for GENED to be administered next academic year 2016-2017. The pilot test will be an entrance and exit exam aligned to the learning objectives of GENED. The test will include skills on English, Spanish, Mathematics, Science, Social Sciences, Technology, and Humanities.

A committee was appointed to revise the General Education student manual. After consulting the academic programs, GENED courses were aligned according to concentrations, bachelors' and associate degrees. Likewise, the revised objectives, expected learning outcomes and the total number of credits for GENED according to degrees were included in the student manual, which is available on the institutional web site.

Likewise, the information of GENED in the Institution's Catalog was revised and updated with the revised goals, learning outcomes and number of credits required for the degrees. The information clearly states the required GENED courses for the different disciplines that intend to allow the students develop skills to complete their degrees successfully.

IX. Standard 14: Assessment of Student Learning

The Office of Institutional Assessment is an integral part of the Office of Planning and Institutional Research (OPEI). This office is responsible to support institutional and student learning assessment effectiveness.

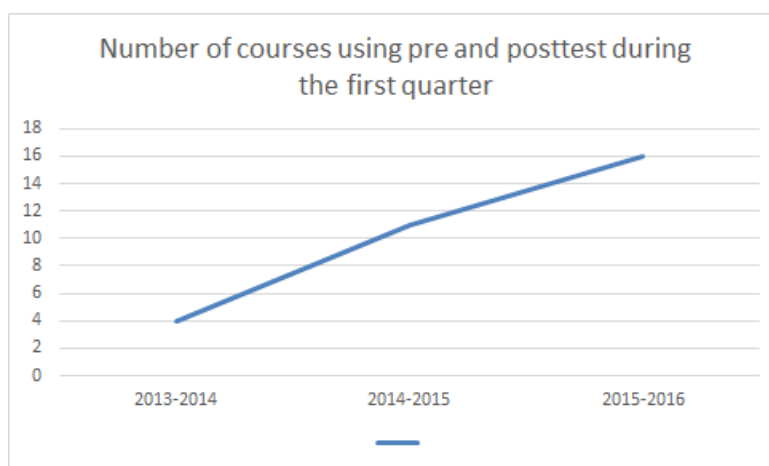
UPRCA has been providing the resources needed to strengthen student learning assessment practices. In addition to the Director of OPEI, two academic researchers were assigned to OPEI to collaborate in assessment. One of them is a full-time employee, while the other dedicates 60% of labor time to collaborate in assessment. Besides them, a faculty member has been designated as a liaison for assessment of student learning between the academic dean and OPEI. This faculty member was given an academic load of 3 credits per quarter-term for this job.

Each academic department has a faculty member who coordinates assessment at departmental level, and assures that it is conducted as planned. These coordinators are also responsible for submitting the reports of assessment requested by the Dean of Academic Affairs and by the Office of Assessment.

Besides human resources, important technological tools were also provided. The acquisition of Remark Office Software facilitates the process of gathering assessment data at program and course levels. Results of pre and post-tests administered by academic departments are being processed using Remark. Undoubtedly, the adoption of this software has impacted positively the assessment at UPRCA. Specifically, it has increased the efficiency of the assessment process by reducing return time of results. The ability to processes a large number of tests in a short

period of time has made possible for the OPEI to provide the results of the pre-test for each assessed course within 2 weeks of the administration of the test.

Since academic year 2013-2014, a total of 22,025 pre and post-tests has been analyzed using Remark Office. This means that assessment has been conducted in 40 different courses from six academic departments. Comparing the number of courses during the first quarter in which pre and post-test have been used for assessment, an increase in the use of Remark to process assessment tests is evident (Figure III: Number of courses using pre and posttest during the first quarter). An increase of academic departments that process their assessment tests using Remark is also observed: three during academic year 2013-2014 and five during two quarter-terms of the academic year 2015-2016 (from September to March).



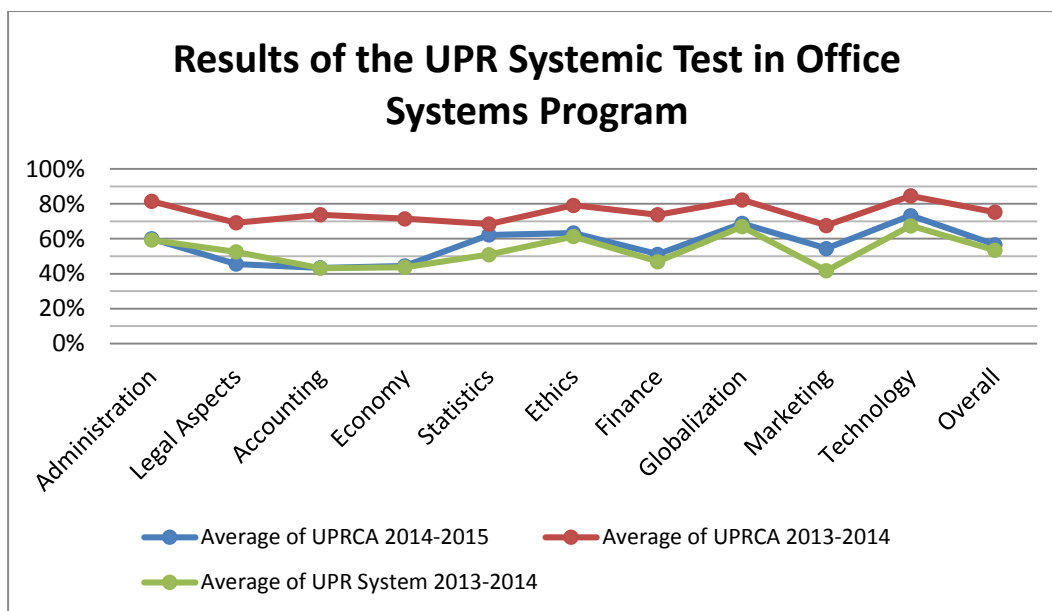
UPRCA has also acquired access to the Weave online assessment and planning management system. This software has simplified the centralization of assessment results and improved accessibility to action plans, facilitating its use in decision-making. The Office of Planning and Institutional Research and Assessment continues to promote the use of Weave online among faculty members and assessment coordinators by having an institutional researcher dedicate part of his time to provide one on one training and support sessions. From academic year 2012-2013, Weave online is being used by academic departments to report assessment of student learning.

Several assessment practices have been used by academic departments to assess student learning. Among these practices are: (a) Pre-tests and post-tests, (b) Portfolios scored by rubrics, (c) Projects scored by rubrics, (d) Presentation rubrics, (e) Satisfaction surveys, and (f) Written exams for assessment. These techniques, designed by faculty members, have been incorporated by academic departments according to the nature of the specific learning outcome to be measured. Appendix 10 provides information about assessment practices used by academic departments in some courses and Appendix 11 includes diverse assessment tools used by the academic departments.

The use of the assessment tools mentioned above allowed to determine the level of accomplishment of student learning outcomes at the course and program level. Appendix 12 include several assessment results with the corresponding recommendations/action plans (when needed) from the 2012-2013 to 2014-2015 academic years. Recommendations and action plans are applied when learning outcomes are partially met or not met.

Furthermore, the Office Systems Department has used a Comprehensive Systemic Test as an assessment tool. This test is administered to all students of the UPR system who pursue a bachelor degree in that area. This test is useful in comparing and contrasting our Institution students' performance with students from the other campuses of the same university system. Figure IV shows results of this test. Results reveal that during academic year 2014-2015 results were lower than previous years, more similar to the average of the UPR System. As a result, the following changes were made: include the course ADMI 3676 as a recommended elective to address deficiencies in Finance, Economy, and Marketing. Additionally, the results of the systemic test will be used to support the decision to reintroduce the course INTD 3002 to the curriculum (INTD 3002 for Office Systems major discusses statistical concepts), since the last time it was offered during academic year 2013-2014.

Figure IV



Besides the assessment techniques mentioned above, capstone courses or professional experience courses were also implemented in all baccalaureate programs. Appendix 13 specifies the course's code of these capstone/professional experience courses by each baccalaureate program. In addition to the direct evidences of student learning gathered from course and program level assessment, feedback from advisory boards, alumni and exit surveys, and employers' surveys has been useful to improve program effectiveness.

For example, the School of Hotel and Restaurant Administration receives and incorporates input regarding the hospitality industry's needs and current trends, from its highly supportive External Board of Advisors. In addition, alumni and industry leaders' surveys were also administered by the SHRA to receive important feedback that will contribute to a strong curriculum. As a result of the Board's input and of surveys to alumni and industry leaders, the number of credits in General Education and Business Administration were reduced from 52% to 39%, and credits in the hospitality major component were increased from 39% to 51%.

On the other hand, periodical program evaluations are conducted to assure their quality and pertinence to current trends. Evaluations of programs subject to professional accreditation are conducted as required by the accreditation agency. Table II provides information related to the baccalaureate degree programs fully accredited by a professional agency.

Table II: Programs accredited by a professional agency

Academic Program	Accreditation Agency
Hotel and Restaurant Administration*	Accreditation Commission for Programs in Hospitality Administration (ACPHA)
Business Administration	Accreditation Council for Business Schools and Programs (ACBSP)
Office Systems	Accreditation Council for Business Schools and Programs (ACBSP)
Secondary Education in Occupational Education	National Council for Accreditation of Teacher Education (NCATE)
Secondary Education in Technological Education	National Council for Accreditation of Teacher Education (NCATE)
Department of Counseling and Psychological Services	International Association of Counseling Services (IACS)**
Learning Resource Center (Library)	Association of College & Research Libraries (Certification)

* Reaccredited on February, 2016.

**Reaccredited November, 2015.

Programs not subject to accreditation by a professional agency are required to be evaluated every five years by means of Certification #43 2006-2007 of the UPR Board of Trustees. These evaluations are conducted to determine program effectiveness. One expected outcome of the evaluation is the update of program's curriculum according to new trends in the field. Table III indicates the academic programs that comply with that certification submitting their periodic program evaluation reports to the Academic Senate on October 2015. At this moment, the Academic Senate is analyzing the submitted reports.

Table III: Programs that submit their Periodic Program Evaluation Reports to the Academic Senate

Department/School	Academic Program	Baccalaureate or Associate Degree Program
Design	Graphic Arts	Baccalaureate
	Advertising	Baccalaureate
School of Hotel and Restaurant Administration	Cultural Tourism	Baccalaureate
Social Sciences and Criminal Justice	Law and Society	Baccalaureate
	Forensic Psychology	Baccalaureate
Engineering Technologies	Mechanical Engineering Technology	Associate Degree
	Instrumentation and Control Systems Technology	Associate Degree
	Automotive Technology	Associate Degree

OPEI, through its Office of Assessment, is collaborating in processing assessment results of GENED courses using Remark Office Software. Reports of pre and post-tests results, which include data related to group performance by learning outcomes, are sent to academic departments. These reports provide faculty members with relevant information that can be used to maximize lesson planning in order to emphasize areas of low performance. Faculty meetings are held in departments to share and to discuss these reports and to determine what action plans will be implemented to facilitate learning outcomes achievement of those not met or partially met. This information is uploaded to Weave online and the Assessment webpage making it accessible to other community members.

In addition to the use of pre and post-tests for the assessment of student learning, the GENED has established a Faculty Committee to develop an entrance and exit test. These locally-developed tests will be implemented to assess student achievement of general education learning outcomes. The entrance test will be administered during the freshman year, while the exit test during the junior or senior year. This committee is composed by faculty members in the following areas of expertise: Spanish, English, Math, Science, Humanities, Social Sciences, Technology Information, and Assessment. The pilot test will be conducted during the Fall 2016. Full implementation of the GENED exit test is expected for Fall 2017. Additionally, the General Education Committee is evaluating the adoption of some of the AACU rubrics for General Education programs, since they are highly relevant to the learning outcomes of the programs. Findings will be shared through Weave online and the Assessment webpage.

At the institutional level, UPRCA has defined clear learning outcomes that are achieved through the general education program. In addition to the general education outcomes, each academic department has defined program learning outcomes for baccalaureate, and if applicable, for the associate degree level. All learning outcomes have been aligned with the institutional

mission, goals, and learning outcomes. Alignment between the institutional mission and goals, and program learning outcomes can be observed through Weave online.

Assessment planning is crucial to assure an effective evaluation of the level, quality, and quantity of learning consistent with UPRCA's mission. Therefore, UPRCA has developed the *Five-Year Plan for Assessment of Student Learning (Academic Years 2015-16 to 2019-20)* and the *Assessment of Student Learning Annual Plan* to facilitate planning process to academic departments. Through these forms, departments establish courses in which assessment will be conducted per quarter-term and make clear connections between program learning outcomes to be assessed, the program's goals and the institution's mission. In addition, assessment tools and criteria of success will determine if learning outcomes are defined and met. At the end of each academic year the academic departments must submit the *Annual Report of Student Learning Assessment*, in which: 1) results of assessment are specified, 2) action plans to carry out based on learning outcomes not or partially met are described, 3) follow-up to use results of student learning are established.

UPRCA has been also promoting course coordination at program level, turning out in an ongoing increase in coordinated courses. Course coordination began in some academic departments to assure that program learning outcomes are being addressed and assessed according to the assessment plan. Syllabi of courses have been evaluated and modified when needed, assuring that course learning outcomes respond to the program learning outcomes, and these to the institutional learning outcomes, goals, and mission. For example, Natural Sciences' courses as MATE 0080, MATE 0081, MATE 3001, MATE 3171, MATE 3172, MECU 3031, MECU 3032, CIBI 3001, CIBI 3002, QUIM 3001, and QUIM 3002 are being coordinated. Business Administration courses CONT 3005 and CONT 3006 are also coordinated. Similarly, English courses INGL 3101 and INGL 3102 and Social Sciences courses CISO 3121 and CISO 3122 are being coordinated too. Coordination includes the administration of uniform tools (i.e., tests, projects, portfolios) by departments to measure student learning. Other departments like Spanish and Humanities have started similar processes by evaluating, respectively, ESPA 3101 and ESPA 3102, and HUMA 3111 and HUMA 3112 courses' syllabi.

Additionally, in order to increase success in academic programs, students are assigned to developmental courses in the areas of English, Mathematics, and recently, Spanish. The need of students for developmental courses is based on the assessment of the scores in the Evaluation Test for Admission to Colleges and Universities (Spanish Acronym: PEAU), administered by the College Entrance Examination Board of Puerto Rico, which is equivalent to the SAT. These courses are taken prior or during the first term in college. Continued assessment of the impact of these programs in increasing student success has been evaluated. Appendix 14 consists of Certification #06 (2015-16) of the Academic Senate approving the offering of the Pre-Basic Spanish course (ESPA 0060). This course was also created as a result of assessment processes conducted by the Spanish Department. In Annual Reports of Student Learning Assessment, this department highly recommended this course's creation and offering. It will start during the next academic year 2016.17.

Section III

Major Challenges and Opportunities

In the next five years UPRCA must face the difficult fiscal situation that affects government today. The 2013-2017 ISP contains strategies to confront these challenges. However, a new revision of the Plan will be necessary to update some strategies in order to deal with future additional budget reductions. At the same time, the Plan will be aligned with a new UPRCA Mission that is currently in draft form, and also with a new 2016-2020 UPR System Strategic Plan also in draft form. All of these changes strive to guarantee academic excellence and services.

I. Financial Situation

The main challenge remains funding. The Commonwealth of Puerto Rico is currently facing serious fiscal constraints that affect all government entities that depend on public moneys. UPRCA 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 MSCHE standards 2 and 3 related challenge, the Institution has embedded on its planning diverse strategies and efforts to resources from both federal and private entities.

A number of Institutional efforts to address financial issues have been described on Standard 3 in the previous section. Still, UPRCA takes ongoing actions that have rendered success and benefits for students and faculty.

Revenue driven and saving initiatives implemented by the administration include:

- Power utility savings, for example, of \$31,898 covering the period from November 16 to December 16, 2015. Previous bills reached \$99,260.00.
- The hiring of a new company for the operation of the campus cafeteria under new mutual benefit terms.
- New vending machines agreements that provide a higher institutional profit percentage and higher rents.
- Donation agreement with *El Mesón Sandwiches* restaurant that provides the Institution with .25¢ from the sale of specific selections from the menu. This company is one of the most successful local food enterprises in the island. It also conducts business in the state of Florida.

These and previously discussed efforts have contributed with the implementation of needed processes that improve campus quality and wellness of students, faculty, and administrative staff:

- Hygienization and sanitation of air conditioning systems in seven buildings that include administrative offices, classrooms, and computer laboratories. Current plans are to repeat the process every two years.
- Remodeling of basketball court (\$84,107) that represents a significant improvement that benefit student athletes.
- Painting of Natural Sciences, Business Administration, and the library lobby.
- Remodeling of facilities of the Educational Services Program, the Academic Senate, and the Forensic Sciences field laboratory.

The University of Puerto Rico at Carolina is aware of possible budget limitations that may impact the next fiscal year beginning in July 2016. In preparation for this fiscal challenge, more vigorous efforts will be carried by means of federal government proposals and private donations and agreements. Results from current initiatives will continue to make possible a firm financial operation in the near future.

II. Distance Education

The Office of the Dean of Academic Affairs has chosen distance education as a major project for 2016. The Ten for the Decade strategic plan as well as the UPRCA 2013-2017 ISP emphasize on the use of technology to improve academic offerings. Operational strategies 5 and 7, of the 2013-2017 UPRCA Strategic Plan promote the increase of revenues through the offering of nontraditional distance education courses as well as federal, state, and private proposals. These areas involve MSCHE standards 2, 3, and 8.

Title V proposals have provided the necessary financial support to improve the technological infrastructure. This has made possible the acquisition of new equipment (switches, routers, web servers) and the implementation of services (library e-reserve and the Institutional web site), as well as the hiring of an instructional designer. Training in areas like instructional design, learning theories and online course design was provided to faculty members. A Technology Resource Support Center (Spanish acronym CARTeF) was created. Its facilities include the equipment and software necessary for the development of online tutorials, courses, and advises faculty on how to incorporate technologies in their classes. The Department of Counseling and Psychological Services also began to offer counseling services online. Planning for distance education at UPRCA encompasses three main phases.

Phase I

The appointment of a Distance Education Committee on February 2010 initiated formal efforts for its implementation. The first task of the Committee was to write an institutional policy. In November 2011, the Academic Senate approved the *Institutional Policy for Distance Education* (Certification 10, 2011-2012). This policy established three major objectives:

1. Support the mission and vision through initiatives that promote courses and professional distance certificates.

2. Serve as a guide to faculty and staff for the development of distance courses and certificates.
3. Promote compliance of accreditation policies related to distance education standards and policies.

Financial support from a Title V proposal enabled UPRCA to offer the first four hybrid courses in the departments of Natural Sciences and Social Sciences: General Chemistry I, Organic Chemistry I, General Biology I, and Introduction to Substance Related Disorders. During the second quarter-term of academic year 2012-2013 the first fully online courses were offered: General Biology I, General Psychology, and Personality Theories. Faculty members received training and support from an instructional designer, a graphic designer, and an appropriate technological infrastructure was available. An online help desk was also established to provide technical support to the university community. The appointed committee and an institutional coordinator, who are responsible for the completion of this endeavor, are working hand in hand with faculty to drive the project forward.

Phase II

In September 2015, the Office of the Dean of Academic Affairs singled out distance education as a major project that would impact institutional retention and the expansion of academic offerings. At this time, there are 18 faculty members that completed requirements as established in the *Institutional Policy for Distance Education* approved by the Academic Senate. Among them, six showed evidence of having completed specific training in areas of need that include course platform management, the Internet, learning theories, instructional design, distance courses methodology, and assessment of learning:

Table IV: Distance Education Faculty Training

Department	Faculty Members
Hotel and Restaurant Administration	Prof. Wanda Pantojas
Natural Sciences	Dr. Javier Lasso Prof. Samuel Martínez Lebrón Dr. Luis Valentín
Social Sciences	Dr. Eduardo Rodríguez Ramos
Office Systems	Prof. Miguel Vélez

The next table shows 12 faculty members that completed requirements for a workshop cycle on distance education teaching and design offered by the Title V proposal:

Department	Faculty Members
Business Administration	Prof. Awilda Beauchamp Dra. Eldra Hernández Calcerrada
Natural Sciences	Dra. Rosa Flores Dr. José García Dr. Joel Martínez Dr. Rafael Méndez Tejeda Dr. Juan Romero Dr. José Santiago Santana
Social Sciences	Prof. José Figueroa Dra. Lizaída López Prof. Iván Rosario Villafañe
Design	Dra. Carmen Ortiz Arteaga

In April, 2014 the Distance Education Office started another workshop cycle known as *Distance Education 101*. Faculty members who complete the cycle would also comply with the Institutional distance education policy. This would increase to 37 the professors trained to teach hybrid and online courses among the seven UPRCA academic departments:

Department	Faculty Members
Business Administration	Prof. Awilda Beauchamp* Dra. Eldra Hernández Calcerrada * Prof. Magaly Hernández Ralat Prof. Awilda Pagán Martínez Dr. Herminio Romero Pérez
Assessment Office	Prof. Cristina Martínez Lebrón
Natural Sciences	Dr. Ramón Matos
Social Sciences	Dr. José Carrasquillo* Prof. Iván Rosario Villafañe* Dra. Sonia Serrano Dra. Nydia Sostre
Design	Prof. José Ayala Pérez
Education	Dr. Jaime Cabrera Prof. José López Suárez Dra. Awilda Núñez
English	Prof. Mara Luna Prof. Anaís Malinow Prof. Wanda Rodríguez
Office Systems	Prof. Josefina Rodríguez Dra. Ramonita Román Prof. Miguel Vélez*

* Professors already in compliance with Academic Senate Certification 10, 2011-2012

Distance education courses began at UPRCA during the second quarter-term of academic year 2012-2013 (January 2013) with the support of the 2010-2015 Title V Proposal. Selected programs were the Natural and Social Sciences departments. At this time, 13 hybrid and online

courses are being offered at the departments of Hotel and Restaurant Administration, Natural Sciences, and Social Sciences. The following table shows specific courses:

Table V: Distance Education Courses during the Second Quarter-Term

Quarter-Term	Code	Title	Department
January-March 2013	BIOL 3011	General Biology I	Natural Sciences
January-March 2013	QUIM 3002	General Chemistry II	Natural Sciences
January-March 2013	QUIM 3025	Analytical Chemistry	Natural Sciences
January-March 2013	QUIM 3031	Organic Chemistry I	Natural Sciences
January-March 2013	QUIM 3032	Organic Chemistry II	Natural Sciences
January-March 2013	JUST 4207	Introduction to Related Substance Disorders	Social Sciences
January-March 2013	JUST 4208	Drug Psychopharmacology	Social Sciences
January-March 2013	PSIC 3003	Introduction to General Psychology	Social Sciences
January-March 2013	PSIC 3015	Personality Theories	Social Sciences
April-June 2013	PSIC 3016	Psychopathology	Social Sciences
September-November 2013	ADHO 3207	Nutrition and Food Safety	Hotel and Restaurant Administration
January-March 2014	PSIC 3025	Psychology of Human Development	Social Sciences
April-June 2014	PSIC 4155	Conduct Analysis	Social Sciences

Phase III

Distance education is being developed as a tool to strengthen institutional retention and expand academic offerings. At this time, the Office of the Dean of Academic Affairs works in close collaboration with the External Resources Office and the Cooperative Title V project.

In coordination with department directors, the Dean will identify courses to be offered online during the first quarter-term of academic year 2016-2017. Tenured faculty will be in charge of preparing courses according to expertise. The distance education coordinator will be in charge of planning services to make sure that faculty receive appropriate support. Training shall begin during the third quarter-term of academic year 2015-2016, and technical assistance from the Information Systems Office will be available. The Dean will require assessment to ensure that course evaluation instruments are distributed.

Cooperative Title V funding support begins with the appointment of an instructional designer and the provision of faculty training facilities necessary for course development. A faculty incentive of \$1,000.00 will be granted to each professor when he/she ends a course and it becomes scheduled for a future session. Professors will sign a contract that commits them to fulfilling their tasks. Course certification will be carried out according to Quality Matter requirements.

UPRCA and its students will significantly benefit from the implementation of distance education offerings. Larger amount of students per section becomes a possibility as well as individual attention to their needs. Critical thinking and problem solution are emphasized within a more flexible time schedule that fits better to particular needs. Savings in the use of institutional facilities, computer equipped classrooms, utilities, and teaching and non-teaching staff is also provided by Cooperative Title V.

III. Professional Accreditation

A culture of institutional assessment and evaluation links to MSCHE standards 7 and 14. Professional accreditation also strengthens, enhances, and adds prestige to an institution's academic program, which relates to MSCHE standard 8: Educational Offerings. Goal 4 of the UPR Institutional Strategic Plan *Ten for the Decade* intends to develop a permanent culture of assessment and evaluation in the entire UPR System. This is clearly established in writing in the objectives:

- To encourage periodic self-study by academic programs and services, and to use the self-study process as a means of generating needed change.
- To foster evaluation by external individuals and bodies such as national accrediting agencies as a means of fully and systematically assessing the quality and effectiveness of institutional performance.
- To obtain and maintain professional accreditation in all programs of study in which such accreditation is granted.

Accreditation by itself is a way of ensuring quality excellence through compliance with professionally recognized standards. The process validates an institution's educational quality, its reputation, and its services. UPRCA started the process during the first decade of this century. It has already achieved professional accreditation of six of its programs and services and two others shall apply to their respective agencies soon:

- The School of Hotel and Restaurant Administration
- Business Administration
- Systems Office
- The Education Department
- Department of Counseling and Psychological Services
- Library Services Certification
- Social Sciences and Criminal Justice Department (in process)
- Pre-School Development Center (in process)

Professional accreditation for each of these programs is a top priority at UPRCA. It is formally established in operational strategy 24 of the Institutional ISP 2013-2017. The Institution will devote considerable efforts to accredit additional programs and maintain currently accredited

ones. The reaffirmation of accreditation of the School of Hotel and Restaurant administration and the Department of Counseling and Psychological Services evidence institutional commitment in facing this challenge (Appendix 15: Counseling Accreditation Statement). In addition, the Learning Resource Center (Library) is currently working on its self-study to reaffirm compliance with certification of the ACRL Standards for Libraries in Higher Education achieved in 2007 (Appendix 16: ACRL Certificate 2007).

Section IV Enrollment and Finance Trends and Projections

Total enrollment projections based on simple estimations reveal that enrollment will remain constant and close to 4,000 students. Each year UPRCA receives an average of 2.7% of the initial UPR System General Budget as shown in Table VI: Initial General Fund Budgets Approved for UPR and UPRCA with Enrollment. The average enrollment for the last four years (2010-2011 to 2015-2016) is 3,834.

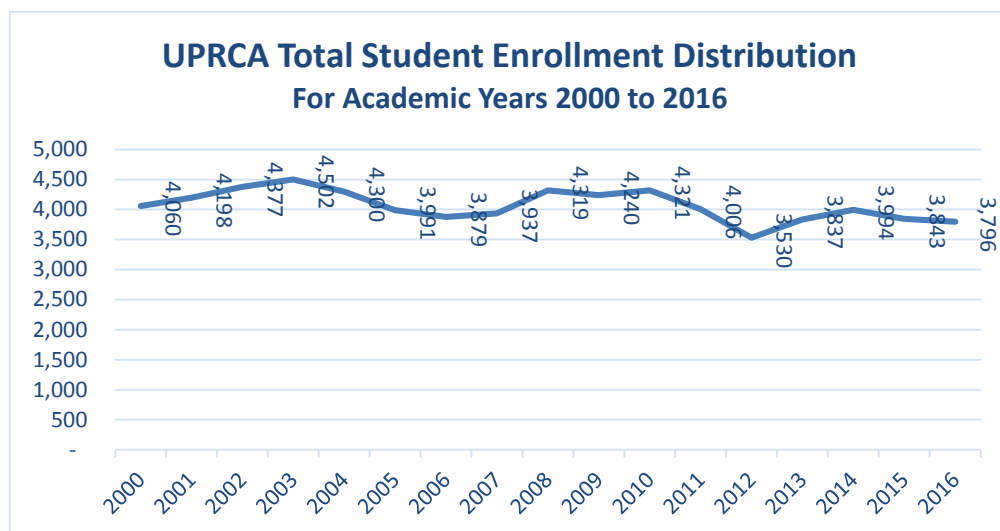
**Table VI: Initial Budgets Approved for UPR and UPRCA & Enrollment
(as July of each FY)**

FISCAL YEAR	UPR Initial GF Budget (IB) (in \$M)	UPR-CA IB (in \$M)	% of UPR IB	% Change (based on prior year)		Enrollment
				UPR IB	UPR CA	
2009-2010	1,040,655,138	29,618,197	2.85	-2.36	0.07	4,321
2010-2011	935,038,671	24,535,441	2.62	-10.15	-17.16	4,006
2011-2012	919,158,951	24,610,117	2.68	-1.70	0.30	3,530
2012-2013	995,013,006	25,253,237	2.54	8.25	2.61	3,837
2013-2014	1,031,754,000	25,882,657	2.51	3.69	2.49	3,994
2014-2015	1,013,179,000	28,403,074	2.80	-1.80	9.74	3,843
2015-2016	1,008,179,000	28,202,924	2.80	-0.49	-0.70	3,796
AVERAGE			2.68			3,904

For the last 16 academic years between 1999-2000 and 2015-2016, UPRCA's lowest enrollment has been 3,530 and 4,502 the highest with an average of 4,016 (Figure V: Total Enrollment Distribution for academic years 2000 to 2016). In the last ten years between 2007 and 2016 the lowest enrollment varied from 3,530 to 4,320 the highest, an average of 3,925. During the period 2000-2009, the lowest enrollment was 3,879 and the highest 4,502 for an average of 4,190. In academic year 2010-2011 UPRCA served 4,006 students amidst a 17% budget

decrease. In subsequent years enrollment has kept around 4,000 students. Expectations for enrollment projections for future years consider the addition of new, transfer, and readmitted students for the first quarter-term of the current year. New admissions for the following years should reach 1,000. All enrolled students shall continue studies except for graduates and full withdrawals.

Figure V



Enrollment levels at approximately 4,000 students have remained constant in spite of the current emigration trends among many young college candidates island wide. The assessment carried out on the institutional physical capacity indicates that UPRCA can manage an average of 4,841 students. Operational strategies 5 and 14 of the 2013-2017 ISP sustain UPRCA efforts to attain its maximum capacity through major projects like distance education and the admission of nontraditional students.

Section V

Organized and Sustained Processes to Assess Institutional Effectiveness and Student Learning

Overview and analysis of the assessment processes

As previously discussed in the Standard 7 section, UPRCA has been consistent in promoting the development of a culture of assessment. More participation in assessment of student learning and the support from top administrators to the development of the assessment unit has been evident. Current procedures of assessment at UPRCA involve participation from Faculty, Assessment Coordinators, Department chairs, and the Dean of Academic Affairs. Special emphasis has been placed in promoting the accountability and the use of results to inform decision-making from the beginning of each academic term. Follow-ups on the use of assessment results are conducted yearly and every other year by the Office of Planning and Institutional Research and Assessment and the Office of the Dean of Academic Affairs.

Strengths and Challenges of the IAS implementation

Since 2013, the Planning and Institutional Research and Assessment Office has been working on the development and implementation of a rubric to determine the level of accomplishment with the IAS. At this moment, the rubric has been implemented. The rubric shows that 29 out of the 40 activities have been implemented or scheduled. Only 11 activities are still pending due to the lack of access to the information (i.e., rates of admission to graduate schools). At this time, new strategies are being explored to have access to that information to continue implementation of the IAS

Next Steps

1. Complete the implementation of the General Education Entrance and Exit tests.
2. Continue to upload and disseminate assessment results of student learning using the NILOA Transparency Framework.
3. Submit to the UPRCA Academic Senate and the Administrative Board a standard protocol to be followed by every academic and administrative unit to link every budget request to institutional operational costs or strategic goals.
4. Implement and disseminate the results of the meta-assessment (assessment of assessment procedures and activities) to Academic Senate to increase awareness of the achievement of student learning outcomes by each academic program.
5. Develop a dashboard to monitor the extent to which UPRCA has met the targets set for the objectives in the Strategic Plan.

Section VI

Linked Institutional Planning and Budgeting Processes

The Carolina campus has continued efforts to strengthen the link between institutional planning and budgeting processes. During the last three years, emphasis between these two components has been placed on four main processes: (a) use of operational plans to justify budget request to address the actions in the strategic plan, (b) five-year evaluations of academic programs, (c) assessments and special financial analysis to support budget justification to the UPR Central Administration, and (d) analysis of teaching large lecture classes.

Use of operational plans to justify budget to address the strategic actions in the strategic plan

Academic and administrative units are required to submit their operational plans between April and May. Those plans specify the activities to be conducted by the unit, its alignment with the strategic actions and objectives in the UPRCA's Strategic Plan, and the budget needed. Input from academic departments and administrative offices is provided to deanships for analysis and priority setting for budget allocation purposes. Then, resource allocation is assigned according to priorities and availability of funds. By the end of the academic year, institutional units must submit a report specifying the activities conducted, the budget allocated, and the level of accomplishment with the strategic plan.

Operating Budget Allocation Process

The annual budget proposal at UPRCA is aligned with the unit strategic plan and the Ten for the Decade UPR system strategic Plan. Each year resource allocation priorities are established by the Governing Board (Certification 150 2014-2015).

The certification establishes three main categories that will be allocated first: Personnel, Operating expenses and utilities. The category of personnel represent the 85% of the total budget assigned and the remaining 15% covers operating expenses and utilities. Once these non-discretionary categories are allocated, the resources that become available due to retirement or other economies are used to finance special priority projects and to address special budget requests from academic and administrative departments. Once the requests are received from the departments using the priority setting document designed to justify their strategic activities for the next academic year, they are analyzed and funds are allocated.

Due to current state fiscal uncertainty faced by the government of PR, it is difficult to predict our budget. UPRCA takes into consideration this uncertainty in the premises to base budget projections 2016-2017 to 2018-2019. (Appendix 17: General Fund Budget Distribution and Budget Projections 2015-2016 to 2018-2019). Once the government of PR determines the level of adjustment to the UPR System budget, the budget can be projected more precisely. Projections are based on the assumptions and cost measures applicable discussed among the budget offices at the System level. Based on these assumptions general fund budget is

projected to decrease a 5% in fiscal years 2017-2018 and 2018-2019 (Table VII Budget distribution and projections by Program)

Table VII: Budget Distribution and Projections by Program

Budget distribution and projections by Program				
General Fund Budget and Budget Projections for fiscal years 2015-2016 to 2018-2019				
Program	Actual Budget	Budget Projections		
	2015-2016	2016-2017	2017-2018	2018-2019
Instruction	\$12,375,706	\$12,375,706	\$12,054,611	\$11,749,569
Research	\$46,208	\$46,208	\$46,208	\$46,208
Academic Support	\$2,703,227	\$2,703,227	\$2,568,066	\$2,439,662
Student Services	\$2,764,688	\$2,764,688	\$2,626,454	\$2,495,131
Institutional Support	\$4,868,563	\$4,868,563	\$4,625,135	\$4,393,878
Infrastructure Maintenance and Operation	\$5,444,532	\$5,444,532	\$4,872,305	\$4,328,690
Totals	\$28,202,924	\$28,202,924	\$26,792,778	\$25,453,139

Audited Financial Statements

The audited financial statements are prepared at System level since the UPR Central Administration commissions the externally audited report for the System as a whole. UPRCA, like all other campuses within the system, works actively with the Finance Office of the Central Administration to ensure that the institution submits its financial statements on time. A well designed strategy involving system wide efforts has been implemented to guarantee an efficient organizational structure. At the campus level, UPRCA Finance Office works directly with Central Administration, providing the information the external auditors require for their financial statements. Therefore, the UPRCA does not issue audited financial statements separately. Its financial results are presented in the UPR's financial statements.

In May of 2015, the Governing Board issued Certification 135, reorganizing the financial offices of the campuses within the UPR System so they are more directly linked to the Finance Office in Central Administration. The director of the campus Finance Office reports directly to both our Chancellor and the CFO. The Audited Financial Statements 2015 are expected to be issued no later than April 30, 2016 (Appendix 18: Notice of Failure).

Five-year evaluations of academic programs

As established in Certification #43, 2006-2007 UPR Board of Trustees, academic programs that are not accredited must complete a comprehensive program effectiveness evaluation every five years. The results of this periodic evaluation are used by the UPRCA Academic Senate to inform decision-making on academic programs, based on their adequacy, relevance, effectiveness, and

efficiency. The main objective of this evaluation process is to identify ways to strengthen the programs, making them more competitive and reducing duplicity in academic offerings within the UPR System. During the fall 2015-2016, eight academic programs submitted their evaluation to the Academic Senate. The table below includes some of the recommendations made by the programs as a result of this comprehensive evaluation.

Table VIII: Actions Proposed by Academic Programs as Result of the Five Years Evaluation

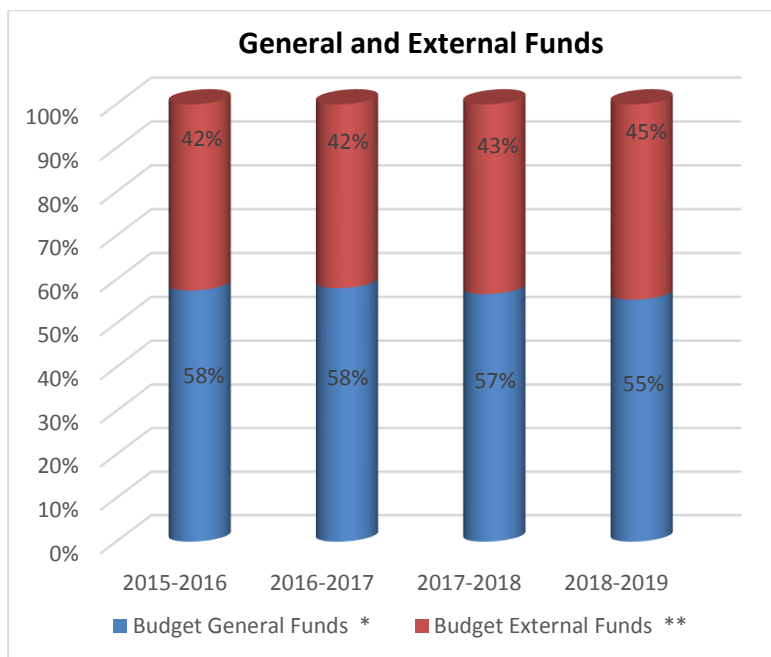
Academic Programs	Actions Proposed
Social Sciences <ul style="list-style-type: none"> • Forensic Psychology • Law and Society 	<ul style="list-style-type: none"> • Continue to seek professional accreditation.
Design <ul style="list-style-type: none"> • Graphic Design • Advertising 	<ul style="list-style-type: none"> • One of the areas of emphasis from each degree will be changed to a professional certificate, while the courses included in the curriculum of the area of emphasis with greater demand will be part of the core courses for that major.
Cultural Tourism	<ul style="list-style-type: none"> • Cultural Tourism will become a major within the School of Hotel and Restaurant Administration.
Engineering Technologies <ul style="list-style-type: none"> • Mechanical Engineering Technology • Instrumentation and Control Systems Technology • Automotive Technology 	<ul style="list-style-type: none"> • Each academic program will undergo a curriculum revision

Assessments, planning and special financial analysis used to support budget requests to central administration

From academic year 2014-2015, the UPR System has adopted new procedures to ensure that institutional resources are allocated where needed the most, and where the greater impact is expected. In this sense, the new budgeting procedures seek to increase the efficiency of the UPR System (Appendix 19: Guidelines for the development and Presentation of the Central General Budget for Academic Year 2016-2017). These guidelines provide for a system level ongoing institutional assessment tool. They represent a starting point for the Chancellor and the Governing Board Financial Committee to discuss options that UPRCA may select to ease the impact of possible budget reduction scenarios. Savings from employee retirement and

additional economies that result from other projects are used to make adjustments in the unit's annual work plan.

Budget projections are another tool used to evaluate financial operations during the fiscal year (as of September, December, and March). It allows us to evaluate expenditures and redistribute available resources where they are most needed. The Office of Institutional Development is working to identify new funding sources (see Figure VI: General and External Funds Projections).



Analysis of teaching using large lecture classes

Large lecture classes were programmed in UPRCA as a pilot project during the first quarter-term of academic year 2015-2016. A study was conducted by the Planning and Institutional Research and Assessment Office at the end of that term to evaluate its implementation. Results were discussed by the Academic Senate members in an extraordinary meeting held on March 1, 2016. As a result, Certification #44 (2015-16) was approved, recommending the following actions: 1. Assessment and evaluation in both regular sections and large lecture ones, 2. Technology optimization and facilities improvement, 3. Training to faculty about instruction in large lecture classes, 4. Large lecture class programming according to the course's nature, 5. Large lecture class size evaluation to consider its educational and economic impact, and 6.

Promote student-professor interaction outside the classroom. Implementation of actions endorsed by the Academic Senate began during the Spring of 2015-2016.

The University holds firm to its determination to strengthen processes that guarantee efficiency in planning, budget, and assessment. The institution acknowledges that this linkage will render

the most adequate scenario to sustain a solid operation in the midst of a difficult financial situation. Present and future initiatives explained in this report will continue to enable UPRCA to successfully achieve its mission and goals, thus fulfilling its duty for the education of the people.

List of Abbreviations

2013-2017 ISP	Institutional Strategic Plan 2013-2017
ACRL	Association of College & Research Libraries
CARTEF	Spanish acronym for Technology Resource Support Center
CEFID	Spanish acronym for Printing and Photocopy Project
CIAAPP	Spanish Acronym: Accreditation, Assessment, Planning and Budget Committee
DECEP	Spanish Acronym: Continuing Education Division
ETE	Spanish Acronym: Talented Student Program
GENED	General Education Program
IAS	Institutional Assessment System 2011-2016
OID	The Office of Institutional Development
OPEI	Spanish Acronym: Office of Planning and Institutional Research
PAU	Spanish Acronym: University Interaction Program
PEAU	Spanish Acronym: Evaluation Test for Admission to Colleges and Universities
SHRA	School of Hotel and Restaurant Administration
UPRCA	University of Puerto Rico at Carolina
USDA	United States Department of Agriculture

UNIVERSITY OF PUERTO RICO AT CAROLINA

Strategic Plan 2013-2017: Meeting the Challenge



**Luis Torres Torres PhD
Acting Chancellor**

STRATEGIC PLAN 2013-2017 focuses on two areas: Focus A REVENUES AND RECRUITMENT; and Focus B QUALITY in processes, faculty and students.

FOCUS A INSTITUTIONAL OBJECTIVES: REVENUES AND RECRUITMENT

- 1- To increase and diversify the Institution's sources of revenue
- 2- To increase demand for the Institution's programs
- 3- To institutionalize a culture of strategic planning and assessment

FOCUS B INSTITUTIONAL OBJECTIVES: QUALITY

- 4- To strengthen the excellence of the institution's graduates
- 5- To strengthen school spirit, pride and identity

FOCUS A: RECRUITMENT AND REVENUES

This cycle of strategic planning at UPRCA (2013-2017) is under the influence of the undergoing economic crisis in the country. The Institution has developed strategies to confront the circumstances by tightening the links between assessment, strategic planning and budget allocations; monitoring fiscal procedures; and building on its strengths to develop its own sources of revenues. UPRCA faces head on the fiscal challenge ensuring the funds necessary to provide the best education for its students. It has taken the necessary steps to make up for possible shortcomings in state allotted funds with strategies that limit the impact on academics while it remains along its path of academic excellence.

At the same time, demographical trends indicate that UPRCA cannot anymore ride the wave of youngsters which carried the expansion of higher education in P.R. According to the 2010 US Census Bureau, the under 18 population in Puerto Rico decreased by 21% compared to the 2000 census, and migratory trends show that 13% of the total population of the Island moved to the United States during 2002-2010. Total immigration was larger than the difference between the 2000 and the 2010 Census (82,812 people). UPRCA has to increase its recruitment efforts competing with private universities for a smaller pool of prospective students, and pursue this migration through Distance Learning offerings.

FOCUS B: QUALITY ASSURANCE AND QUALITY ENHANCEMENT

For the purpose of UPRCA's strategic planning, the term "quality assurance" refers to the achievement of the Institution and its students of the educational-program standards set by standard-setting bodies such as institutions, professional organizations and government. UPRCA is well on its way to full professional accreditation of its programs, and during this strategic timeline at least three programs are expected to achieve accreditation. "Quality enhancement," on the other hand, entails the engagement of the Institution in calculated efforts directed towards securing, within the boundaries of its constraints, steady, consistent and demonstrable improvements in the quality of its learning processes and opportunities. The first is concerned with accountability, ascertaining that objectives and aims have been achieved, while the second is concerned with the internal mechanisms that an institution puts in place to continually review and improve practice. It involves an internal comparison between the current standard and the standard being targeted. Strategic Plan 2013-2017 stresses both these attributes.

To stay the course of academic excellence, the Institution has focused on achieving an ongoing process of assessment at all levels. Strategic Plan 2013-2017 advances this process by ensuring and enhancing quality through assessment.

TECHNOLOGY

UPRCA is committed to implementing technology in all its components to enhance efficiency in learning-teaching and providing the best services to its students.

NON-TRADITIONAL STUDENT

For the purpose of Strategic Plan 2013-2017 nontraditional students are students who are enrolled part time or full-time at DECEP-UNEX to obtain certificates of study or baccalaureate degrees.

BUDGET COLUMN

Recurrent costs are marked with an apteryx under the Budget Column and includes faculty compensations and release time. The specific amounts set under the Budget column include only additional monies assigned for development.

Institutional Objective #1 To increase and diversify the Institution's sources of revenue

Link to *X for the Decade*: Goal 9, Administrative and Managerial Optimization

Advocate: Jose Meza PhD, Dean for Administrative Affairs

FOCUS A: REVENUES AND RECRUITMENT					
National (N), System (DD), and Institutional (I) Metrics					
1. I-Level of implementation of Internal Control Plan 2. I-Total funds obtained through grants 3. I- Total funds obtained from registered, nontraditional students through Distance Learning Program 4. I-Percentage of reduction in energy cost 5. DD14 –Total Funds External Funds Rate 6. DD9- Total funds obtained from alumni 7. I- Total Funds Miscellaneous Income					
REVENUES					
Target	2012-2013	Time Frame	Operational Strategies	Accountability	Budget
Internal Control Program Implemented 100%	0	2013-2017	1. To strengthen the Institution's systems and procedures by implementing a comprehensive Internal Control Program	Chancellor, Institutional Auditor Coordinator, Budget Office Director, Finance Office Director	\$4,860 annually
Decrease in operational costs	Operational costs	2013-2017	2. To meet possible budget reductions by developing and implementing an action plan of doable strategies with minimum campus impact	Chancellor, Budget Office Director, Finance Office Director	*
50% increase	\$25,000	2013-2017	3. To increase donations by the general public through fundraising activities	External Resources Director, Cultural Activities Coordinator, External Resources Office	*
50% increase	\$110,000	2013-2017	4. To increase revenues by developing profit-making activities utilizing the campus' facilities	Administrative Dean, Business Administration Director, Design Department Director	*
12% increase	\$1,752,597	2013-2017	5. To increase revenues through new offerings of traditional courses and nontraditional Distance Learning Certifications/Programs via the Continuing Education Division (DECEP-UNEX)	Academic Dean, DECEP-UNEX Director, Academic Department Directors	*
3 profitable projects	0	2013-2017	6. To increase revenues for departments by supporting income producing projects generated by means of the particular expertise of the departments	Academic Dean, Administrative Dean, Academic Department Directors	*
Increase by 3 grants	2 grants	2013-2017	7. To increase revenues by presenting proposals to grant-giving federal, state, and private agencies currently not conferring grants to UPRCA	Academic Dean, Proposal-writing faculty	*
5 investigations	2	2013-2017	8. To advance financial stability by establishing externally funded faculty and student research initiatives	Chancellor, Academic Dean, CIMUD Director	\$43,000 Seed money Annually
8% increase	\$79,000	2013-2017	9. To increase gift-giving by alumni through direct solicitation	Alumni Office Coordinator	*
30% decrease in energy costs	\$1,800,000	2013-2017	10. To lower energy costs by using alternative energy	Chancellor, Administrative Dean	\$180,000

* Recurrent operational cost

Institutional Objective # 2 To increase demand for the Institution's programs

Link to *X for the Decade*: Goal 2, An Academic Culture of Currency, Experimentation, and Renewal

Advocate: Juan Bonilla PhD, Dean for Academic Affairs

FOCUS A: REVENUES AND RECRUITMENT					
National (N), System (DD), and Institutional (I) Metrics					
1. I-Percentage of increase in the total number of students applying to UPRCA		3. DD10- Number of students registered in non-traditional and Distance Learning professional certifications courses or programs			
2. I-Total number of students applying to UPRCA with a high Application Index (Spanish Acronym: IGS) and High School Average		4. N-NSSE survey 2015			
RECRUITMENT					
Target	2012-2013	Time Frame	Operational Strategies	Accountability	Budget
8% increase in admissions	0	2013-2016	11. To promote UPRCA’s unique, traditional, nontraditional, hybrid and online courses as available alternatives by developing and implementing a marketing plan	Advertising Director, Advertising Faculty and students, Dean of Students, Admissions Office	\$5,000 annually
1 Open House; 1 Campus Visit Week annually; 1 Web page	1 Campus Visit Day \$1,000	2013-2017	12. To encourage prospective students to apply by implementing top marketing and recruitment strategies (Open House events, Campus Visit Days for High School Students, Admissions Web Page)	Advertising Director, Advertising faculty and students, Dean of Students, Cultural Activities Coordinator; Students’ Advisory Committee	\$12,000
80%	70%	2013-2017	13. To increase the number of academically gifted students that select UPRCA as a first and second alternative within the UPR system by way of the Marketing Campaign & other promotional strategies	Dean of Students, Advertising Director, Admissions Office	*
Yearly enrollment of Non-traditional students 20% of yearly enrollment of traditional students	0	2013-2017	14. To increase admissions of nontraditional students through DECEP-UNEX by developing and implementing a Distance Learning action plan for nontraditional students	Academic Dean, Distance Learning Director, DECEP-UNEX, Academic Department Directors	*
At least 3 proposals	2 proposals: BA in Forensic Science; BA in Green Design	2013-2017	15. To best serve students’ career needs by developing new academic offerings in emerging areas of employment	Academic Dean, Academic Department Directors, OPEI, Student Advisory Committee	*
100% of academic programs	0	2013-2017	16. To enable students to better reach their career goals by maintaining the relevance of academic programs through rigorous review	Academic Dean, Academic Department Directors, Faculty, Student Advisory Committee	*

* Recurrent operational cost

Institutional Objective #3 To institutionalize a culture of strategic planning and assessment

Link to *X for the Decade*: Goal 4, A Culture of Institutional Assessment and Evaluation

Advocate: Luis Torres Torres PhD, Chancellor

FOCUS B: QUALITY					
National (N), System (DD), and Institutional (I) Metrics					
1. I-Level of compliance with Strategic Plan objectives			3. I-Total of determinations taken based on assessment		
2. I-Level of compliance with Institutional Assessment Plan			4. I-Proportion of institutional metrics consistently and positively influenced		
INSTITUTIONAL PLANNING					
Target	2012-2013	Time Frame	Operational Strategies	Accountability	Budget
Assessment-Strategic Plan Improvement table	\$300	2013-2014	17.To develop and implement an ongoing system to improve the strategic plan based on the results of institutional assessment	Chancellor, Administrative Board, Deans, OPEI	\$400 annually
85% of organizational levels	0	2013-2017	18. To advance institutional planning by developing operational plans at all organizational levels (Deans, Academic Departments, Services and Administrative Offices)	Deans, Academic Department Directors, Services and Administrative Offices Directors, OPEI	*
100% implemented	0	2013-2014	19. To develop and implement a resource allocation system based on the priorities established in the strategic plan	Administrative Dean, Budget Office Director, Finance Office Director	*
INSTITUTIONAL ASSESSMENT					
80% implementation	0	2013-2014	20. To ensure a high level of compliance with the Institutional Assessment System by developing specific strategies for its implementation	Chancellor, Administrative Board, Deans, Assessment Coordinator, OPEI	*
80% implementation of the Institutional Assessment System at all levels	38% of faculty carry out course assessment	2013-2017	21. To ensure ongoing assessment that examines the performance level of internal processes as well as the effectiveness of teaching learning processes and services by implementing the Institutional Assessment System	Chancellor, Academic Dean, Academic Department Directors, Services and Administrative Offices Directors, Assessment Coordinator, Faculty	*
75% of assessment results online	0	2013-2017	22. To strengthen the use of assessment outcomes in decision-making by analyzing and publishing results on Weaveonline	Deans, Assessment Coordinator, Academic Department Directors, Services and Administrative Offices Directors, OPEI	\$1,800 Title V

* Recurrent operational cost

Institutional Objective #4 To strengthen the excellence of the Institution's graduates

Link to *X for the Decade*: Goal 2, An Academic Culture of Currency, Experimentation, and Renewal; Goal 3, Competitive Research, Investigation, and Creative Work; Goal 6, Leadership in Community Investment and Cultural Initiatives

Advocates: Eldra Hernandez PhD, Director of Business Administration, Olga Colon PhD, Social Science Director

FOCUS B: QUALITY					
National (N), System (DD), and Institutional (I) Metrics					
1. I- Level of compliance with Quality Assurance Plan		3. I- Achievement scores of students on posttests			
2. I- Total number of accredited programs		4. N & I-Student and faculty satisfaction surveys (2015: NSSE FSSE; 2016: SSI)			
QUALITY PROCESSES					
Target	2012-2013	TimeFrame	Operational Strategies	Accountability	Budget
100% Plan completed and implemented in 80% of Academic Departments and 75% of Service Units	0	2013-2017	23. To promote, guide, and assess the development of a culture of quality in the institution by developing and implementing a Quality Assurance and Enhancement Plan	Chancellor, Deans, OPEI Director, Academic Department Directors, Services and Administrative Offices Directors, Students' Advisory Committee	*
3 new programs accredited	0	2013-2017	24.To strengthen internal and external academic quality assurance by increasing the number of professionally accredited programs	Academic Dean, Academic Department Directors, Coordinator of Accreditation and Assessment	*
100% of non-accredited programs with assessment plan	0	2013-2014	25. To strengthen internal quality assurance by developing and implementing departmental assessment plans for non-accredited programs	Academic Dean, Non-accredited Departments Directors, Assessment Coordinator	*
80% of students will achieve 75% or more on posttests	2015-2017 Sample testing of cohorts	2013-2015 Developing comprehensive GenEd tests	26. To ensure a well-rounded graduate by implementing the goals of the General Education program	Academic Dean, OPEI, General Education Coordinator, Faculty	\$1,000 annually
80% of students will achieve 70% or more on posttests; Implemented in 100% of programs	0	2013-2017	27. To measure and strengthen the value added through the Institution's academic programs by institutionalizing capstone courses and entrance and exit tests	Academic Dean, Academic Department Directors, Assessment Office Coordinator	\$1,300 annually
10% increase in course posttests; 5% increase in student satisfaction	0	2013-2014 developing/ adapting tool; 2014-2017 implementing tool	28. To improve the teaching-learning process by implementing a student learning assessment tool that regularly provides feedback of student learning	Education Director, Assessment Coordinator, faculty representatives	\$500
5% increase in student satisfaction	2010 survey results	2014-2017	29. To transform the library by modifying its role from a provider of information to a facilitator of learning	Academic Dean, Learning Resources Director	\$120,000 recurrent plus \$100,000
100% implanted in Academic Units, 75% in service areas	0	2013-2017 annually	30. To ensure implementation of Strategic Plan by evaluating Deans, Academic Directors and Service Directors on execution of Strategic Plan Objectives within their units	Chancellor	*

* Recurrent operational cost

Institutional Objective #4 To strengthen the excellence of the Institution's graduates

FOCUS B: QUALITY					
National (N), System (DD), and Institutional (I) Metrics					
1. I- Faculty evaluation by students					
QUALITY FACULTY					
Target	2012-2013	TimeFrame	Operational Strategies	Accountability	Budget
45%	36%	2013-2017	31. To ensure faculty excellence by pursuing faculty that have terminal degrees in their field and link recruitment to research activity	Chancellor, Academic Department Directors	*
Total number of faculty with approved grants: 12	Total number of faculty with grants: 3	2013-2017	32. To increase faculty productivity by supporting faculty research by means of seed money, release time, and facilitating partnerships with faculty of research campuses	Academic Deans, Academic Department Directors, CIMUD Director	\$43,000 annually
6% increase	40%	2013-2017	33. To strengthen the teaching-learning process by increasing the number of courses taught in the Institution by tenure and tenure track full-time faculty	Chancellor, Academic Department Directors	*
5% increase in student satisfaction	0	2013-2017	34. To increase students' satisfaction with the overall performance of teaching staff by providing faculty with opportunities for professional development/renewal experiences through the Faculty Development Office	Academic Dean, Faculty Development Office Director	\$5,000 annually
90% of teaching faculty evaluated every two years for excellence in teaching	0	2013-2014 develop plan for recognizing excellence in teaching; 2014-2017 implement plan	35. To acknowledge quality teaching-learning processes by recognizing excellence in teaching faculty	Academic Dean, OPEI, Assessment Coordinator, Faculty Development Office Director, Faculty Representatives	\$5,000

* Recurrent operational cost

Institutional Objective #4 To strengthen the excellence of the Institution's graduates

FOCUS B: QUALITY					
National (N), System (DD), and Institutional (I) Metrics 1. N-Student and faculty satisfaction surveys (2015: NSSE FSSE; 2016: SSD) 2. N-Satisfaction and employment outcomes of alumni as measured by the Noel-Levitz Alumni Outcomes and Loyalty Survey 3. I-Total number of students participating in High Impact Initiatives					
QUALITY STUDENTS					
Target	2012-2013	Time Frame	Operational Strategies	Accountability	Budget
Total number of reasons identified	0	2013-2017 annually	36. To ascertain UPRCA's students' reasons for dropping out of their studies by conducting the appropriate student retention studies	OPEI	*
80% of eligible students registered in program; 75% of survey participants satisfied with first year experience; 80% of students achieve 70% or more on posttests; 90% of programs develop strategies to attend at risk students in their programs	0	2013-2017	37. To ensure appropriate measures are taken to increase retention and graduation rates by implementing top strategies in retention (enhancing the honors programs for academically advanced students; enhancing the first year experience; assessing students' entrance and exit performance by program; and strengthening programs for students who are at risk academically)	Academic Dean, Honors Program Coordinator, General Education Coordinator, Academic Department Directors, Faculty	\$400 annually
Gage satisfaction and employment outcomes of graduates; Noel-Levitz Alumni Survey	0	2013-2017	38. To strengthen academic programs by identifying the needs of graduates and reinforcing services for graduates	Academic Dean; OPEI; Alumni Office Coordinator, Job Placement Coordinator	\$850 annually
4 new High Impact Initiatives	2 High Impact Initiatives	Center Created	39. To enhance student success by increasing opportunities for student engagement in enriching High Impact Initiatives (such as the Multidisciplinary Research Center and the Studies Abroad Program)	Academic Dean, CIMUD Director, Academic Department Directors, Alumni Office Coordinator, Cultural Activities Director, Students' Advisory Committee	\$150,000

* Recurrent operational cost

Objective #5: To strengthen school spirit, pride and identity

Link to *X for the Decade*: Goal 1, Sustained Ties to the Student Body

Advocate: Jaime Cabrera PhD, Dean for Student Affairs

FOCUS B: QUALITY					
National (N), System (DD), and Institutional (I) Metrics					
1. DD13- Level of satisfaction of students with support services, administrative and regulatory processes			5. I-Student satisfaction-services (satisfaction on a 7 scale) <i>second & third year survey</i>		
2. I- Level of student satisfaction with campus facilities			6. I- Alumni satisfaction (scale 5) (every 3 years)		
3. I- Level of satisfaction with the Alumni and Job Placement Office			7. I- Facilities condition index (ration of deferred maintenance to building value)		
4. N- Satisfaction of alumni as measured by the Noel Alumni Outcomes and Loyalty Survey					
Target	2012-2013	Time Frame	Operational Strategies	Accountability	Budget
70% or more of students satisfied	0	2013-2017	40. To strengthen students' commitment to UPRCA by developing and implementing a Student Activities Plan that builds students' satisfaction with the Institution through their participation in governance, student organizations and community development projects	Dean of Students, Alumni Office Coordinator, Cultural Activities Office Coordinator, OPEI	*
10% increase in alumni satisfaction	0	2013-2017	41. To build stronger ties with alumni by providing opportunities to develop social and interpersonal relationships that connect them to UPRCA and assaying their post graduate experience	Dean of Students, Alumni Office Coordinator, Cultural Activities Office Coordinator, OPEI	\$3,000 annually
10% increase in student satisfaction with services provided	0	Plan Development 2013-2014, Implementation 2014-2017	42. To provide quality services to students by creating and implementing best practices that further advance staff skills and their use of technology	Deans, Services and Administrative Offices Directors, Academic Department Directors, OPEI	*
80% of total buildings in need of repairs attended	Percentage of total buildings in need of repairs attended	2013-2017	43. To maintain an environment conducive to teaching and learning by renovating campus buildings that show wear and tear (See Facilities Master Plan)	Administrative Dean, Campus Architect, Facilities Engineer	\$290,000 annually
20% decrease in reported crimes	2011-2012 31 reported acts	2013-2017	44. To ensure a safe teaching-learning environment by improving surveillance and heightening students' awareness of on-campus crime statistics	Chancellor, Security Office Director	\$900,000 annually

* Recurrent operational cost

UNIVERSITY OF PUERTO RICO AT CAROLINA

FACILITIES MASTER PLAN



September 2013

(Rev. April 2016)

TABLE OF CONTENTS

1. INTRODUCTION

Institutional background _____	2
Topics to be addressed _____	3

2. CAMPUS FACILITIES PROGRAM

NEEDS ANALYSIS _____	4
Physical Institutional Needs _____	4
Building Needs by Order of Importance _____	6
Institutional Efforts to Address Needs _____	7
Description of Existing Facilities _____	8
Maintenance Priorities _____	10
 2011-2013 IMPROVEMENTS OF AREAS IN THE FACILITIES PLAN ____	12
Academic Departments _____	12
Administrative Support _____	15
Recreational and Athletic Area _____	17
Maintenance Facilities _____	18

3. MASTER PLAN

Site Analysis and Diagnosis _____	19
Intervention Strategies Plan _____	20
General Notes for Intervention _____	22

4. TIMEFRAME

Maintenance/Improvement Projects _____	22
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LIST OF TABLES

Table 1: Timeframe for Maintenance / Improvements Projects _____	23
Table 2: Timeframe for Future Projects _____	24

LIST OF FIGURES

Fig. 1.0 Location _____	26
Fig. 2.0 Existing Plan _____	27
Fig. 2.1 Areas for Development _____	28
Fig. 2.2 Site Analysis _____	29
Fig. 3.0 General Proposal _____	30
Fig. 3.1 Phases _____	31

LIST OF APPENDIXES

Appendix A: Annual Report of the Chancellor	
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1. INTRODUCTION

Institutional background

The University of Puerto Rico at Carolina was founded in 1974 as part of the University of Puerto Rico (UPR) System. Currently composed of 11 units, it is the only public system of Higher Education in Puerto Rico. In 1978 the Middle States Commission on Higher Education (MSCHE) first accredited the Institution known at that time as Carolina Regional College. Accreditation was reaffirmed on November 17, 2011 after the last August 2010 Self-Study Report.

The University of Puerto Rico at Carolina (UPRCA) is located on Road 887 Km. 4, Hm. 0 Barrio San Antón, Autonomous City of Carolina (fig. 1.0). UPRCA was established through Certification 7, (1973-1974) of the Council of Higher Education of Puerto Rico on September 23, 1974 as part of the former UPR Regional Colleges Administration.

The University of Puerto Rico began a decentralization process in 1997 that granted higher autonomy to its units. UPRCA's faculty favored turning the Institution into an autonomous unit within the system, and this was granted on September 17, 1997. The Council of Higher Education authorized a change of name for the Institution to the University of Puerto Rico at Carolina on May 18, 1999.

The Institution primarily serves the educational needs of the island's northeastern region including the cities of Carolina, Trujillo Alto, Canóvanas, Río Grande, Loíza, Fajardo, Vieques, and Culebra, among others. UPRCA academic offerings include baccalaureate, transfer, and associate degree programs in diverse disciplines that respond to industry needs in Puerto Rico while also considering student preferred areas of study.

UPRCA is the only campus in the UPR system that works under a quarter-term calendar system. Typically, students obtain their baccalaureate or associate degree in a shorter period of time as compared to a semester system. The academic calendar consists of three quarter-term sessions that cover the entire academic year. UPRCA is also the only campus within the UPR System to

offer baccalaureate degrees in Hotel and Restaurant Administration, Graphic Arts, Advertising, Multidisciplinary Studies with a Major in Tourist Culture, and Criminal Justice with Majors in Forensic Psychology, and Law and Society.

As affirmed in its Mission Statement, the University of Puerto Rico at Carolina 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. In September 2008, the Academic Senate ratified modifications to the University Mission, ensuring that goals and objectives appropriately reflect current institutional standards.

Topics to be addressed

This progress report of UPRCA's facilities explains the initiatives and efforts undergone to address Institutional needs. It highlights issues directly related to maintenance, academic departments, administrative offices, service units, recreational and athletic facilities, and physical facilities.

UPRCA's Facilities Master Plan provides a campus planning context and site analysis of physical developments that are in process or future-projected as well as the budget allocated for each.

2. CAMPUS FACILITIES PLAN

NEEDS ANALYSIS

The Facilities Master Plan contemplates the physical needs of individual academic programs, administrative and support facilities, and recreational and athletic facilities and identifies the magnitude of improvements needed for the entire campus. As a flexible document, the plan will need to be continuously revised to reflect actual needs for facilities as they evolve. This flexibility allows the campus decision-makers to coordinate any changes regarding future funding. According to this process needs are assigned under either maintenance or permanent development plan.

The beginning of the plan has two essential parts. The first one consists of an evaluation of each building where specific and general criteria were established to diagnose needs. The second part involves the identification of equipment and furniture within the space available (<http://www.uprc.edu/Acreditaciones/acreditaciones.html>). Both phases allow us to consistently maintain, maximize, and update university property. An additional component to consider is the provision of new spaces that could enable us to contact our surrounding community.

Physical Institutional Needs

Diversity is one of the main characteristics that make UPRCA physical facilities an interesting environment. Buildings are made of concrete, steel, blocks, and wood. In order to identify compelling needs, the Institution used a self-evaluation instrument called *Index of Maintenance Needs for Structures and Spaces*. Results from the use of this instrument are used as indicators that reflect the current status of our facilities. Each structure is classified using a 0-5 scale where 0 is considered very bad and 5 excellent. Indexing is calculated using the National Academies System to set specific maintenance needs like roofs, plumbing, electrical system, air-conditioning, exterior maintenance (paint and gardening), cleanliness/hygiene, and elevators. This indexing is calculated through an annual visual evaluation and a specific questionnaire completed during the inspection.

A general examination of the condition of facilities entails a visual inspection of nine (9) diverse elements that are found in institutional structures. Each building is inspected at least once a year

during the first quarter-term. Visits are made by facility users, administrators, and staff. Each structure is carefully inspected using the self-evaluation instrument.

The calculation method for this indicator consists of a rubric. Structure observation is made through a visual inspection of buildings using a 0-5 scale:

- 5 =** Excellent: Only needs regular maintenance as required in over 90% of systems.
- 4 =** Good: Some repairs are necessary to maintain optimal functioning aside from regular maintenance, although it is fully operational at the time of inspection (below 10% of dirty walls, floors, doors, and windows).
- 3 =** Average: Non-operational areas that require urgent repair or show considerable deterioration (over 10-50%) even though many are still operational and clean.
- 2 =** Poor: A majority of non-operational areas or not working as expected (51-75%). Security issues are present.
- 1 =** Very Poor: Non-operational status that requires considerable repairs to function. Dirty and poorly maintained (over 75%) or not safe to be used
- 0 =** Non-existent: a zero (0) value means that a necessary component is missing; structure use is not possible.
- N/A:** This option means that a component is non-existent and unnecessary;

Corresponding calculations and tabulations were made (Table #3) after the evaluation of buildings like engineering technology, physical resources, academic A, B, C, D, administration, business administration, and Natural Sciences I-II. The following findings by order of importance are presented for each building as shown in the appendix.

Building	Building Value
Business Administration	2.00 air-conditioning
Engineering Technology	3.00 roof
Administration	3.00 elevators
Academic B	3.00 air-conditioning
Natural Sciences I	3.00 air-conditioning
Natural Sciences II	3.00 air-conditioning
Academic A	3.25 interior

Academic C	3.25 interior
Academic D	3.25 interior
Physical Resources	4.00 interior

Building Needs by Order of Importance:

The Business Administration building shows a 2.00 value for its air-conditioning, which means that it is in poor condition and requires immediate attention. Only one compressor is working and it could fail at any time. Other buildings with significant air-conditioning problems are Natural Sciences I-II and Academic B, which show a 3.00 value. This reveals that there are serious problems with air-conditioning systems in institutional buildings as four (4) out of the ten (10) buildings inspected showed similar results. Business Administration and Natural Sciences I-II require 24 hour air-conditioning systems to prevent high temperatures in laboratories and classrooms as well as the proliferation of fungi that could cause health problems to visitors and employees; Prevention of the Sick Building Syndrome is highly important to UPRCA. The Institution must install new high efficiency air-conditioning systems that generate energy savings. Current systems consume four (4) times more power than new ones. This investment would render significant savings and provide for a better work and learning environment in laboratories and classrooms.

The engineering technology building shows a 3 point value for its roof, which means that an urgent attention is required due to a considerable amount of leaks. The Institution must take the necessary steps to solve this situation because there are six (6) other buildings with similar problems: Academic A-D and Natural Sciences I-II, with a 3.50 value each. Puerto Rico is a tropical island where the effects of heavy rains and high temperatures shorten the life of sealing treatments. This requires prompt attention to prevent service interruptions. The installation of eco-friendly systems is recommended as these generate energy savings, better interior air quality, and adequate humidity levels that provide for a healthy working environment in classrooms and laboratories.

The interior environment in academic buildings A-D indicate a value of 3.25 which means that areas like floors, stairs, walls, and windows require attention. Urgent repairs are needed for

doors, halls, and classrooms. Restrooms require full remodeling and other spaces will be restructured with new equipment, floors, and soft ceilings. These changes must comply with American Disability Act requirements (ADA).

Academic buildings A-D also show a need to change laboratory and classroom windows and doors as they obtained a 3.50 point value. UPRCA location near a coastal zone has caused corrosion in this equipment; a situation that may cause security problems for the technological equipment inside classrooms and for the individual safety of our students.

Power systems in academic buildings A-D showed a 3.50 point value, especially in illumination. External illumination in nearby streets, parking, halls, stairs, and building perimeters is a priority as it represents a security issue that could impact students, staff, and visitors.

The Physical Resources and the Administration buildings respectively show a point value of 1.00 and 3.00 for its elevators. In the case of physical resources the elevator is available but non-operational; the three located in business administration are operational but require constant repairs and maintenance. These elevators require a considerable remodeling to comply with ADA requirements. It is essential to have operational elevators due to a lack of access ramps between buildings. They guarantee adequate access to offices, classrooms and laboratories for students, staff and visitors, and also ensure compliance with required laws and regulations.

Institutional Efforts to Address Needs

In order to address pressing needs and to meet current challenges for future growth, UPRCA developed a Facilities Master Plan to direct campus improvements. The purpose of this Plan is to collect and analyze relevant information for future decisional processes related to planning. It will serve as a guide for physical developments that provide the administration with adequate assistance concerning the design principles that should direct organizational movements and improvements. Long range facilities planning envision the construction of new buildings and the relocation of administrative and academic offices and student recreational facilities so that all of these become more beneficial to the academic community.

A short and long-term plan was initiated after considering the condition of current physical facilities. Data used in the needs analysis was gathered by site visits and observation, the Mission Statement, permanent improvement programs, and reports from academic departments and administrative offices.

Short and long-term needs were prepared based on elements that included the integration of instruction, community awareness, research, student life, pedestrian areas, traffic and parking needs. The general inventory of spaces was also updated as part of this analysis (<http://www.uprc.edu/Acreditaciones/acreditaciones.html>).

Description of Existing Facilities

The University of Puerto Rico at Carolina consists of diverse facilities built on a 57 acre field. The Security Office is located in the Administration Building lobby while in the first level are the Office of Student Affairs, the cafeteria, the amphitheater, the Zona Jaguar Student Center, the Medical Services Office, the telephone board, the game room, the HEEND Office, the music room, the Admissions Office, the Alumni Office, the Jaguar University Store, the university Senate Room and the Receiving and Handling Office.

The second level houses academic departments, faculty offices, the Printing Services Office, Social and Cultural Activities, Quality of Life, the Student Childcare Office, and the Research Multidisciplinary Center.

The third level houses the Chancellor's Office, the Office of the Dean for Academic Affairs, the Planning and Institutional Research Office, the Office of the Dean for Administrative Affairs, the Press Office, Payments Office, the Registrar, Collections and Claims, Purchasing, Pre-intervention, the Chancellor's Meeting Room, the Student Ombudsman, Students with Disabilities Services, Law 51, Equal Employment Opportunities, Budget, and the Employee Support Program.

The building that holds the departments of Natural Sciences, Business Administration and Office Systems is located close to the administration building (see fig.2.0). It has 16 classrooms, 18 laboratories, and 29 faculty offices. The following facilities are located in this building:

Section A - 3 classrooms, 6 laboratories y 3 administrative offices

- First level
- Information Systems Office, classrooms
- Second level
 - Classrooms
- Third level
 - Assessment and General Education
 - Educational Services

Section B - 15 classrooms and one administrative office

- First level
 - Financial Aid
- Second, third and fourth levels
 - Classrooms

Section C –14 classrooms, 1 laboratory, and one administrative office

- First level
 - Payroll Office
 - Classrooms
- Second, third, and fourth levels
 - Classrooms

Section D –8 classrooms, 3 laboratories, and 2 administrative offices

- First, second, and third levels
 - Classrooms

Short, medium and long term plans include the construction of a Complex of Fitness and Wellness. It includes sports facilities and a running track to provide the campus with permanent athletic facilities, also the development and construction of a multi-level parking to increase the availability of parking space. A faculty building is also being considered on the west side of the administrative building, so that each faculty member can have an individual office. Green areas are always maintained to keep aesthetics and a safe environment.

Maintenance Priorities

1. AIR CONDITIONING

ASSIGNED BUDGET: \$345,000

The Institutions will address the air-conditioning needs by installing the following:

- Two 150 ton central air-conditioning systems in Natural Sciences I-II.
- One 150 ton central air-conditioning system in the Learning Resource Center building.
- Cooling panels with Blay-Gold anticorrosion treatment in the Administrative building.
- Air handling units in the Learning Resource Center building.
- Four water pumps in the Natural Sciences Building.
- Cold water valves in the Natural Sciences Building.

All of these high efficiency parts and equipment will minimize water and power consumption and help keep buildings well maintained.

2. ROOFING

ASSIGNED BUDGET: \$360,000

Roof sealing products will be eco-friendly to reduce soft ceiling temperatures, easy to apply, and with extended warranties. These must be, above all, specially designed for the environment at UPRCA. Approximate market prices may be approximately \$3.75 to \$9.25 per square feet installed. Academic buildings A-D, Natural Sciences I-II, and Engineering Technology will be the first structures to be worked on.

3. RESTROOMS

ASSIGNED BUDGET: \$140,000

Restroom remodeling will include a new redistribution, changing floors, walls, urinals, toilets, washbasins, mirrors, lights, soap dispensers, and toilet paper in compliance with ADA regulations. This remodeling includes ten (10) restrooms in the Administrative building, six (6) in Natural Sciences I-II, eight (8) in Academic A-D, six (6) in Engineering Technology, and two (2) in Physical Resources.

4. DOORS, WINDOWS, FIXED GLASSES, AND RANSOMS

ASSIGNED BUDGET: \$135,000

Doors, Windows, fixed glasses, and ransoms will be changed in Academic buildings A-D as they were installed in 1987 and their service life has already ended. Currently these parts show deterioration that represent a security problem that has an impact on air-conditioning systems installed in these facilities. Their sealing properties are already non-functional and this causes a security breach for the technological equipment available in these buildings.

5. ILLUMINATION

ASSIGNED BUDGET: \$158,000

Illumination will be corrected by installing interior and exterior magnetic induction or LED systems. These provide higher efficiency than currently installed high pressure sodium and/or metal halide systems. LED will increase illumination areas with a longer service life and better replacement warranties. These changes will impact the three main parking platforms, the entire main campus Street, exterior halls in the Administrative building, Academic A-D buildings, and Natural Sciences I-II.

6. ELEVATOR REMODELING

ASSIGNED BUDGET: \$100,000

Elevator remodeling will include Administrative, Academic A-D, Natural Sciences I-II, Engineering Technology, and Physical Resources buildings. Already underway are three (3) elevators at the Administrative, two (2) at Academic and two (2) at natural Sciences I-II buildings at an approximate cost of \$268,354. A second phase will include one (1) elevator at the Library, and an additional one (1) in Physical Resources for an approximate cost of \$100,000.

The institutional working plan to maintain its physical facilities in optimal conditions foresees continuous efforts for the improvement of structures, plumbing and power systems, computer controlled air-conditioning systems, pumping systems, and restroom and classroom illumination. Each of these can generate significant savings in power consumption that will enhance UPRCA fiscal situation.

2011-2013 IMPROVEMENTS OF AREAS IN THE FACILITIES PLAN

Institutional diversity within our community spans the Facilities Program into the following areas: academic, administrative, athletic and recreational, and maintenance.

Academic Departments

Academic departments continuously submit their needs in annual reports that provide the administration with the necessary information for future planning and budgeting allocations (Appendix A). To look after these needs, UPRCA has, in most cases, initiated construction and remodeling processes that are either in planning phases, in process, or completed.

Academic facilities impacted through this process include the Department of Counseling and Psychological Services which was recently granted professional accreditation by the *International Association of Counseling Services (IACS)*. IACS requested that department physical facilities be remodeled to include a restroom and improvements to the waiting area. This remodeling is currently in progress.

The Continuing Education Division offices (Spanish Acronym: DECEP) were relocated. A key UPRCA office like DECEP originally lacked individual facilities, which led the Institution to identify an adequate space that would not entail a significant budget impact within the Physical Resources building.

Funding from Title V proposals were used to develop a psychology laboratory for the Social Sciences and Criminal Justice Department. A new laboratory for forensic science was also built. This was a significant factor for the establishment of the Certificate of Field Forensic Science. The Business Administration Department successfully developed a new Investment Room using institutional technology fee funds. At present, this is the largest investment room in Puerto Rico with state of the art equipment and software to help students develop skills in stock market research, investment, finance, economics, management, statistics and accounting. Some of the equipment installed includes:

- 27 Dell Optiplex 760

- 52 LCD Dell 20” monitors
- Four 60” Sharp LCD TV’s
- 1510x Dell multimedia projector
- 72” smart board
- Teleconference equipment:
 - Polycom HD
 - Two HD 1080p cameras
- Audio equipment:
 - 8 acoustic speakers
 - 10 goose neck microphones
 - One Lavalier microphone
 - Atlas sound processor
 - 2 amplified wireless antennas
- Automation equipment:
 - AMX console
 - 7” AMX touch pad
- Video equipment:
 - Creston video Switch
- 28 black executive chairs
- HP Color Laserjet Enterprise 500
- HP Scanjet 4890

The Investment Room provides access to the Internet, to a finance database from the Office of the Commissioner of Finance Institutions (OCIF by its Spanish acronym), and the Bloomberg Professional system. The Bloomberg offers current and historical financial information on individual equities, stock market indices, fixed-income securities, currencies, commodities, and international and domestic futures markets. It also includes company profiles and financial statements, analysts' forecasts, news on worldwide financial markets, audio and video interviews and presentations by key players in business and finance.

Title V proposals also made possible the remodeling of the campus Advertising Production Center. Installed were new television, sound, and lightening equipment. New computers and video editing software are now also available for students and faculty. A major development was the establishment of a campus radio station known as *Jaguar Radio*. This station provides an additional tool for the university community to divulge campus initiatives and services to the general public. The station is also available on the Internet at <http://jaguarradio.com>.

The Learning Resource Center and the Department of Design joined efforts to develop a library of interior design materials which were donated by different companies. This special collection was built on the second level of the library. The construction was made by UPR employees from the Physical Resources Office and an additional design for the surrounding area was prepared by a student from the Department. This joint initiative has made available to our students a unique collection that includes architectural finishing samples for flooring (carpet, vinyl tiles, ceramic, stone), walls (paints, wall coverings), countertops (laminates, solid surfaces), ceiling (acoustical, wood and metal tiles), fabrics, among others. Librarians and faculty members worked together in the cataloguing process as well as in the organization of the library. This new facility provides students with much needed space for their daily practice and their development as designers.

Future projects for the academic area include (Figure 3.0):

- Entrepreneur Center
- House of Art and Culture
- Institutional Guesthouse
- New Forensic Science Building
- New Academic Building
- School of Design Building.

Administrative Support

The Interior Design Program has been key to major remodeling projects at UPRC. Faculty members have contributed with their expertise in the design of many other works at the Institution. Some examples include:

- Reception area of the office of the Dean for Student Affairs.
- Office for the Community Empowerment Program for Economic Development (CEPED).
- Remodeling of the Finance Office.
- Remodeling of the room for the university chorus, band, and dance team.
- Café Bar design and furniture.
- Design of the Student Center.
- Remodeling of B-103 and C-102 classrooms with student participation.
- Schematic design of the telephone board area.
- Schematic design proposal for Campus Theater exit walls.
- Campus theater sign.
- Organization of materials of the library of interior design.
- Schematic design and color selection for the Investment Room of the Department of Business Administration.
- Design of restrooms for academic buildings and the campus theater.
- Design of library areas (Journals and Puerto Rican Collection).
- Schematic design for remodeling Academic Affairs.
- Schematic design for remodeling Rectory and Planning.
- Schematic design for remodeling Office Pre-intervention.
- Schematic design for remodeling Research Center, School of Hotel and Restaurant Mgmt.
- Schematic design for remodeling External Resources Office and Research Centre and Student Teaching.
- Scheme design for art room.
- Schematic design for new workshops.
- Schematic Design for Human Resources Office.
- Schematic Design for the New Cafe Bar in the UPR in Cayey, Puerto Rico.
- Schematic design for remodeling the room C-101.

- Schematic Design for the Department of Counseling.
- Choice of color schemes for the following buildings: Academic Building, Administration Building, Physical Resources Building, Advertising Production Center and the Center for Learning Resources.
- Design advice to the Alumni Office.
- Design to expand the area of medical Services.
- Design scheme for Jaguar Radio.
- Finishes Selections for public restrooms.
- Payroll Office refurbishment scheme.

New developments already undertaken have shown a positive impact on facilities related not only to academic departments, but also to administrative offices and support facilities. The preceding decision-making process related to these initiatives contemplated institutional priorities that were decisive for budget allocation. Funding included federal, private, and institutional sources as well as campus workforce provided by the Physical Resources Office.

Administrative and faculty offices of the School of Hotel and Restaurant Administration were located at the main administrative building which lies on the opposite side of the campus to where the School's kitchens and classrooms are located. This physical separation complicated student and faculty exchange after regular class sessions and was quite uncomfortable for faculty who had to constantly walk from one corner of campus to the other. The professional accreditation process granted to the School by the Accreditation Commission for Programs in Hospitality Administration (ACPHA) included a remodeling phase that made possible the transfer of administrative and faculty offices to where classes and all related academic activity is performed.

Diverse areas impacted by the construction of new facilities also include the needs of UPRCA staff. A new Pre-school Center was built for the care of employees' children. This center provides pre-school education to children by qualified professionals while staff members do their daily work. The establishment of this pre-school center was a pledge by the Institution included

in the Collective Bargain Agreement negotiated with a major union organization. Other areas, buildings, and facilities that underwent either remodeling or constructions include the following:

- Senate Room.
- Deans' offices.
- The Chancellor's Office.
- The Finance Office.
- All academic, administrative buildings and the library were painted.
- Remodeling of offices like Planning, Collection, Purchasing, Pre-Intervention, Human Resources, Accounting, Financial Aid, the Telephone Board, Security, and Receiving and Handling.
- Remodeling of offices like Alumni, Physical Resources, Admissions, Cultural Activities, Press, Assessment, General Education, Distance Education, and Professional Accreditation.

Future projects for the administrative area include (Figure 3.0):

- Student Center, Faculty Center and Student Council, Medical Services Building, Counseling Department Building, Security Office Building and New Parking levels.

Recreational and Athletic Area

UPRCA is committed to significantly improve campus athletic facilities as it intends to increase participation in intercollegiate athletics. The Institution recently joined the Inter-University Athletic League which is the main university level sports organization in Puerto Rico. In order to support our athletes, the Permanent Improvements Program includes the construction of a running track on campus at an estimated cost of \$3,000,600. This track will also provide the university and adjacent communities badly needed space to exercise and practice sports. Another important athletic facility assigned to the Permanent Improvements Program is the building of a sports complex that provides spaces for diverse sports like basketball, volleyball, and freestyle wrestling, among others. The estimated cost is close to \$3,800,000.

A significant remodeling was conducted on the first level of the administrative building to adapt it as a student recreational area. Student-oriented services were relocated within the same level

together with the Office of the Dean for Student Affairs which was located previously on the third level along with other deanships. This area has been named *Zona Jaguar* (Jaguar Zone). Music, dance, and game rooms (recently constructed) are now close to offices like Medical Services, Cultural Activities (remodeled), the campus store, the Alumni Office, the campus theater, and the cafeteria.

Future projects for the recreational and athletic area include (Figure 3.0):

- Fitness and Wellness Complex

Maintenance Facilities

Facilities and roads have been integrated as part of the Maintenance and Permanent Improvements plans. UPRCA is responsible for the maintenance plan of its facilities while the Central Administration provides funding for projects included in the Permanent Improvement Program. Money allocations for the maintenance plan come from recurrent funds, federal and private proposals, general service fees, and income from diverse university enterprises like food and automotive related services.

Facilities in process or that have undergone renovations include:

- Elevators in administrative and academic buildings, and the library.
- Roof sealing in administrative, academic buildings, and the library.
- Pavement of campus roads.
- Installation of air-conditioning units in all classrooms.
- Repair of campus restroom facilities.

This effort includes the development of an Inventory of Institutional Spaces that will be managed at the office of the Dean for Administrative Affairs. This data bank is a dynamic one since it will be continuously updated as new or transferred equipment is located in university spaces. Updated documentation will be published on the Internet at the end of each academic year in PDF format (<http://www.uprc.edu/Acreditaciones/acreditaciones.html>). This inventory seeks to achieve the following objectives:

- Data located in a single document

- Minimize use of printed materials
- Easy access to information
- Achieve efficient monitoring of university equipment
- Provide an annually updated archive for equipment relocation and transfers

Future maintenance projects include (Figure 3.0):

- New entries and ring road

3. MASTER PLAN

Site Analysis and Diagnosis

Institutional initiatives aim at establishing a strong presence within its immediate surroundings. An initial basic site analysis will allow the institution to develop adequate strategies to attain its goals.

In the first instance, institutional growth must envision a reorganization and redesign of many existing areas and facilities. In sum, options to consider include: first, development of spaces within institutional physical limits (fig. 2.1); and second, the development of spaces beyond physical institutional limits. The first one will trigger further growth of the second one. There are two possibilities that arise from the first one:

- Development of areas not in use
- Development of areas in use

The second option envisions a university in a closer relationship with its immediate surroundings. The analysis made of these two options enabled us to determine their advantages, disadvantages, goals, and scope. Possible actions include the development of the *Calle Sur* (South Street) adjacent to the main campus entrance. This area constitutes the only space that would allow a significant urban impact of the campus with its immediate surroundings (fig. 2.1 y 2.2). Another opportunity lies with a possible closer relationship with Petra Román Vigo high school, which is located next to our second entrance on 887 street in the San Antón area (fig. 2.1 y 2.2). Both options provide for opportunities that, if implemented, could render outcomes that would have a permanent positive impact not only on the physical development of the campus,

but also on the perception of our alumni and the general public. Close to the southern area of the campus there are some empty plots that represent long-term additional expansion opportunities (fig. 2.1 y 2.2).

Intervention Strategies Plan

After analyzing the conditions and characteristics of the site, its physical and conceptual components, strategies that will result in future projects with clearly established phases were developed.

A twelve (12) phase development project is contemplated (fig. 3.0 and 3.1), with four major phases that compose the entire project as envisioned in the UPRCA Master Plan. It is extremely important that design stages within each phase are initiated before completing the construction of the preceding phase as this would help attain quicker and uninterrupted processes.

Phase #1:

Major efforts during this phase will concentrate on maximizing existing resources and in the design and construction of new facilities that expand institutional physical growth. An inventory of physical facilities has been completed. This is an important tool to keep an adequate control and maintenance of existing buildings. It also helps the needs identification process. Future developments and constructions in Phase #1 will consist of:

- Fitness and Wellness Complex (Ten for the Decade goal #6, #7 and #10).
- Student and Faculty Center.
- New Entrepreneurial Center for UPRCA and UPR system alumni.
- Commercial spaces that strengthen emerging businesses supported by the university community. Corresponding regulations that determine approved uses for these spaces will be developed.
- Relocation of main entrance and urban walking area.
- Renaming of *Calle Sur* as *University Avenue*, which brings our plan even closer to the UPR systemic one (Ten for the Decade goal #8 and #10).
- Establishment of the University High School. This project intends to develop a joint project in which UPRCA acts as sponsor of a high school to prepare its students for

future university careers. Petra Román Vigo high school represents an excellent opportunity to initiate this undertaking. (Ten for the Decade goal #2, #3, #7 and #8).

- New parking levels over existing ones (Ten for the Decade goal #10).

Phase #2:

This phase includes the design and construction of new projects that increase our academic offerings and at the same time strengthen relationships with alumni. These projects will also facilitate the introduction of resources from private, UPR system, and international entities.

- Guest house and *Casa del Arte y la Cultura* (Ten for the Decade goal #6, #7, and #8).
- New academic buildings (Ten for the Decade goal #10).
- New campus security area.

Phase #3:

Monitoring the progress of academic and service infrastructure at UPRCA is of key importance. The availability of our unique programs paves the way for this endeavor. The following projects are proposed:

- A building for the School of Design that will take in the programs of Interior Design, Graphic Arts, Business Advertising, and the new Industrial Design program.
- A building for the Department of Counseling and Psychological Services and the Medical Services Office.

Phase #4:

Acknowledgement of UPRCA as a place where intellectual and social discussion come together is another goal in our Institution. For this reason, this phase intends to design spaces where these kinds of activities can take place:

- Construction of the Education Promenade from the main campus entrance until the Administrative building.
- Offices for the Student Council and Alumni Area.
- Campus ring road.
- Reorganization of temporary buildings in the southern part of campus while completing permanent ones including the new Laboratory for Forensic Science.

General Notes for Intervention:

Adequate infrastructure will be provided for every project, including availability of low power consumption systems and adherence to sustainable construction principles. The Entrepreneur Center and the Institutional Guesthouse will be managed by the Department of Business Administration and the School of Hotel and Restaurant Administration. Income from these ventures will provide for its own functioning and maintenance. Appropriate regulation documentation will be available. Agreements with design companies will be made to enable participation of our students in the design process. This endeavor seeks to merge university talents and resources to provide opportunities for development within institutional boundaries.

4. TIMEFRAME

Maintenance/Improvement Projects

The following tables indicate the estimated time for these projects to be developed, first the maintenance plan (Table # 1), estimated completion date academic year 2017-2018, and second the future projects plan (Table # 2).

WPR
carolina

		ESTIMATED TIME TO COMPLETE PROJECT (years and months)																																																																							
		2013			2014												2015												2016												2017												2018																				
		9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9											
AREAS	PROJECTS																																																																								
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	Ceiling and Roof																																																																								
General Lighting																																																																									
	Interior Lighting																																																																								
	Site Lighting																																																																								

Cost of Projects:	Elevators = \$368,354.00	Restrooms = \$140,000.00	A/C = \$345,000.00
	Interiors = \$135,000.00	Ceilings & Roofs = \$360,000.00	General Lighting = \$158,000.00

UPR
carolina

(refer to Facilities Master Plan for details)



NOTES:

This estimated time is an approximate and subjected to adjustments. The periods presented may vary by factors beyond our control at this time.

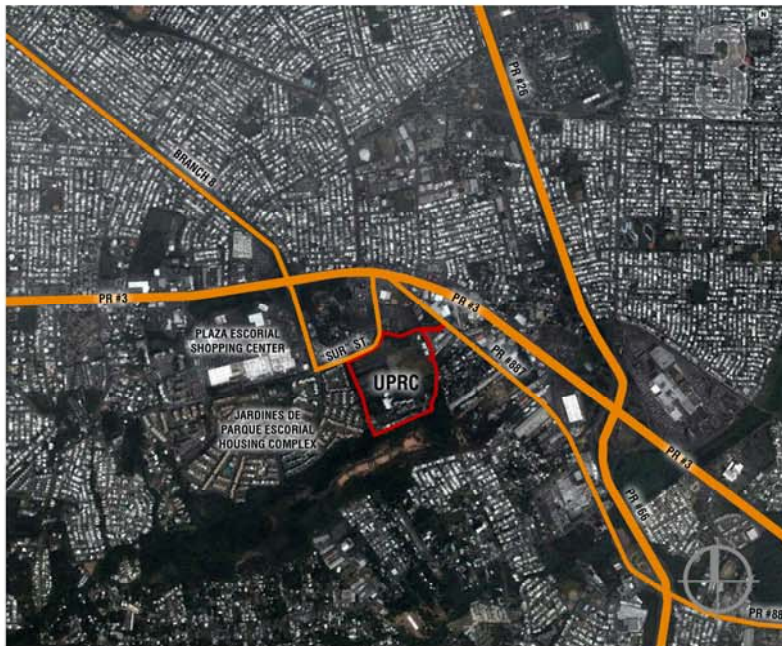
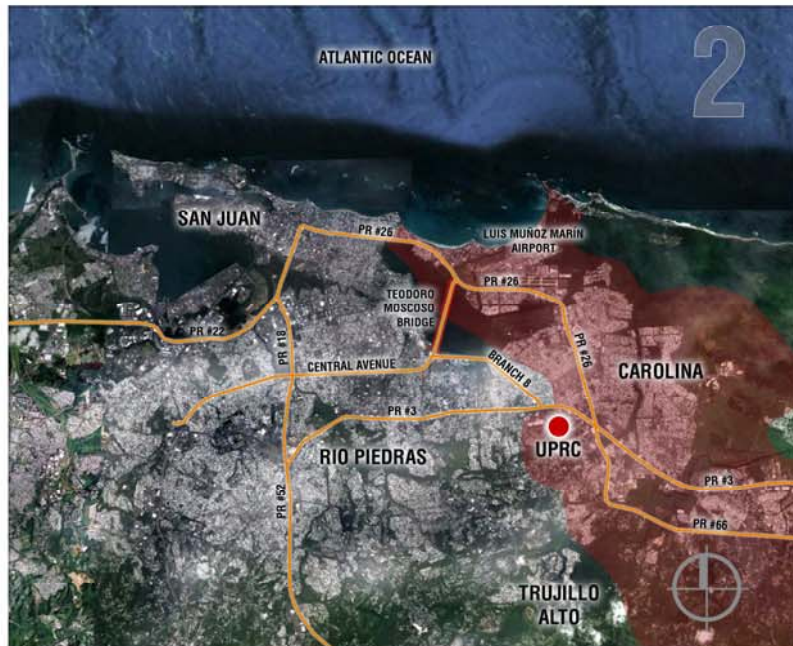


www.uprc.edu

MASTER PLAN

carolina

2013-2017



background:

The University of Puerto Rico at Carolina was founded in 1974 as part of the University of Puerto Rico (UPR) System. Currently made up of 11 units, this is the only public system of Higher Education in Puerto Rico. The Middle States Commission on Higher Education (MSCHE) first accredited the Institution, known at that time as Carolina Regional College, in 1978. Accreditation was reaffirmed on November 17, 2011 after the last August 2010 Self-Study Report.

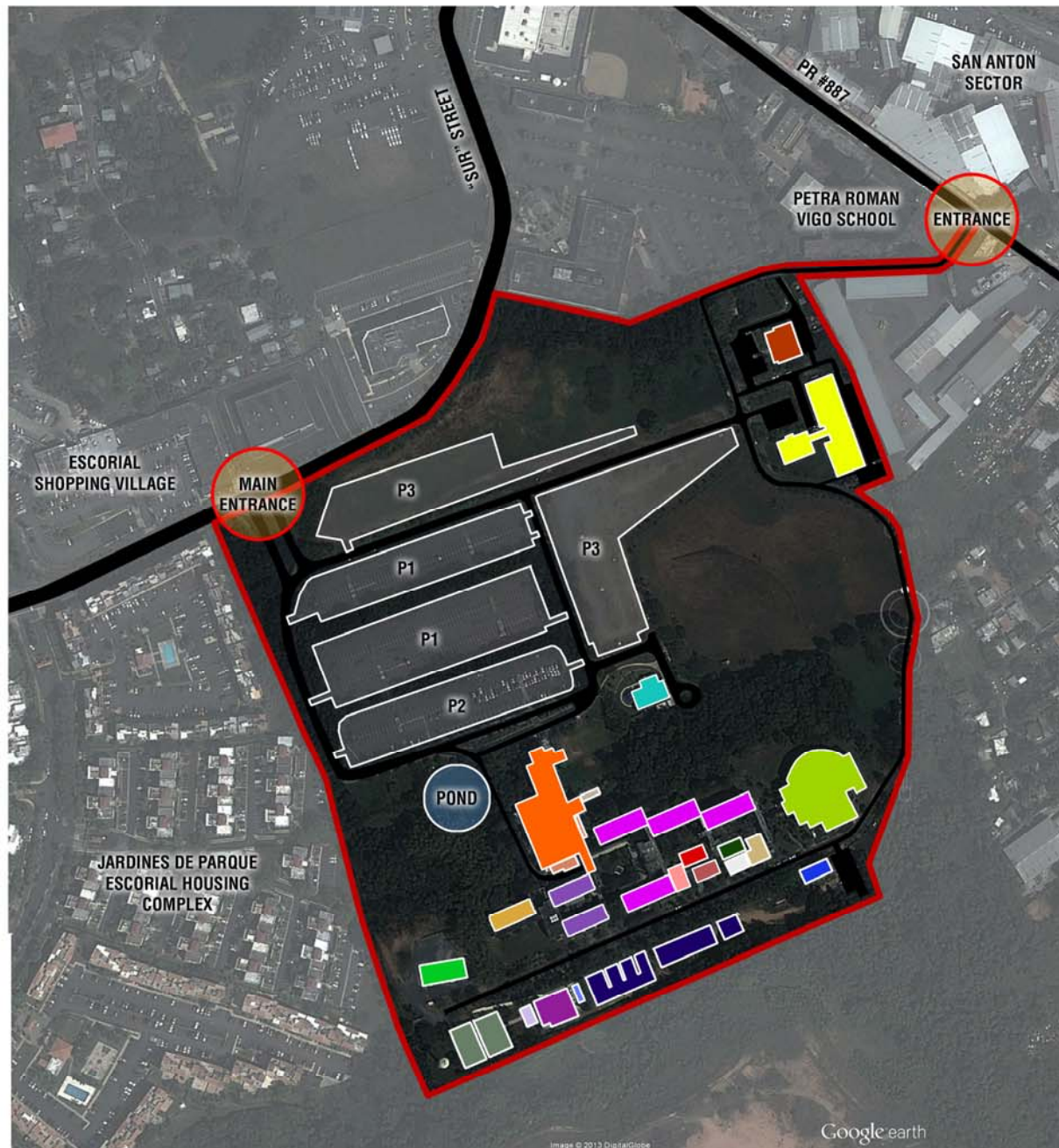
The University of Puerto Rico at Carolina (UPRCA) is located on Road 887 Km. 4, Hm. 0 Barrio San Antón, Autonomous City of Carolina (fig. 1.0). UPRCA was established through Certification 7, (1973-1974) of the Council of Higher Education of Puerto Rico on September 23, 1974 as part of the former UPR Regional Colleges Administration.

The University of Puerto Rico began a decentralization process in 1997 that granted higher autonomy to its units. Faculty at UPRCA stated its intention to turn into an autonomous unit within the system on September 17, 1997. The Council of Higher Education authorized a change of name for the Institution on May 18, 1999 as the University of Puerto Rico at Carolina.

The University primarily serves the educational needs of the island's northeastern region including the Cities of Carolina, Trujillo Alto, Canóvanas, Río Grande, Loíza, Fajardo, Vieques, and Culebra, among others.

As affirmed in its Mission Statement, the University of Puerto Rico at Carolina 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. In September, 2008, the Academic Senate ratified modifications to the University Mission, ensuring that goals and objectives appropriately reflect current institutional standards.

LOCATION

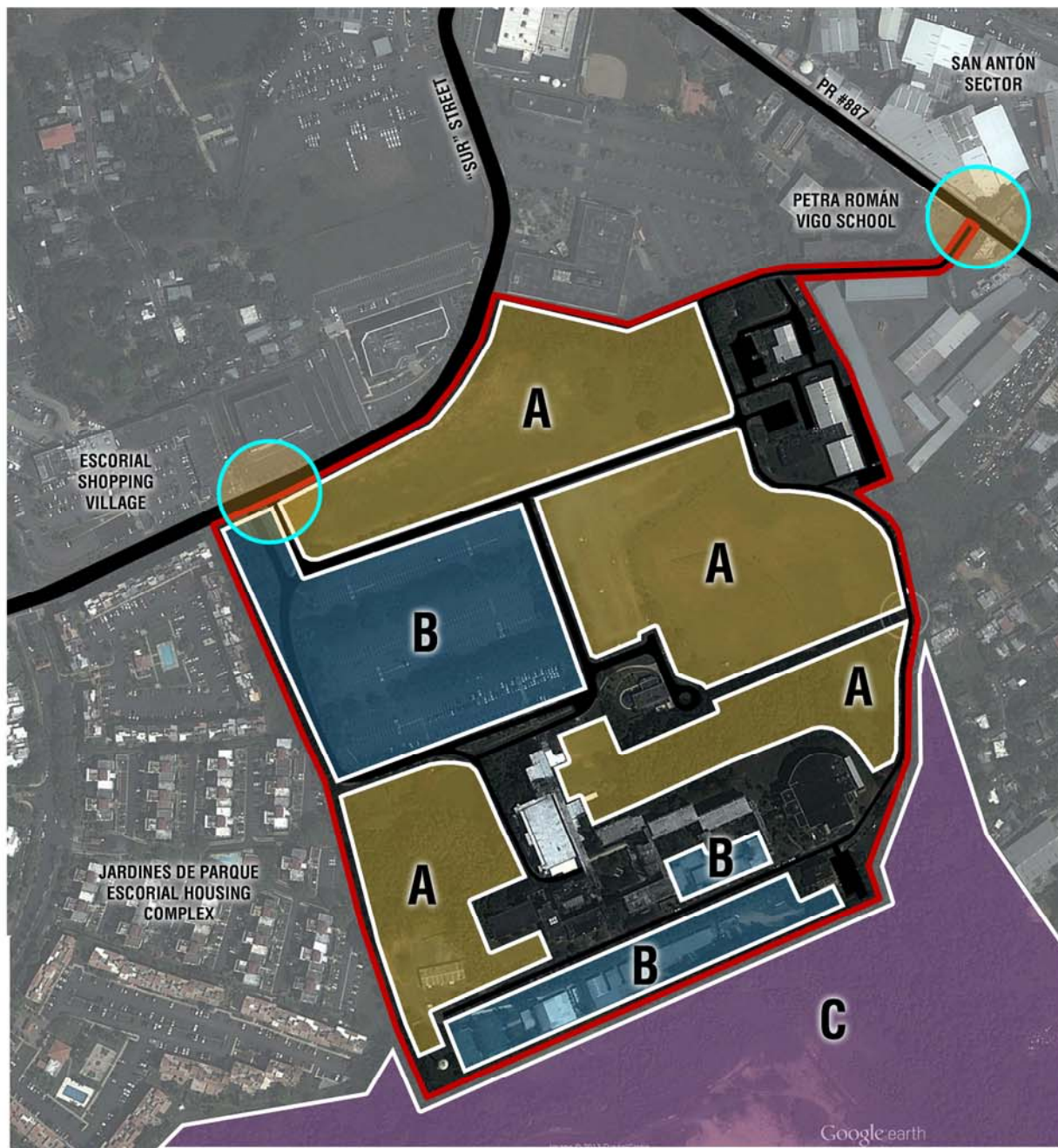


legend:



010	Natural Science	
020	Natural Science	
030	ADEM - SOFI	
040	Engineering Technology	
050	Physical Resources	
060	Academic Building "A"	
070	Academic Building "B"	
080	Academic Building "C"	
090	Academic Building "D"	
100	Administration	
110	Learning Resource Center	
120	Advertising Production Center	
130	Counseling	
140	Classrooms	
150	Finance / Student Council	
160	Department of Counseling	
170	Inactive File Building	
180	Finance	
190	Physical Resources	
200	Classrooms	
210	Classrooms	
220	Classrooms	
230	Bathrooms	
240	Gym	
250	Game Room	
260	Preschool Development Center	
270	Courts	
280	Forensic Science Laboratory	
290	Alumni Office	
300	Outdoor Cafe	
310	Board and Senate	
P1	Parking - Students	
P2	Parking - Staff	
P3	Parking - Secondary	



EXISTING PLAN

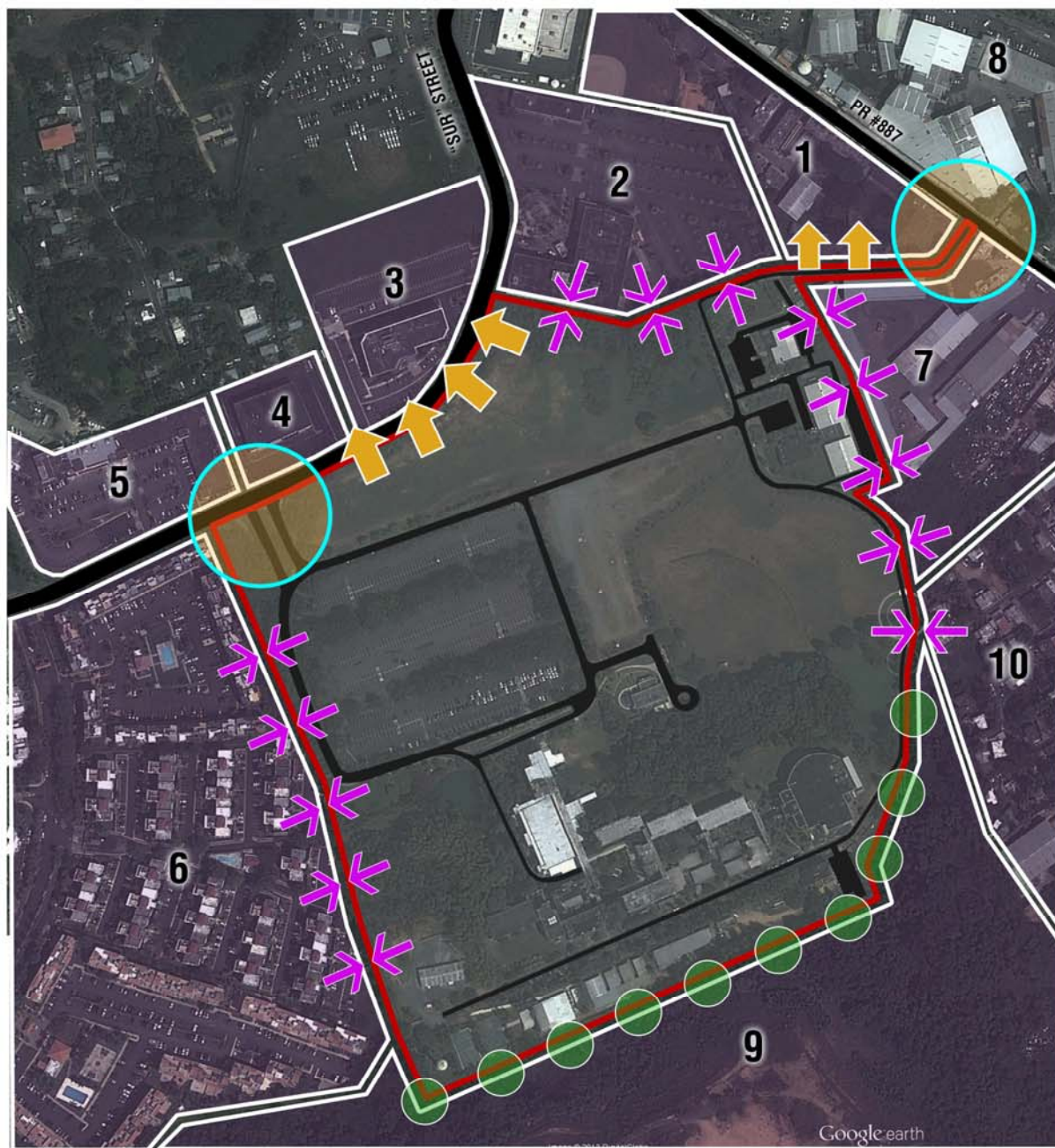


legend:

- A** Areas currently unused. Available for future growth.
- B** Areas currently mixed uses. Available to maximize, redesign and reorganize the uses and spaces.
- C** Areas to be evaluated for future growth.
-  Existing entrance
-  Border of UPR - Carolina



AREAS FOR DEVELOPMENT

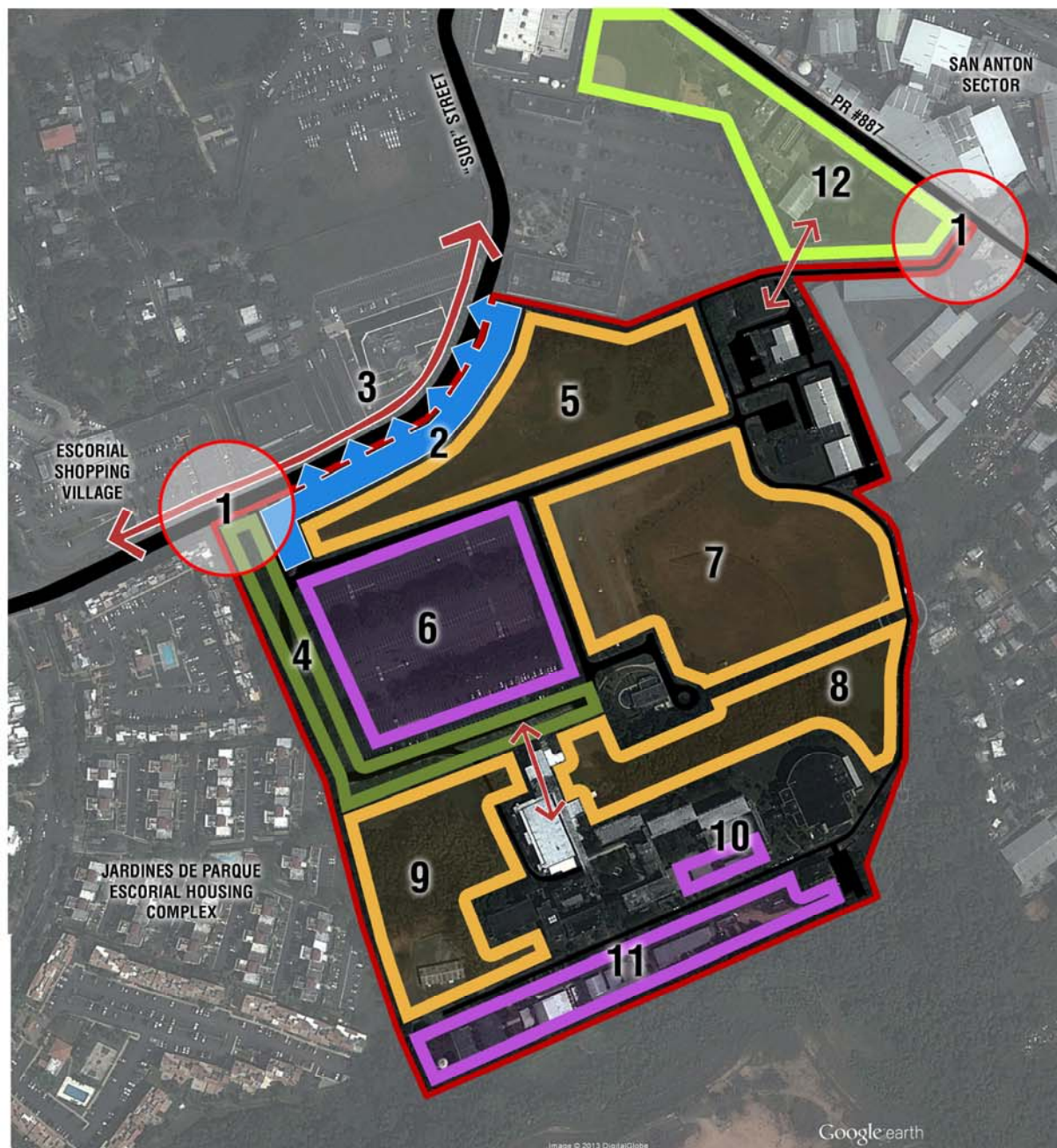


legend: IMMEDIATE SURROUNDING AREAS

- 1 PUBLIC SCHOOL
- 2 STATE INSURANCE FUND BUILDING
- 3 UNIVERSITY OF PHOENIX
- 4 COMMERCIAL BUILDING
- 5 SHOPPING CENTER
- 6 HOUSING COMPLEX
- 7 INDUSTRIAL AREA
- 8 SECTOR SAN ANTÓN
- 9 PRIVATE LANDS
- 10 MIXED USE LANDS
- POSSIBLE FUTURE GROWTH
- GROWTH URBAN PRESSURE
- URBAN CONNECTIONS
- EXISTING ENTRANCE
- BORDER OF UPR - CAROLINA



SITE ANALYSIS



legend:

GENERAL PROPOSALS

Area #1:

- Entry Redesign

Area #2:

- Commercial spaces oriented to students and alumni.
- Entrepreneur Support Center.

Area #3:

- University Avenue Designation.

Area #4:

- "Walk of Education" (design and construction of new pedestrian and vehicular access)

Area #5:

- Guesthouse.
- House of Art and Culture.
- Two level parking.
- Security Office.

Area #6:

- Redesign and construction of new parking levels. (use of roofs for photovoltaic panels)

Area #7:

- Fitness and Wellness Complex

Area #8:

- Student Center.
- Faculty center.
- Student Council.

Area #9:

- Counseling Department.
- School of Design.
- Medical Services Center.

Area #10:

- New Academic Building.

Area #11:

- Redesign and reorganization of existing spaces.
- Forensic Science Laboratory.

Area #12:

- Development of University High School.



GENERAL
PROPOSAL



legend:

PHASE #1:

- Fitness and Wellness Complex.
- Student and Faculty Center.
- Entrepreneur Support Center.
- Commercial spaces oriented to students and alumni.
- Main entrance and urban walking area.
- Renaming of Calle Sur as University Avenue.
- Establishment of the University High School.
- New parkings Levels over existing ones.

PHASE #2:

- Guest house and "*Casa del Arte y la Cultura*".
- New Academic Buildings.
- New campus security Area.

PHASE #3:

- School of Design building.
- Department of Counseling and Medical Services building.

PHASE #4:

- Educational Promenade
- Student Council and Alumni Building.
- Reorganization of existing temporary buildings and campus ring road



P H A S E S

TABLE #1

SCHEDULE OF MAINTENANCE/IMPROVEMENTS

Updated in April 2016



		ESTIMATED TIME TO COMPLETE PROJECT (years and months)																																																															
		2013				2014												2015												2016												2017												2018											
		9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9															
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	Site Lighting																																																																

Leyend:

=	Work in progress or not started.
---	----------------------------------

= Finished project and routine maintenance.

TABLE #2



FUTURE PROJECTS

(refer to Facilities Master Plan for details)

Updated in April 2016



		ESTIMATED TIME FOR DESIGN AND CONSTRUCTION (months)																																																										
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48											
PHASES	PROJECTS																																																											
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	Student and Faculty Center.																																																											
	New Entrepreneurial Center. Commercial spaces.																																																											
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IV	Education Promenade.																																																											
	Student Council and Alumni Area.																																																											
Reorganization of temporary buildings and Campus ring road.																																																												

NOTES:

This estimated time is an approximate and subjected to adjustments. The periods presented may vary by factors beyond our control at this time.

Capacity of Students Per Classroom

UNIVERSIDAD DE PUERTO RICO EN CAROLINA CAPACIDAD PROMEDIO INSTITUCIONAL DIURNA DE ESTUDIANTES EN SALONES ACADÉMICOS POR BLOQUES FEBRERO 2016

Salones Académicos ¹	Cupo Total para Estudiantes ²	Bloques en la Semana ³	Estudiantes Tomando un Solo Bloque 3 crs. (B x C)	Estudiantes Regulares Cuatro Bloques 12 crs. Mínimo (D / 4)	Estudiantes Regulares Seis Bloques 18 crs. Máximo (D / 6)	Capacidad Promedio Diurna de Estudiantes ⁴ (F + G) / 2
A	B	C	D	F	G	H
98	2,582	9	23,238	5,810	3,873	4,841

Fuente: Decanato de Asuntos Administrativos - Informe de Inventario de Espacios Interiores UPR Carolina
Decanato de Asuntos Académicos - Estructura de Salones Académicos Programa Next

Notas: 1) Los salones académicos incluyen todos los salones como: conferencia, laboratorios de computadoras, laboratorios de ciencias naturales, laboratorios de ciencias forenses, talleres de mecánica, cocina, entre otros.

2) El cupo total es la suma de los cupos de todos los salones académicos (98 en total).

3) Los bloques en la semana son la suma de los cuatro bloques máximos de martes y jueves y los cinco máximos de lunes y miércoles. El horario diurno tomado en consideración para este análisis fue de 7:00am a 5:00pm.

4) El promedio de estudiantes a atender fue calculado entre un estudiante regular con su carga mínima de cuatro créditos y su carga máxima de dieciocho créditos según la certificación #74 de la Junta Administrativa (2002-2003).

TABLA
UNIVERSIDAD DE PUERTO RICO EN CAROLINA
DISTRIBUCIÓN DE LA OFERTA ACADÉMICA DURANTE LA SEMANA POR BLOQUE DE HORARIO
AÑO ACADÉMICO: 2012-2013
CUATRIMESTRE: PRIMERO

	SECCIONES POR DIA											
	Lunes	Por ciento	Martes	Por ciento	Miércoles	Por ciento	Jueves	Por ciento	Viernes	Por ciento	Sábado	Por ciento
Horario Matutino	201	54%	107	38%	200	54%	106	38%	173	61%	8	80%
Horario Vespertino	131	35%	115	41%	128	35%	114	41%	102	36%	2	20%
Horario Extendido	38	10%	59	21%	40	11%	58	21%	8	3%		
Total	370	100%	281	100%	368	100%	278	100%	283	100%	10	100%

Fuente: Informe Uso_Horario_01.R83;3 de la Oficina de Sistemas de Información

Nota: Horario Matutino

Secciones que comienzan antes de las 12:00 M

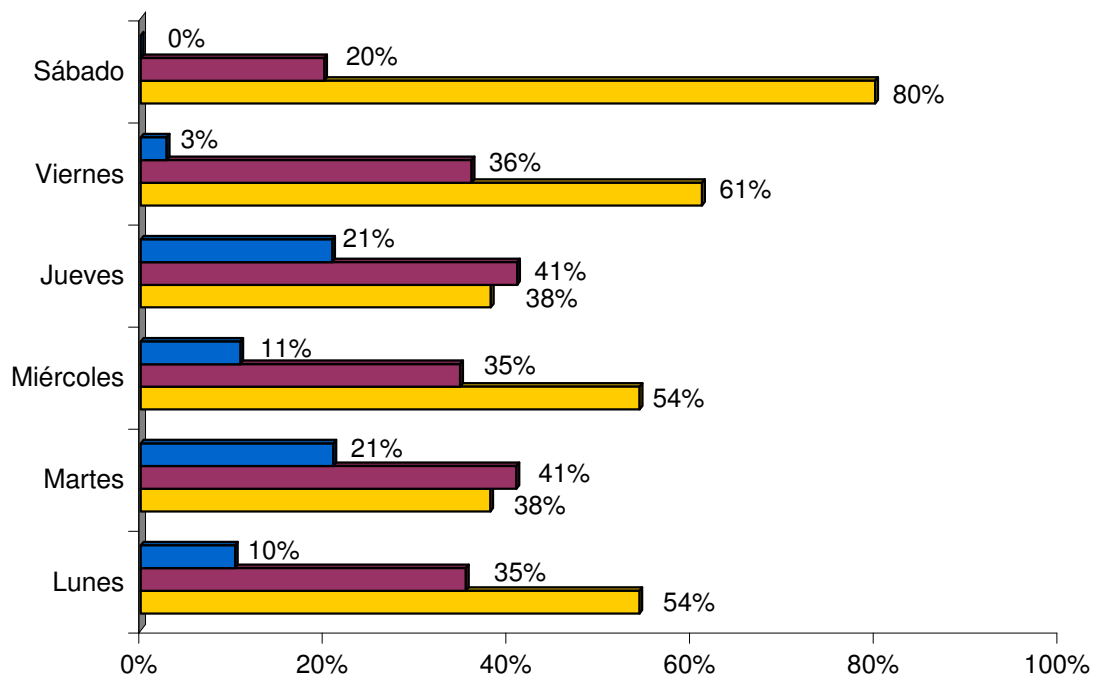
Horario Vespertino

Secciones que comienzan entre las 12:00 M y las 4:30 PM

Horario Extendido

Secciones que se ofrecen a las 4:30 PM en adelante

GRÁFICA
UNIVERSIDAD DE PUERTO RICO EN CAROLINA
DISTRIBUCIÓN DE LA OFERTA ACADÉMICA DURANTE LA SEMANA POR BLOQUE DE HORARIO
AÑO ACADÉMICO: 2012-2013
CUATRIMESTRE: PRIMERO



■ Horario Extendido
■ Horario Vespertino
■ Horario Matutino

TABLA
UNIVERSIDAD DE PUERTO RICO EN CAROLINA
DISTRIBUCIÓN DE LA OFERTA ACADÉMICA DURANTE LA SEMANA POR BLOQUE DE HORARIO
AÑO ACADÉMICO: 2013-2014
CUATRIMESTRE: PRIMERO

	SECCIONES POR DIA											
	Lunes	Por ciento	Martes	Por ciento	Miércoles	Por ciento	Jueves	Por ciento	Viernes	Por ciento	Sábado	Por ciento
Horario Matutino	201	57%	106	39%	204	57%	106	39%	172	64%	4	50%
Horario Vespertino	120	34%	119	43%	121	34%	118	44%	88	33%	4	50%
Horario Extendido	34	10%	50	18%	34	9%	46	17%	7	3%		
Total	355	100%	275	100%	359	100%	270	100%	267	100%	8	100%

Fuente: Informe Uso_Horario_01.R83;3 de la Oficina de Sistemas de Información

Nota: Horario Matutino

Secciones que comienzan antes de las 12:00 M

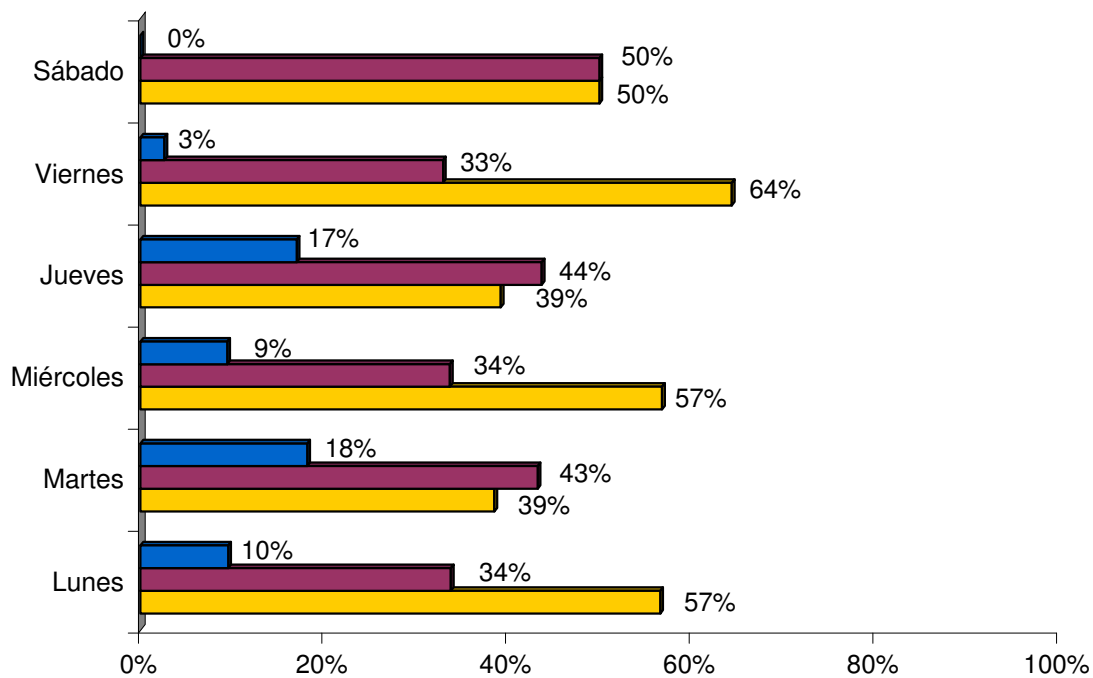
Horario Vespertino

Secciones que comienzan entre las 12:00 M y las 4:30 PM

Horario Extendido

Secciones que se ofrecen a las 4:30 PM en adelante

GRÁFICA
UNIVERSIDAD DE PUERTO RICO EN CAROLINA
DISTRIBUCIÓN DE LA OFERTA ACADÉMICA DURANTE LA SEMANA POR BLOQUE DE HORARIO
AÑO ACADÉMICO: 2013-2014
CUATRIMESTRE: PRIMERO



■ Horario Extendido
■ Horario Vespertino
■ Horario Matutino

TABLA
UNIVERSIDAD DE PUERTO RICO EN CAROLINA
DISTRIBUCIÓN DE LA OFERTA ACADÉMICA DURANTE LA SEMANA POR BLOQUE DE HORARIO
AÑO ACADÉMICO: 2014-2015
CUATRIMESTRE: PRIMERO

	SECCIONES POR DIA											
	Lunes	Por ciento	Martes	Por ciento	Miércoles	Por ciento	Jueves	Por ciento	Viernes	Por ciento	Sábado	Por ciento
Horario Matutino	204	56%	104	39%	203	55%	103	39%	181	63%	6	67%
Horario Vespertino	123	34%	111	42%	125	34%	110	42%	96	33%	3	33%
Horario Extendido	40	11%	52	19%	38	10%	52	20%	11	4%		
Total	367	100%	267	100%	366	100%	265	100%	288	100%	9	100%

Fuente: Informe Uso_Horario_01.R83;3 de la Oficina de Sistemas de Información

Nota: Horario Matutino

Secciones que comienzan antes de las 12:00 M

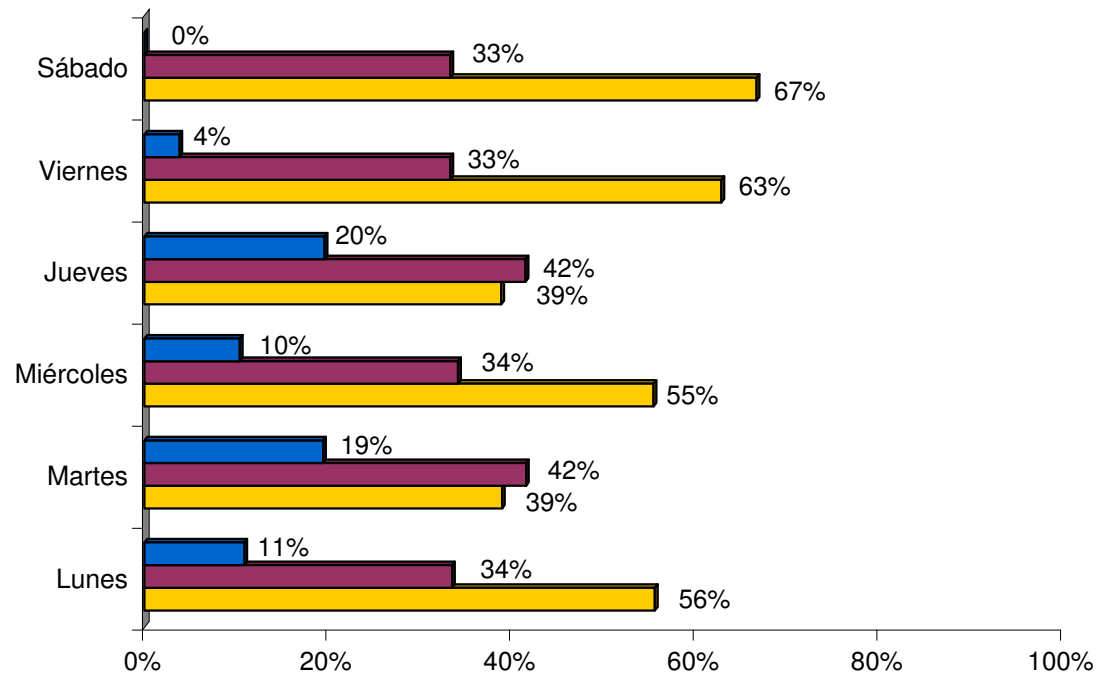
Horario Vespertino

Secciones que comienzan entre las 12:00 M y las 4:30 PM

Horario Extendido

Secciones que se ofrecen a las 4:30 PM en adelante

GRÁFICA
UNIVERSIDAD DE PUERTO RICO EN CAROLINA
DISTRIBUCIÓN DE LA OFERTA ACADÉMICA DURANTE LA SEMANA POR BLOQUE DE HORARIO
AÑO ACADÉMICO: 2014-2015
CUATRIMESTRE: PRIMERO



■ Horario Extendido
■ Horario Vespertino
■ Horario Matutino

INSTITUTIONAL ASSESSMENT SYSTEM IMPLEMENTATION RUBRIC

Assessment	Status			Date	Report Submitted	Next Assessment
Inputs						
Prospective Student Profile	<input type="checkbox"/> Completed	<input type="checkbox"/> In Progress	<input checked="" type="checkbox"/> Scheduled		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Admission Office Assessment	<input type="checkbox"/> Completed	<input type="checkbox"/> In Progress	<input type="checkbox"/> Scheduled <input type="checkbox"/> Pending		<input type="checkbox"/> Yes <input type="checkbox"/> No	
First Year Student Profile	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> In Progress	<input checked="" type="checkbox"/> Scheduled	2015-2016	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	2021
Processes and Context						
Outstanding Academic Experience						
<i>Ethical, Social, and personal development</i>						
National Survey of Student Engagement	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> In Progress	<input type="checkbox"/> Scheduled	2016	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Assessment of Student Learning						
<i>General Education</i>						
National Survey of Student Engagement	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> In Progress	<input type="checkbox"/> Scheduled	2016	<input type="checkbox"/> Yes <input type="checkbox"/> No	
General Education	<input type="checkbox"/> Plan Implemented	<input checked="" type="checkbox"/> In Design or Reviewing	<input type="checkbox"/> Pending		<input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>Majors: Bachelor's Degree</i>						
• Business Administration, Finance	<input type="checkbox"/> Plan Implemented	<input checked="" type="checkbox"/> In Design or Reviewing	<input type="checkbox"/> Pending		<input type="checkbox"/> Annual Report <input type="checkbox"/> Biennial Report	
• Business Administration, Management	<input type="checkbox"/> Plan Implemented	<input checked="" type="checkbox"/> In Design or Reviewing	<input type="checkbox"/> Pending		<input type="checkbox"/> Annual Report <input type="checkbox"/> Biennial Report	
• Design, Commercial Advertising Technology	<input type="checkbox"/> Plan Implemented	<input checked="" type="checkbox"/> In Design or Reviewing	<input type="checkbox"/> Pending		<input type="checkbox"/> Annual Report <input type="checkbox"/> Biennial Report	
• Design, Graphic Arts	<input type="checkbox"/> Plan Implemented	<input checked="" type="checkbox"/> In Design or Reviewing	<input type="checkbox"/> Pending		<input type="checkbox"/> Annual Report <input type="checkbox"/> Biennial Report	
• Design, Interior Design	<input checked="" type="checkbox"/> Plan Implemented	<input type="checkbox"/> In Design or Reviewing	<input type="checkbox"/> Pending		<input type="checkbox"/> Annual Report <input type="checkbox"/> Biennial Report	
• Education	<input checked="" type="checkbox"/> Plan Implemented	<input type="checkbox"/> In Design or Reviewing	<input type="checkbox"/> Pending		<input checked="" type="checkbox"/> Annual Report <input type="checkbox"/> Biennial Report	
• Hotel & Restaurant Administration	<input type="checkbox"/> Plan Implemented	<input checked="" type="checkbox"/> In Design or Reviewing	<input type="checkbox"/> Pending		<input type="checkbox"/> Annual Report <input type="checkbox"/> Biennial Report	
• Hotel & Restaurant	<input type="checkbox"/> Plan	<input type="checkbox"/> In Design or	<input checked="" type="checkbox"/> Pending	June 2016	<input type="checkbox"/> Annual Report	

Assessment	Status			Date	Report Submitted	Next Assessment
Administration, Touristic Culture	Implemented	Reviewing			<input type="checkbox"/> Biennial Report	
• Office Systems	<input checked="" type="checkbox"/> Plan Implemented	<input type="checkbox"/> In Design or Reviewing	<input type="checkbox"/> Pending		<input type="checkbox"/> Annual Report <input type="checkbox"/> Biennial Report	
• Social Sciences, Forensic Psychology	<input checked="" type="checkbox"/> Plan Implemented	<input type="checkbox"/> In Design or Reviewing	<input type="checkbox"/> Pending	2014-16	<input checked="" type="checkbox"/> Annual Report <input type="checkbox"/> Biennial Report	
• Social Sciences, Law & Society	<input checked="" type="checkbox"/> Plan Implemented	<input type="checkbox"/> In Design or Reviewing	<input type="checkbox"/> Pending	2014-16	<input checked="" type="checkbox"/> Annual Report <input type="checkbox"/> Biennial Report	
Majors: Associate's Degree						
• Engineering Technology, Automotive Technology	<input checked="" type="checkbox"/> Plan Implemented	<input type="checkbox"/> In Design or Reviewing	<input type="checkbox"/> Pending		<input checked="" type="checkbox"/> Annual Report <input type="checkbox"/> Biennial Report	
• Engineering Technology, Instrumental Engineering	<input checked="" type="checkbox"/> Plan Implemented	<input type="checkbox"/> In Design or Reviewing	<input type="checkbox"/> Pending		<input checked="" type="checkbox"/> Annual Report <input type="checkbox"/> Biennial Report	
• Engineering Technology, Mechanical Engineering	<input type="checkbox"/> Plan Implemented	<input type="checkbox"/> In Design or Reviewing	<input type="checkbox"/> Pending		<input checked="" type="checkbox"/> Annual Report <input type="checkbox"/> Biennial Report	
Number and percent of faculty members conducting a doctorate	4 Baseline 7 Current	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Not Accomplished	<input type="checkbox"/> Submitted <input type="checkbox"/> Pending		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Number and percent of faculty serving as mentors to undergraduate students	Baseline Current	<input type="checkbox"/> Accomplished <input type="checkbox"/> Not Accomplished	<input type="checkbox"/> Submitted <input checked="" type="checkbox"/> Pending	September 2016	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Assessment, Evaluation, and Planning & Administrative Functions and Facilities						
Unit Level						
Report previous year accomplishments	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> In Progress	<input type="checkbox"/> Scheduled		<input type="checkbox"/> Yes <input type="checkbox"/> No	Yearly
Submission of new annual plan (Work plans and budget request)	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> In Progress	<input type="checkbox"/> Scheduled		<input type="checkbox"/> Yes <input type="checkbox"/> No	Yearly
Recommendations to improve strategies used to reach expected levels of achievement	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> In Progress	<input type="checkbox"/> Scheduled		<input type="checkbox"/> Yes <input type="checkbox"/> No	Yearly
Needs and Challenges Assessment ¹	<input type="checkbox"/> Completed	<input type="checkbox"/> In Progress	<input checked="" type="checkbox"/> Scheduled	June 2016	<input type="checkbox"/> Yes <input type="checkbox"/> No	Yearly
Institutional Level						
Formative Evaluations of Institutional Strategic Plan	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> In Progress	<input type="checkbox"/> Scheduled		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No 2013-2015	2016
Summative Evaluation of Institutional Strategic Plan	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> In Progress	<input checked="" type="checkbox"/> Scheduled	2017	<input type="checkbox"/> Yes <input type="checkbox"/> No	

¹ A brainstorming instrument based on a simpler version of the SWOT analysis completed by each unit.

Assessment	Status			Date	Report Submitted	Next Assessment
Noel Levitz Student Satisfaction Inventory	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> In Progress	<input type="checkbox"/> Scheduled	2013	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	2018
Follow up Student Satisfaction Assessment	<input type="checkbox"/> Completed	<input type="checkbox"/> In Progress	<input checked="" type="checkbox"/> Scheduled	June 2016	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Outcomes						
Research, Creative Work, and Faculty Development	Indicator Level	Objective Achievement	Action Plan			
Number of publications (professional journals, books, etc.)	Baseline Current	<input type="checkbox"/> Accomplished <input type="checkbox"/> Not Accomplished	<input type="checkbox"/> Submitted <input checked="" type="checkbox"/> Pending	September 2016	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Number of research collaboration project	Baseline Current	<input type="checkbox"/> Accomplished <input type="checkbox"/> Not Accomplished	<input type="checkbox"/> Submitted <input checked="" type="checkbox"/> Pending	September 2016	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Leadership in Community & Global Settings						
Participation of students in community service	26 Baseline 26 Current	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Not Accomplished	<input type="checkbox"/> Submitted <input type="checkbox"/> Pending		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Participation of students in exchange programs	Baseline Current	<input type="checkbox"/> Accomplished <input type="checkbox"/> Not Accomplished	<input type="checkbox"/> Submitted <input checked="" type="checkbox"/> Pending	June 2016	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Participation of university personnel in community service	Baseline Current	<input type="checkbox"/> Accomplished <input type="checkbox"/> Not Accomplished	<input type="checkbox"/> Submitted <input checked="" type="checkbox"/> Pending	September 2016	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Faculty participation in collaborative agreement	Baseline Current	<input type="checkbox"/> Accomplished <input type="checkbox"/> Not Accomplished	<input type="checkbox"/> Submitted <input checked="" type="checkbox"/> Pending	September 2016	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Student's Related Outcomes						
Exit Survey (every four years)	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> In Progress	<input type="checkbox"/> Scheduled <input type="checkbox"/> Pending	2014-2015	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	2016-2017
Alumni Survey (every three years)	<input type="checkbox"/> Completed	<input type="checkbox"/> In Progress	<input checked="" type="checkbox"/> Scheduled <input type="checkbox"/> Pending	2009	<input type="checkbox"/> Yes <input type="checkbox"/> No	2015-2016
Placement in Graduate Schools	<input type="checkbox"/> Completed	<input type="checkbox"/> In Progress	<input type="checkbox"/> Scheduled <input checked="" type="checkbox"/> Pending	-	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Employer's Survey	<input type="checkbox"/> Completed	<input type="checkbox"/> In Progress	<input type="checkbox"/> Scheduled <input checked="" type="checkbox"/> Pending		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Student collaboration in research and/or publications	<input type="checkbox"/> Completed	<input type="checkbox"/> In Progress	<input type="checkbox"/> Scheduled <input checked="" type="checkbox"/> Pending		<input type="checkbox"/> Yes <input type="checkbox"/> No	

****Recommendations:**

1. Change the exit survey administration from every 4 years to biennially.
2. Include the *Student collaboration in research and/or publication* in the exit survey

NILOA Transparency Framework




Desde el año 2012 nuestra Institución se ha identificado con las iniciativas del National Institute for Learning Outcomes Assessment (NILOA, 2011), que incluyen el "Transparency Framework" y el *Degree Qualifications Profile*. A continuación se presenta la información de nuestra Institución enmarcada en el *NILOA Transparency Framework*.



Conocimientos, competencias, actitudes y destrezas que se espera que los estudiantes sean capaces de demostrar, como producto de su experiencia educativa. Los mismos son clasificados como resultados esperados del aprendizaje del Programa de Educación General y los resultados esperados del aprendizaje a nivel de programa, también denominados como objetivos de aprendizaje a nivel de programa.



Planes de avalúo a nivel Institucional y de programa académico. Los mismos proveen información indispensable para la recopilación, determinación de logro, diseminación y uso de los resultados de avalúo.




Assessment Resources

Espacio virtual donde se presentan múltiples recursos para la planificación e implantación del avalúo, tanto a nivel institucional como de programa.



Current Assessment Activities

Enumera las actividades de avalúo del aprendizaje estudiantil, realizadas o planificadas.



Evidence of Student Learning

Se presentan las evidencias del aprendizaje estudiantil. También se discuten los resultados del avalúo realizado utilizando evidencias directas e indirectas, así como indicadores institucionales de ejecutoria (e.g.,

resultados sistémicos, tasa de aprobación en PCMAS).



Esta área provee información acerca del uso de los resultados de avalúo para informar la toma de decisiones institucionales, incluyendo la revisión de programas, desarrollo de políticas institucionales y planificación.

National Institute for Learning Outcomes Assessment. (2011). *Transparency Framework*. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA). Retrieved from: <http://www.learningoutcomesassessment.org/TransparencyFramework.htm>

USE OF ASSESSMENT RESULTS BY ACADEMIC DEPARTMENT

Year	Department	Recommendations
2012-2013	English	Revise the assessment test and reading material to reinforce the skills. Revise the teaching activities and strategies in grammar and writing.
	Spanish	Design of Spanish remedial courses and labs to reinforce skills. Syllabi review will be conducted. To offer workshops on orthography and writing.
2013-2014	Engineering Technologies	For this course, assess only Indicator 3. More exercises for practice; Use of the methodology applied in MAIN 2016 to evaluate each indicator separately Use of more simple plans.
	English	The items within the test are being revised. More practice exercises in class of Prime factoring and Algebraic expressions.
	Natural Sciences	Tests will be redesigned to measure courses learning outcomes attainment
	Spanish	Design of remedial courses to reinforce Spanish basic skills. Implement Spanish labs to strengthen Spanish writing skills. Improve pre-post tests. Offer workshops of orthography and writing. Offer workshops on orthography and writing.
2014-2015	English	Revision of test
	Humanities	Develop more educational activities in class to reinforce content. Revise program and courses learning outcomes, courses syllabi, and assessment tests.
	Natural Sciences	Increase the total of problems to solve in class, using cooperative learning. Less time to discuss Arithmetic expressions and Linear equations, and more time to discuss Roots and Radicals, and Quadratic equations in one variable. Class work using cooperative learning.
	Social Sciences and Criminal Justice	Debates about the following concepts: community, self-management, and empowerment. Argumentative essay assignments. Training on APA style and essay writing. Revision of the test Remedial courses, Spanish labs, Revision of tests, Workshops on orthography and writing, Advanced literature courses, and Extracurricular activities.
	Spanish	Remedial courses, Spanish labs, Revision of tests, Workshops on orthography and writing.

**UNIVERSITY OF PUERTO RICO AT CAROLINA
SCHOOL OF HOTEL & RESTAURANT ADMINISTRATION**

SYLLABUS

ADHO 3105

HOTEL & RESTAURANT ADMINISTRATION

MISSION

To develop students for leadership roles in a culturally diverse and global hospitality industry.

VISION

Be recognized as a world-wide leader in Hospitality education.

LEARNING OUTCOMES

1. Identify the principles and skills of global hospitality management.
2. Describe and apply customer service skills.
3. Demonstrate bi-lingual effective communication (Spanish and English).
4. Demonstrate effective critical thinking skills.
5. Evaluate the issues and trends that affect the global hospitality industry.
6. Relate to the behavior of effective leaders in the hospitality industry.
7. Develop a sense of social awareness and community involvement at the local and global level.

SYLLABUS

Title	: Hotel & Restaurant Administration
Course code	: ADHO 3105
Credit hours	: Three (3) credits
Contact hours	: 45 hours per quarter
Prerequisites	: None
Description	: Introduction to the huge hospitality industry and to the modern hotel and restaurant managerial functions. All the different departments of a hotel are discussed, as well as their mutual dependency between them. Topics such as management theory and service delivery are also analyzed. Issues related to the diverse segments of the hospitality industry in Puerto Rico and worldwide are covered including casinos, clubs, cruise ships, convention centers, among others.
Course outcomes	: At the end of this course students will have the ability to: <ol style="list-style-type: none">1. Recognize the economic and social importance of hospitality. (PLO1, PLO5, PLO7, SPLO3)2. Identify different hotel classifications and their corporate structures within the hospitality industry. (ILO5, PLO1, PLO4, PLO5, SPLO2)3. Use technical language characteristic of the hospitality industry. (ILO6, PLO1, PLO4)4. Describe basic functions of each division and distinguish functions among each department. (ILO4, ILO5, PLO4, SPLO2)5. Analyze the present situation of the hotel and restaurant industry, its projections and future perspectives. (ILO1, ILO4, ILO5, PLO4, PLO5, PLO6, PLO7, SPLO1, SPLO3)

6. Apply different management theories established by hotel corporations around the world. (ILO1, ILO4, ILO5, PLO1, PLO4, PLO6, PLO7, SPLO3)
7. Make use of the management process for administrative situations in the operation of a lodging. (ILO5, PLO1, PLO2, PLO4, PLO6, SPLO1)
8. Demonstrate knowledge in the use of the materials available in the Learning Resources Center. (ILO1, ILO6, PLO1)
9. Value the importance of cooperative work. (ILO7, ILO11, PLO6)
10. Agree to the inclusion concept by showing acceptance and respect for individual opinions. (ILO7, ILO9)

Content outline and time distribution

Topics	Time
I. Service	(4 hours)
A. What is service	
B. The Nature of the product	
II. Travel and tourism	(6 hours)
A. Definition	
B. The Changing World	
C. The Nature of the Travel and Tourism Industry	
D. Interrelationships within the industry	
E. Why do people travel?	
F. The Social Impact of Travel	
1. Sustainable Tourism	
2. Ecotourism	
III. The lodging industry- the World of Hotels	(6 hours)
A. Hotel classification and categories	
B. Functions of hotel departments	
C. Hotel Guests and its categories	
D. Developing and planning new hotels	
1. Site selection	
2. Feasibility study	

Topics	Time
<ul style="list-style-type: none"> E. Trends in lodging development 	
IV. Hotel Organization and Management <ul style="list-style-type: none"> A. How is a hotel organized B. Revenue Centers C. Cost Centers D. Compliance with the ADA E. Control Systems 	(5 hours)
V. Understanding the Restaurant Industry <ul style="list-style-type: none"> A. Today's Restaurant Industry B. Starting a New Restaurant C. Why do restaurants fail? 	(4 hours)
VI. Restaurant Organization and Management <ul style="list-style-type: none"> A. Organizing for Success <ul style="list-style-type: none"> 1. Guests 2. Ambiance 3. Menu B. Restaurant Controls <ul style="list-style-type: none"> 1. Financial and Operational Controls 	(5 hours)
VII. Floating Resorts: The Cruise Line Business <ul style="list-style-type: none"> A. Early Cruises <ul style="list-style-type: none"> 1. New passengers and New Directions B. The Birth of Modern Cruising C. Cruise Ship Organization 	(5 hours)
VIII. Managing Human Resources <ul style="list-style-type: none"> A. Labor Trends B. Legislation C. Human Resources Programs 	(4 hours)
IX. How Management Companies Manage Hotels <ul style="list-style-type: none"> A. Why Management Companies Exists? B. The Evolution of Management Companies 	(2 hours)

Topics

Time

C. Management Contracts

X Franchising is Big Business

(2 hours)

- A. What is a Franchise
- B. The History of Franchising
- C. How Franchising works
- D. Owning a Franchise
- E. Franchising Issues

XI Gaming and Casino Hotels

(2 hours)

- A. The Story of Gaming
- B. Casino Hotels
 - 1. Organization and Management
 - 2. Casino Operations

Instructional techniques

Students will learn from conferences, analysis, discussion, homework and computer-assisted instruction.

Learning resources

Textbook, audiovisual resources and board.

Evaluation techniques

Evaluation criteria in this course are rigorous, reliable, and systematic. In terms of evaluation, the following will be administered:

- | | | |
|----|---------------------------------|-------|
| 1. | A 100 point first partial test | (30%) |
| 2. | A 100 point second partial test | (30%) |
| 3. | A 100 point final partial test | (30%) |
| 4. | Attendance/class participation | (10%) |

Total= 100%

A differentiated evaluation will be given to students with special needs.

Reasonable accommodation

Students receiving vocational rehabilitation services should inform the course professor at the beginning of the quarter-term in order to plan and identify needed equipment and placement. Students with special needs should also inform the professor.

Academic integrity

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR Students General Bylaws (Board of Trustees Certification 13, 2009-2010) states that academic dishonesty includes, but is not limited to: fraudulent actions; obtaining grades or academic degrees by false or fraudulent simulations; copying the whole or part of the academic work of another person; plagiarizing totally or partially the work of another person; copying all or part of another person answers to the questions of an oral or written exam by taking or getting someone else to take the exam on his/her behalf; as well as enabling and facilitating another person to perform to aforementioned behavior. Any of these behaviors will be subject to disciplinary action in accordance with the disciplinary procedure laid down in the UPR Students General Bylaws.

Grading system

Grade point average will be determined by dividing the total of points obtained. Final grading will be as follow:

100% - 90%	=	A
89% - 80%	=	B
79% - 70%	=	C
69% - 60%	=	D
59% - 0%	=	F

Bibliography

Angelo, R., & Vladimir, A. (2011). *Hospitality today: An introduction* (7th ed.). East Lansing, MI: Education Institute of American Hotel & Lodging Association. (suggested textbook)

Avilés, C., & Martínez, P. (2006) *Desorden de déficit de atención (DDAH)*. Hato Rey, Puerto Rico: Publicaciones Puertorriqueñas, Inc.

Barrows, C. W., Powers, T., & Reynolds, D. R. (2011). *Introduction to management in the hospitality industry* (10th ed.). New York: John Wiley & Sons.

Biosca, D. (2000). *1000 detalles que hay que cuidar en un hotel, un restaurante, un bar*. México: Limusa.

Gee, C. Y. (2010). *World of resorts from development to management* (3rd ed.). East Lansing, MI: El American Hotel & Lodging Association.

How to open and run a successful restaurant/ Introduction to hospitality management-recreational foodservice management. (1989). *Cornell Hotel & Restaurant Administration Quarterly*, 30 (3), 103.

Instituto FILIUS. (2006). *Programa de computadora open book*. [programa de computadora y manual].

Lattin, G. (2006). *The lodging and foodservice industry* (7th ed.). East Lansing, MI: Educational Institute, American Hotel & Lodging Association.

Thompson Publishing Group. (2015). *ADA compliance guide*. Washington, DC: Autor.

Walker, J. R. *Introduction to hospitality management*. Upper Saddle River, NJ: Prentice Hall.

Woods. R. H., & King, J. Z. (2010). *Leadership and management in the hospitality industry* (3rd ed.). East Lansing, MI: El American Hotel & Lodging Association.

Electronic resources

On the line data base available in the electronic page of the Learning Resources Center,
<http://biblioteca.uprc.edu>

American Hotel & Lodging Association Smart Brief News. Retrieved from
<http://www.smartbrief.com/news/ahla/index.jsp>

E-Hotelier.com Global Hospitality Newsletter. Retrieved from
<http://www.ehotelier.com/browse/news.php>

Hotel News Resource. Retrieved from <http://www.hotelnewsresource.com/Newsletter-index.html>

Hotel & Motel Management News. Retrieved from <http://www.hotelmanagement.net>

Hospitality Net News. Retrieved from <http://www.hospitalitynet.org/list/1-10/154000320.html>

Hotel News Now. Retrieved from <http://www.hotelnewsnow.com>

Restaurant News. Retrieved from <http://www.restaurantnews.com>

Smith Travel Research Strategic Newsletter. Retrieved from
<http://www.strglobal.com/News/News.aspx>

Travel & Leisure. Retrieved from <http://www.travelandleisure.com>

Travel Daily News. Retrieved from <http://www.traveldailynews.com>

References recommended prior to 2010 are necessary due to the nature of the course.

(revised on October, 2015)



**UNIVERSITY OF PUERTO RICO AT CAROLINA
ENGLISH DEPARTMENT**



SYLLABUS

Course Title	: Creative Writing
Code	: INGL 3238
Credits	: Three (3) credits
Contact Hours	: 45 hours per quarter-term
Pre-Requisites	: Basic English and/or Introduction to Literature or a special permission from the instructor.
Description	: Techniques for creative writing are developed through the analysis of written works; students are guided in their individual development of imagination, perception and style. Students experiment various types of writing.
Objectives	<p>: Upon completion of INGL 3238, the student will:</p> <ol style="list-style-type: none">1. understand the meaning of creativity in literature.2. accomplish creative writing in his/her own works.3. analyze, compare, imitate, and create different types of literature: fiction, drama, essays and poetry.4. recognize the elements of fiction.5. employ the elements of poetry in his/her own works.6. develop their vocabulary to express feelings, thoughts, sensual perceptions, and ideas.7. describe sensory images such as: everyday objects, common and uncommon incidents, musical sounds, smells.8. express ideas and emotions both in verse and prose.9. identify and write different types of essays.10. be exposed to examples of modern American drama.11. be exposed to stimulating, intellectual and sensorial experiences such as, films, music, smells, sounds, literature.12. criticize their own written works and those of their classmates.

Textbooks : Wendy Burt-Thomas. (2010) *The everything creative writing book* (2nd ed.) Massachusetts.

The textbook is a required resource for this course. Professors may give quizzes which require the use of the textbook. **Photocopies of the book will not be accepted.**

Outline of content and distribution of time

Topic	Time
I. Creativity in writing	(13 hours)
A. Literary forms	
B. Fiction	
C. Character	
D. Setting	
E. Plot	
F. Point of view	
G. Theme	
H. Drama	
I. Modern American drama	
J. Poetry	
K. Verse	
L. Rhythm	
M. Essay	
II. Writing activities	(12 hours)
A. Description of sensory images	
B. Descriptive essay	
C. Analytical essay	
D. Narrative essay	
E. Poems	
F. Dramatic scene	
G. Fiction	
H. Short story	
III. Reading assignments	(10 hours)
IV. Information and technology literacy	(10 hours)
A. Mapping	
B. Outlining	
C. Plagiarism	
D. Database	
E. Internet	

Instructional Strategies:

- A. Oral presentation
- B. Writing activities
- C. Reading assignments

Resources:

- A. Textbook
- B. Spanish-English dictionary
- C. Library resources
- D. Internet

Criteria for Evaluation:

The final grade will be based on the following criteria:

- 1. Written exercises (at instructor's discretion). (60%)
 - 3. Final writing project (at instructor's discretion). (40%)
- Total=100%

An alternate evaluation will be provided for students with special needs.

Grading System:

100 - 90	A
89 - 80	B
79 - 70	C
69 - 60	D
59 - 0	F

Bibliography:

- 1. Amberg, J. & Lawson, M. (1996). *The creative writing handbook*. USA: Good year handbooks.
- 2. Avilés, C., & Martínez, P. (2006). *Desorden déficit de atención (DDAH)*. Hato Rey, Puerto Rico: Publicaciones Puertorriqueñas, Inc.
- 3. Casterton, J. (2005). *Creative writing: A practice guide*. (3rd ed.). USA: Palgrave Macmillan.
- 4. Fear of writing. (2005). *Fertile material writing prompts: Putting the fun back into writing*. <http://www.fearofwriting.com/creative-writing-prompts.htm>
- 5. Gardner, T. (1999), *Traci's 17th list of ten: Ten creative writing activities*. <http://tengrrl.com/tens/017.shtml>

6. Instituto FILIUS. (2006). *Programa de computadora open book*. [programa de computadora y manual].
7. Nieves, R. (2006). *Inclusión desde varias perspectivas*. Hato Rey, Puerto Rico: Publicaciones Puertorriqueñas, Inc.
8. Sellers, Heather, (2007). *The practice of creative writing: A guide for students*. USA: Bedford/St. Martin's.
9. Senter, C. (2008). *Creating your own writing style*. Mylot website. Retrieved on March 11, 2008, from the World Wide Web: <http://fictionwriting.about.com/>
10. Tilstone, C., Rose, R. (2003). *Strategies to promote inclusive practice*. Great Britain: Routledge Palmer Press.
11. Thompson Publishing Group. (2007). *ADA compliance guide*. Washington, D.C.: Thompson Pub. Group.
12. Verhaus, J. (2000). *Creative rules: A writer's workbook*. Los Angeles, CA., Silman-James Press.
13. Web English Teacher. *Avoiding plagiarism*. Retrieved on April 24, 2008, from the World Wide Web: <http://www.webenglishteacher.com/creative.html>
14. Weinardt G. About.com: Fiction writing. (2008). *Discover Raymond Chandler*. <http://fictionwriting.about.com/>
15. Wikipedia. *Creative writing*. Retrieved on August 27, 2008, from the World Wide Web: http://en.wikipedia.org/wiki/Creative_writing

The suggested bibliography prior to 2003 is considered necessary due to the nature of the course.

LAW 51

Students who are receiving services from any vocational rehabilitation program must notify the professor in order for the professor to meet their particular needs. An alternate evaluation will be provided for them. As part of the class, students and professor will promote an inclusive environment for students with special needs and will demonstrate an awareness of their requirements and contributions.

Prof. Ilsa López-Vallés
May, 2008

Assessment Practices by Academic Department

School/Department	Assessment Practices	Courses
Business Administration	Projects scored by rubrics Written exams for assessment	CONT 4096 DEME 4005, CONT 3005
Design <ul style="list-style-type: none"> Interior Design 	Projects scored by rubrics	DINT 1001, DINT 1005
Education	Portfolios scored by rubrics Projects scored by rubrics	EDFU 3001, EDFU 3002, TEED 4018, EDPE 4196 EDIN 4030, EDIN 4049
Engineering Technologies <ul style="list-style-type: none"> Mechanical Engineering Technology Automotive Technology 	Projects scored by rubrics Written exams for assessment Written assignments scored by rubrics Written exams for assessment	MAIN 2005 TEME 2008, MAIN 1005 TEAU 2026, TEAU 2022 TEAU 1000
English	Pre-post tests	INGL 3101, INGL 3102, INGL 3103, INGL 3104
Hotel and Restaurant Administration	Pre-post tests Projects scored by rubrics Presentation rubrics Written assignment scored by a rubric Satisfaction Surveys	ADHO 3015, ADHO 3107 ADHO 4417 ADHO 4305 ADHO 3301 ADHO 3302
Humanities	Pre-post tests	HUMA 3101, HUMA 3111
Natural Sciences (Biology, Chemistry, Physics, and Math)	Pre-post tests	MATE 0080, MATE 0081, MATE 3001, MECU 3031, CIBI 3001, QUIM 3001
Office Systems	Comprehensive Systemic Test Pre-post tests Portfolios scored by rubrics	SOFI 3067 SOFI 4030
Social Sciences and Criminal Justice	Pre-Post tests Essay scored by a rubric Written assignment scored by a rubric Satisfaction Surveys	JUST 4209, JUST 4210, CISO 3122 CISO 3121, CISO 3122 JUST 4405, ,CISO 3227 CISO 3227, PSIC 3003, SOCI 3285
Spanish	Pre-post tests	ESPA 3101, ESPA 3102

Hotel Finance ADHO 4135

Project Scorecard Matrix

	Levels (Criteria)									
	5	4	3	2	1	Weight				
Dimensions (Categories)	(Distinguished)	(Proficient)	(Apprentices)	(Novice)	(Below Expected Level)	1	Total	Comments:		
Description and analysis of professional role and responsibility (Mark for individual work)	<ul style="list-style-type: none">• All major aspects present• Excellent understanding of role and responsibility of the project.• Evidence of clear understanding of the professional's role its background and responsibility within the context of the project and problem.• Excellent understanding of the relationship with other group members.	<ul style="list-style-type: none">• Most major aspects present• Good understanding of role and responsibility of chosen professional.•Evidence of understanding of the professional's role within the of the context of the project and problem.• Very good understanding of the relationship with other group members.	<ul style="list-style-type: none">• Some major aspects missing• Understanding of role and responsibility of the project.•Some evidence of understanding of the professional's role within the context of the project and problem.• Understanding of the relationship with other group members.	<ul style="list-style-type: none">• Most major aspects missing• Limited understanding of role and responsibility of the project .•Very limited evidence of understanding of the context of the professional's role within the project and problem.• Limited Understanding of the relationship with other group members	<ul style="list-style-type: none">• All major aspects missing• Lack of understanding of role and responsibility of the project.•No or almost no evidence of understanding of the context of the professional's role within the project and problem.• No or almost no Understanding of the relationship with other group members.	35%	0%			
Ability to work-in and manage groups to achieve a positive outcome.	<ul style="list-style-type: none">• There is a very clear and excellently structured discussion of the how the group worked and the individual contribution is accurate, reasonable and believeable.• It is very clear that very positive outcomes have been achieved.	<ul style="list-style-type: none">• There is a clear and well structured discussion of how the group worked and the individual contribution is accurate, reasonable and believeable.• It is clear the positive outcomes that have been achieved.	<ul style="list-style-type: none">• There is an adequate structured discussion of how the group worked and the individual contribution hase been described.• There is some evidence of how the positive outcomes have been achieved.	<ul style="list-style-type: none">• Very little explanation of how the group has worked and individual contribution.• Almost no description of any strategy for achieving the outcomes.	<ul style="list-style-type: none">• No comments on group experiences, with no indication of how the group worked or their contribution.	15%	0%			
Understanding of concepts covered in the lectures, tutorials and set readings.	<ul style="list-style-type: none">• Detailed, critical comment on the concepts covered in the lectures, tutorials and set readings.	<ul style="list-style-type: none">• Very good discussion of the concepts covered in the lectures, tutorials and set readings.	<ul style="list-style-type: none">• Effective reflection on the concepts covered in the lectures, tutorials and set readings.	<ul style="list-style-type: none">• Some appropriate discussion of the concepts covered in the lectures, tutorials and set readings.	<ul style="list-style-type: none">• Concepts covered in the lectures, tutorials and set readings not discussed, or mentioned briefly• Little evidence of understanding.	15%	0%			
Analysis/reflection.	<ul style="list-style-type: none">• Excellent conclusion• All important conclusions made• High level, original thought demonstrated	<ul style="list-style-type: none">• Good conclusion• All important information provided	<ul style="list-style-type: none">• Appropriate conclusion• Minor information missing	<ul style="list-style-type: none">• Limited conclusion• Important information missing	<ul style="list-style-type: none">• No conclusion• Missing important information• Little effort or reflection shown	15%	0%			
Writing structure and style.	<ul style="list-style-type: none">• Mature writing style using appropriate vocabulary and grammatical structures• No grammatical and/or spelling errors	<ul style="list-style-type: none">• Appropriate vocabulary and grammatical structures used• No grammatical and/or spelling errors	<ul style="list-style-type: none">• Minor use of inappropriate vocabulary and grammatical structures• 1-2 grammatical and/or spelling errors	<ul style="list-style-type: none">• Some inappropriate vocabulary and/or grammar• 3-6 grammatical and/or spelling errors	<ul style="list-style-type: none">• Inappropriate vocabulary and/or grammar• 7 or more grammatical and/or spelling errors	5%	0%			
Presentation and Referencing.	<ul style="list-style-type: none">• Excellent use of graphics (photos, diagrams, tools etc.)• Superior undertsanding of the relevant software.• Extremely creative presentation ideas well resolved and implemented.• Excellent citing and reference list• Wide variety of quality sources.	<ul style="list-style-type: none">• Very effective presentation quality.• Good use of graphics.• Good level of understanding of the relavant software.• Good citing and reference list• Variety of sources.	<ul style="list-style-type: none">• Presentation quality to a competent level.• Reasonable level of graphic use, some photos, diagrams, drawings etc...• Reasonable evidence of an idea for presentation.• Reasonable understanding of the relavant software.• Appropriate citing and reference list.	<ul style="list-style-type: none">• Presentation quality to a minimal level.• Somewhat reasonable level of graphic use: very few photos, diagrams etc, however no context.• Very little evidence of an idea for the presentation.• Somewhat reasonable understanding of the relevant software.• Incorrect citing	<ul style="list-style-type: none">• Unsatisfactory level of presentation quality.• None or almost no photos, diagrams etc..• Incompetent level of understanding of relevant software.• No evidence of any significant idea for presentation.• Incorrect citing• No and/or very poor reference list.	15%	0%			
						100%	0%			

Student Name:

Student ID:

Evaluation Date:

MAX SCORE

TOTAL SCORE:

% SCORE:

GRADE:

1.00
0
0%
F

A 100%

B 90%

C 80%

D 70%

F 60%

COMMENTS:

Avalúo: Diseño del Portafolio electrónico
Prof. Andrés Batista Rodríguez

Nombre: _____

Sección: _____

ID: _____

Introducción:

A través de este avalúo proyectual se espera determinar un cuadro cualitativo y medible para verificar en el participante su capacidad de *captación* en el desarrollo y diseño del portafolio electrónico. Esta forma puede ser adaptada a cualquier materia, logrando una coherencia entre las estrategias de proyectos e instrumentos utilizados en clase para observar, verificar y determinar el proceso de enseñanza- aprendizaje del estudiante en la sala de clases.

Objetivos medulares de la materia:

Al terminar el curso TEED 4018 el estudiante adquirirá los conocimientos teóricos y prácticos que le permiten desarrollar el portafolio electrónico, a la vez que desarrolla la habilidad técnica de utilizar esta estrategia de aprendizaje para la organización sistemática de la información con el fin de:

- a. Definir conceptos
- b. Identificar Actividades
- c. Sistematizar proyectos
- d. Participar crítica y creativamente con sus pares
- e. Asumir una actitud responsable en lo individual y en lo social.

Objetivos medulares de la unidad:

“En el transcurso de la unidad, el estudiante estará expuesto a conceptos, técnicas y formas estratégicas que le permiten diseñar una interface o página principal en la que manipula información en los siguientes aspectos:

- a. Transfiere imágenes en diversidad de extensiones
- b. Elabora organizadores gráficos estáticos y dinámicos
- c. Diseña rúbricas y matrices semánticas, las que luego clasifica y organiza
- d. Sistematiza todas las actividades desarrolladas en el curso 4018
- e. Al final presenta su portafolio electrónico vínculos, símbolos e imágenes

Indicadores de logro: Cognitivos, procedimentales y actitudinales:

COGNITIVO.	1 °	2 °	3 °	4 °	5 °
Introducción al Portafolio Electrónico					



DEPARTAMENTO DE CIENCIAS SOCIALES Y JUSTICIA CRIMINAL
UNIVERSIDAD DE PUERTO RICO EN CAROLINA

Nombre: _____ Núm. Estudiante: _____ Prof. _____

Rúbrica CISO 3121

Ensayo: Religión, racismo, género y pobreza: La diversidad como desafío en Puerto Rico.

Categoría	3	2	1	0	Puntos	Comentarios
Amplia Discusión y presentación de alternativas 30%	El estudiante identifica y discute 4 o más alternativas y/o estrategias significativas para alentar el cambio.	El estudiante identifica 3 alternativas y/o estrategias significativas para alentar el cambio.	El estudiante identifica de 2 a 1 alternativa y/o estrategias significativas para alentar el cambio.	El estudiante no presenta alternativas y/o estrategias significativas para alentar el cambio.		
Investigación/ datos estadísticos 30%	El estudiante incluye 4 ó más datos estadísticos y/o investigaciones que apoyen su planteamiento.	El estudiante incluye al menos 3 ejemplos de alta calidad o piezas de datos para apoyar su trabajo.	El estudiante incluye al menos 2 ejemplos de alta calidad o datos para apoyar su trabajo.	El estudiante incluye menos de 2 ejemplos de alta calidad o datos para apoyar su trabajo.		
Conclusión 20%	La conclusión presenta en forma lógica el análisis de la discusión, alternativas e investigaciones y/o estadísticas presentadas por el autor.	La conclusión es evidente. La posición del autor es parafraseada en las primeras dos oraciones de la conclusión.	La posición del autor es parafraseada en la conclusión, pero no al principio de la misma. Presenta una conclusión ambivalente.	No hay conclusión. El trabajo simplemente termina.		
Ortografía-acentuación 10%	No presenta errores ortográficos o de acentuación.	Presenta de 1 a 3 errores ortográficos o de acentuación.	Presenta de 4 a 6 errores ortográficos o de acentuación.	Presenta más de 7 errores ortográficos o de acentuación.		
Fuentes-citas 10%	El estudiante incluye 6 fuentes de información de investigaciones, textos y revistas profesionales. La información en todas las citas es correcta con respecto al formato APA.	El estudiante incluye de 5 a 4 fuentes de información de alta calidad. La información en todas las citas es correcta pero hay errores menores en el formato. 1-3 errores.	El estudiante incluye de 3 a 1 fuentes de información de alta calidad, pero algunas son de calidad cuestionable. La información en casi todas las citas es correcta, pero hay errores menores en el formato 4 ó más errores.	El estudiante no incluye fuentes de información. No hay citas.		

Nota: El plagio con relación a la labor académica constituye a una infracción sancionada por el Reglamento de Estudiantes. El estudiante que cometa plagio será sancionado según establece las normas de la institución.



Historia del Internet y la navegación inteligente con los nuevos conocimientos adquiridos.					
Conceptos fundamentales para desarrollar un portafolio de actividades, profesional, educativo o de presentación					
Conocimientos técnicos en las aplicaciones con las que se elabora.					
Entiende el concepto de portafolio electrónico y las diferencias en cuanto sus usos.					
Define los conocimientos básicos y avanzados que se requieren para desarrollar el portafolio electrónico.					

PROCEDIMENTALES.	1 o	2 o	3 o	4 o	5 o
Aplicación e intercambio de imágenes por medio de la Internet a través de “copy paste”, “print screen”, “save as”. Manteniendo la ética de la información textual y gráfica dándole un uso estrictamente educativo.					
Crea documentos con enlaces de texto y enlaces de imágenes en la presentación de “Power Point” con la página principal conocida en el argot de computación como interface.					
Accesa sitios de Internet útiles a su campo en la educación y para crecimiento profesional.					
Utiliza las aplicaciones de ofimática tales como Excel, Word y Power Point editando con las herramientas y menús que el programado me provee.					
Relaciona conceptos del portafolio electrónico en otros campos de estudio.					
Utiliza imágenes de Internet para incorporarlas a sus presentaciones electrónicas, tomando en consideración la ética, citando los autores e identificando imágenes free royalty de las de copyright.					
Utiliza e integra a sus clases lo que aprenda en TEED 4018 en cuanto al portafolio electrónico añadiendo conocimiento nuevo a su gestión profesional.					
Aplica conocimiento de las diversas extensiones de aplicaciones tales como: JPG, Gif, PDF otros.					

Visualiza y explica el funcionamiento del portafolio electrónico a partir de los conceptos aprendidos.					
Integra el uso de la tecnología a otras materias relacionadas con su especialidad.					
Crea presentaciones en PowerPoint con enlaces de texto, imagen y sonido aplicando el sistema de hipervínculos.					

ACTITUDINALES.	1 o	2 o	3 o	4 o	5 o
Participa en las discusiones grupales.					
Respeto el punto de vista de sus compañeros.					
Permite la libre discusión.					
Fomenta la disciplina dentro del grupo.					
Participa de forma activa con su grupo en la exploración de conceptos.					
Fomenta la responsabilidad y la ética al utilizar la información electrónica.					
Comparte su saber y dudas con sus compañeros.					
Participa de forma activa en los equipos de trabajo cooperativo.					
Entrega sus tareas en tiempo designado o contingente					
Explora diversas posibilidades de investigación en su carácter individual					
Propone problemas para resolver en equipos de trabajo					

Descriptores para el indicador de logros:

El indicador de logros posee un extracto alineado a las competencias y o destrezas que el estudiante debe alcanzar en los procesos necesarios para construir el portafolio electrónico. Estos se expresan por una gradación alfanumérica (combina texto y número) que va de 1 a 5 donde uno es el nivel de operación más bajo y cinco el más alto. Se debe tomar en cuenta el resto de los instrumentos de evaluación tales como rúbricas, hojas de cotejo, exámenes, pruebas (pre y post) y/o matrices valorativas. Este aspecto puede incluir pruebas de ejecución gráfica, pruebas diagnósticas y pruebas visuales para determinar una nota de todo este proceso subjetivo.

- 1°. Su proceso de captación es bajo.
- 2°. Su proceso de captación es deficiente.
- 3°. Su proceso de captación es intermedio
- 4°. Su proceso de captación es bueno
- 5°. Su proceso de captación es excelente.

El avalúo:

Este avalúo para el desarrollo proyectual del portafolio electrónico pretende interpretar el estado en cuanto a la adquisición de conocimientos aplicados en el individuo que fue expuesto al diseño de este instrumento estratégico de trabajo. Se espera que el participante verifique el mismo a través de las rúbricas de evaluación y o cotejos que recibió para este proyecto en específico.

El proceso:

El proceso es presentado al estudiante durante el avance de la unidad en la que se consideró esta herramienta. Al final los proyectos que fueron utilizados como instrumentos para medir la ejecución del estudiante se unifican para conjuntamente con las rúbricas de evaluación tener un cuadro final del avalúo que medirá la eficacia de ejecución de cada estudiante; este aspecto es administrado en el avalúo final del curso y será demostrado en los resultados.

Los resultados y su utilización:

Los resultados serán incluidos en la tabla final de avalúo general del curso en los que se evidencia la manera en que se utilizaran los mismos. Este aspecto produce las estrategias necesarias para revisión de los prontuarios, herramientas de aprendizaje, creación de instrumentos nuevos, y cambios al currículo general del departamento determinado por las materias de estudio que lo componen.

ABR/2013



UNIVERSITY OF PUERTO RICO AT CAROLINA
ENGLISH DEPARTMENT



ASSESSMENT TEST
INGL 3104

I. Grammar. Choose the correct answer. A for first choice and B for second choice.

Example: A Anybody with the entrance fee (is, are) eligible to enter.

A. Subject-Verb Agreement.

- _____ 1. Measles (is, are) a contagious disease.
- _____ 2. Mathematics, as well as economics, (is, are) required.
- _____ 3. The members of the company (is, are) planning a road trip.
- _____ 4. A number of checks (was, were) returned.
- _____ 5. The number of apartments available for rent (is, are) very small.

B. Quantifies: Choose the correct quantifier

- _____ 6. Some of the company's investments (seem, seems) to have been affected by the market changes.
- _____ 7. There (is, are) a table and a lamp still unshipped.
- _____ 8. There (is, are) several print options available with this program.
- _____ 9. Some of the diskettes (have, has) been ruined by careless handling.
- _____ 10. There (was, were) three comments in the suggestion box.

C. Indefinite pronouns

- _____ 11. None of the water (is, are) polluted.
- _____ 12. Most of the damage to the store (was, were) minor.
- _____ 13. (Is, Are) all this area residential?
- _____ 14. Half of the order (appear, appears) to be damaged.
- _____ 15. A number of consequences (is, are) possible.

D. Compound subjects

- _____ 16. A crusty baking pan and a greasy plate _____ on the countertop. (a. sit, b. sits)
- _____ 17. Spidery cracks and a layer of dust _____ the ivory keys on the old piano. (a. cover, b. covers)
- _____ 18. Not only the assistant managers but also the secretary _____ that the company is folding. (a. know, b. knows)
- _____ 19. In eighteenth-century France, makeup and high heels _____ worn by men. (a. was, b. were)
- _____ 20. Either the trash can or those socks _____ horrible. (a. smell, b. smells)

II. Essays Analysis

A. Essays.

Identify the choice that best completes the statement or answers the question.

- _____ 21. A good essay introduction should NOT...
- A. indicate how the topic will be developed.
 - B. include a thesis statement or an implied thesis statement.
 - C. give any counter-arguments.
 - D. interest the reader in the topic.
- _____ 22. A good thesis statement should NOT...
- A. express a strong controlling idea.
 - B. be a statement of fact.
 - C. be a complete sentence.
 - D. contain only one idea.
- _____ 23. In which type of introduction do ideas progress from the general to the specific?
- A. the funnel approach
 - B. the turnabout
 - C. the thesis statement
 - D. the relevant quotation

Read the essay and answer the questions that follow.

Studying Abroad

⁽¹⁾In today's globalized world, it is more important than ever that people from different cultures learn to live together and cooperate with each other. ⁽²⁾While it is true that more people are traveling outside of their own countries, true cultural understanding requires more than a week's vacation in a foreign city. ⁽³⁾In fact, the best way to get to know another culture is to study abroad.

⁽⁴⁾Studying abroad offers many benefits to the students who live in a new country. ⁽⁵⁾First of all, they develop a much greater understanding of the host culture than they could ever have gotten going there on a vacation. ⁽⁶⁾Most students will get to know and befriend many of the local residents. ⁽⁷⁾Some students will get a chance to live with host families during their study abroad experience and, as a result, will get an even better education in the values and traditions of the host country.

⁽⁸⁾For students who are learning the language of the country they visit, studying abroad offers many opportunities to practice in real-life situations. ⁽⁹⁾Few people learn to speak a language very well if they only use it in a classroom setting. ⁽¹⁰⁾By forcing themselves to use the language in everyday situations, students learn to think on their feet. ⁽¹¹⁾They are also exposed to a much greater variety of vocabulary that is necessary for fluency.

⁽¹²⁾Studying abroad also helps students gain self-confidence in their ability to handle unusual and stressful situations without the support of their parents. ⁽¹³⁾Many parents attempt to solve problems for their children even when they are away at school. ⁽¹⁴⁾This cannot happen when the student is thousands of miles, and maybe many time zones, away from home. ⁽¹⁵⁾Students then have to learn how to manage their own schedules and deal with stressful situations on their own, which helps them become more independent adults.

_____ 24. What sentence is the thesis statement?

- A. Sentence (1)
- B. Sentence (2)
- C. Sentence (3)
- D. Sentence (4)

- _____ 25. The essay does not have a conclusion. Choose the best conclusion for the essay.
- A. Therefore, many students may decide that it is better to skip the study abroad opportunity.
 - B. Some students may be able to get jobs tutoring students in English while they study abroad.
 - C. Students should inquire about scholarships that are sometimes available.
 - D. For these reasons, studying abroad offers many advantages that cannot be gained by staying home.

B. Essay structure

Match each word with the correct definition.

- a. This usually contains the thesis statement.
- b. This brings an essay to a logical end.
- c. This states the main argument of the entire essay.
- d. This introduces arguments that support the thesis statement.
- e. This is a group of paragraphs that develop one central idea.

- _____ 26. thesis statement
- _____ 27. developmental paragraph
- _____ 28. conclusion
- _____ 29. introduction
- _____ 30. essay

C. Thesis statement

Read the thesis statement and the examples. Decide if each example is complete, incomplete, or not a relevant example.

Thesis statement: A large university offers students a better education and more opportunities than most small colleges.

- _____ 31. At large universities, students can choose to study hundreds of majors such as accounting, art history, engineering, law, and zoology.
- a. complete
 - b. incomplete
 - c. not a relevant example

- _____ 32. Classes are often large lectures with hundreds of students enrolled.
- a. complete
 - b. incomplete
 - c. not a relevant example
- _____ 33. Many large universities are public and therefore less expensive than small private colleges.
- a. complete
 - b. incomplete
 - c. not a relevant example
- _____ 34. The diverse student body at large universities ensures that students will be able to find organizations and clubs that are related to their interests.
- a. complete
 - b. incomplete
 - c. not an example
- _____ 35. Large universities also have big sports programs.
- a. complete
 - b. incomplete
 - c. not an example

III. Connotations

Decide if each underlined word has a positive connotation, negative connotation, or is neutral.

- _____ 36. shack
- a. positive connotation
 - b. negative connotation
 - c. neutral
- _____ 37. home
- a. positive connotation
 - b. negative connotation
 - c. neutral

- _____ 38. house
- a. positive connotation
 - b. negative connotation
 - c. neutral
- _____ 39. heroic actions
- a. positive connotation
 - b. negative connotation
 - c. neutral
- _____ 40. nonassertive personality
- a. positive connotation
 - b. negative connotation
 - c. neutral

IV. Points of comparison

Read each thesis statement and the points of comparison. Choose the point of comparison that does NOT support the thesis statement.

- _____ 41. Dogs and cats are the most common pets, but having a cat is much easier than having a dog.
- a. Dogs require a lot of care while cats are independent.
 - b. Dogs can be noisy and most cats are much quieter.
 - c. Most dogs are larger than cats and need a lot more room.
 - d. Dogs are more affectionate and loyal than cats.
- _____ 42. Taking a bus is far superior to riding the subway.
- a. Buses are usually less crowded than subway cars.
 - b. Buses can be late if there is heavy traffic.
 - c. Subways can break down and leave passengers stranded in a dark tunnel.
 - d. There are many more bus stops than there are subway stations.

- _____ 43. Although ESL classes are filled with students from many different countries, the students all experience the same difficult situations.
- a. They sometimes have trouble understanding the culture in which they are living.
 - b. Many students suffer from homesickness from time to time.
 - c. They are all enjoying their English class and conversation group.
 - d. They must split their time between friends and family and their education.

Examine this comparison/contrast essay outline and answer the questions:

- I. Dinning Out
 - A. Cost
 1. very expensive
 - B. Convenience
 1. food not available at all times
 2. must go out in bad weather
 - C. Health
 1. difficult to control calories and portions
 - D. Sense of accomplishment
 1. no pride involved
- II. Learning to Cook
 - A. Cost
 1. less expensive
 - B. Convenience
 1. you can have what you want, when you want it
 - C. Health
 1. can easily control calories and portions
 - D. Sense of accomplishment
 1. feel proud

- _____ 44. What pattern of organization is this?
- a. Point-by-Point
 - b. All of One / All of the Other
 - c. Funnel Approach
 - d. Turnabout

- _____ 45. Which of the sentences below is the best thesis statement for this essay?
- a. Both dining out and learning to cook have health and financial benefits.
 - b. The benefits of dining out are obvious to anyone who has ever cooked a meal.
 - c. Dining in restaurants is relaxing, especially after a long workday.
 - d. Learning to cook is more convenient and healthier than dining out.

V. Prefixes

Choose the correct prefix to make each word negative.

_____ 46. interested

- a. dis-
- b. im-
- c. de-
- d. anti-

_____ 47. possible

- a. un-
- b. im-
- c. de-
- d. il-

_____ 48. tangible

- a. il-
- b. im-
- c. de-
- d. in-

_____ 49. satisfaction

- a. un-
- b. anti-
- c. dis-
- d. il-

_____ 50. related

- a. ir-
- b. un-
- c. de-
- d. il-

Assessment of Student Learning 2012-2015

2012-13 Academic Year						
Department/ Program	Course	Learning Outcome	Source of evidence	Criteria of success	Results	Recommendations/ Actions taken (If apply)
Business Administration	DEME 4005	To develop administrative and supervisory skills	Test	80% of students will score 70% or more	81% of students scored 70% or more	
	CONT 3005	To develop basic knowledge of economics and accounting	Test	80% of students will score 70% or more	85% of students scored 70% or more	
	CONT 4096	To develop the decision making's skills to maximize the corporate resources.	Project	80% of students will score 80% or more, using a rubric	93% of students scored 80% or more	
Education	TEED 4018	Knowledge about the student and the learning process	Project	At least, 70% of students will scored 3, 4 or 5 in a 1-5 scale	100% of students scored 3, 4 or 5	
	EDIN 4049	Knowledge about the student and the learning process	Project	At least, 70% of students will scored 3, 4 or 5 in a 1-5 scale	100% of students scored 3, 4 or 5	
	EDIN 4049	Management and organization of the educational environment	Project	At least, 70% of students will scored 3, 4 or 5 in a 1-5 scale	100% of students scored 3, 4 or 5	

Education	EDIN 4049	Effective planning of the instruction	Project	At least, 70% of students will score 3, 4 or 5 in a 1-5 scale	100% of students scored 3, 4 or 5	
English	INGL 3103	To apply the English language correctly	Pre-Post tests	70% of students will score 70% or more in Grammar and Sentence structure, Writing development, and Writing production	67% of students scored 70% or more in Grammar and Sentence structure, 47% in Writing development, and 47% in Writing production	Revise the assessment test and reading material
Humanities	HUMA 3101	Students will domain and categorized the more representative phases of Western Culture and its relationship to current world.	Pre-Post test	70% of students will score 70% or more	80% of students scored 70% or more	
Interior Design	DINT 1001	To create visual presentations for interior design's projects	Project	A mean of 80% or more	The mean was 85%	
	DINT 1005	To apply new tendencies of design	Project	A mean of 80% or more	The mean was 87%	

Office Systems	SOFI 3067	Responsibility and social commitment	Pre-Post tests	80% of students will demonstrate acceptable knowledge of ethics at work place	86.14% demonstrate acceptable knowledge of ethics at work place	
	SOFI 3067	Knowledge about informational technologies	Pre-Post tests	70% will demonstrate basic knowledge of informational technologies	76.06% demonstrate basic knowledge	
Social Sciences and Criminal Justice	CISO 3227	To develop abilities to solve problems in the Criminal Justice area.	Written assignment	At least, 70% of students will score 76% or more	100% of students scored 76% or more	
	CISO 3227		Satisfaction Survey	At least, 70% of students will be satisfied with the course content, will be motivated to participate in class, and will indicate that the course contributed to their knowledge of the theme	84% of students was satisfied with the content, 71% was motivated to participate in class, 93% considered that the course contributed to their knowledge of the themes discussed in class	

Selected information about 2013-14 Assessment of Student Learning conducted by academic departments

2013-14 Academic Year						
Department	Course	Learning Outcome	Source of evidence	Criteria of success	Results	Recommendations/ Actions taken (If apply)
Business Administration	CONT 4096	To develop decision making skills to maximize the corporate resources	Project (rubric)	80% of students will score 80% or more in the project	93.1% of students scored 80% or more	
Engineering Technologies	TEAU 2026	To apply the knowledge, the techniques the skills, and modern tools of the automotive technology.	Written assignment scored by a rubric	70% of students will attain an excellent (4) or satisfactory (3) level in a 4 points-scale	91.7% scored 3 or 4 in the Indicator 1: To apply previous knowledge (related to modern injection systems); 75% scored 3 or 4 in the Indicator 2: To identify modern diagnostics tools; 75% scored 3 or 4 in the Indicator 3: Presentation of the diagnostics' techniques and skills ; 91.7% scored 3 or 4 in the Indicator 4: Benefits of using new technologies (added to modern injection systems).	

	TEAU 2022	To conduct measures and systematic tests, and to conduct, analyze, and interpret experimental results.	Rubric to evaluate the use of the digital tester (DMM).	70% of students will attain an excellent (4) or satisfactory (3) level in a 4 points-scale	83.3% of students scored 3 or 4 in the Indicator 1: Use and handle of the DMM, 88.9% scored 3 or 4 in the Indicator 2: To analyze and interpret data from the DMM; 88.9% scored 3 or 4 in the Indicator 3: To plan and conduct the steps involved, 88.9% scored 3 or 4 in the Indicator 4: To perform in a secure way while doing the lab.	
	MAIN 1005	Apply STEM to problems: Apply a knowledge of mathematics, science, engineering, and technology to problems of mechanical engineering technology that requires limited application of principle but extensive practical knowledge.	Written exam	70% of students will attain an excellent (4) or satisfactory (3) level in a 4-level scale when a rubric is applied to the assessment tool. Indicator 1: Apply mathematics knowledge Indicator 2: Apply science knowledge Indicator 3: Apply engineering knowledge	20% of students scored 3 or 4 in Indicator 1; 62% in Indicator 2; and 80% in Indicator 3.	More exercises for practice; Use of the methodology applied in MAIN 2016 to evaluate each indicator separately

	MAIN 2005	Effective communication: Apply written, oral, and graphical communication in both technical and non-technical environment using appropriate technical literature.	Rubric to evaluate how students interpret a mechanical plan.	70% of students will attain an excellent (4) or satisfactory (3) level in a 4-level scale when a rubric is applied to the assessment tool. Indicator 1: Identify relevant information about materials and/or notes of a mechanical plan. Indicator 2: Recollect technical information related to a part or its assembly while observing the technical plan. Indicator 3: Characterize orally a mechanical element or its assembly.	40% of students scored 3 or 4 in Indicator 1; 66.7% in Indicator 2; and 93.3% in Indicator 3.	Use of more simple plans. For this course, assess only Indicator 3.
English	INGL 0080	Apply the English language correctly	Pre-post test	70% or more	Mean of 43.71%	The items within the test are being revised.

Hotel and Restaurant Administration	ADHO 4305 (Capstone)	Students will be able to make ethical decisions in managerial and leadership roles through teamwork, critical thinking, and problem solving skills within a hospitality environment.	Rubric	85% of students will master the following competencies: 1) Integrate the knowledge acquired during their years of study in other subjects including hospitality management, and 2) Develop research topics and create real plans for the hotel industry.	95% mastered the first competency, and 90% mastered the second competency.	
	ADHO 4417	Students will be able to make ethical decisions in managerial and leadership roles through teamwork, critical thinking, and problem solving skills within a hospitality environment.	Rubric	85% of students will master the following competencies: 1) Integrate the knowledge acquired during their years of study in hotel operations, and 2) Develop asset management research in Puerto Rico.	85% mastered the first competency, and 85% mastered the second competency.	

	ADHO 3302 (Internship)	Students will be able to make ethical decisions in managerial and leadership roles through teamwork, critical thinking, and problem solving skills within a hospitality environment.	Satisfaction Survey	80% of students will consider as excellent or good their experience in the supervised internship	92% of students evaluated their experience as excellent or good	
Natural Sciences	MATE 0080	To develop math and science skills.	Pre-post test	Mean of 70% or more	Mean: 73.38%	Tests will be redesigned to measure courses learning outcomes attainment
	MATE 0081	To develop math and science skills.	Pre-post test	Mean of 70% or more	Mean: 73.54%	Tests will be redesigned to measure courses learning outcomes attainment
	MATE 3001 (1 st quarter)	To develop math and science skills.	Pre-post test	65% of students will master the following competencies: 1) Prime factoring, 2) Algebraic expressions, and 3) Solving linear equations in one variable.	65.3% mastered Prime factoring, 59.5% mastered Algebraic expressions, and 66.1% Solving equations.	More practice exercises in class to emphasize Prime factoring and Algebraic expressions.

Social Sciences and Criminal Justice	CISO 3227	Problem solving: Students will develop skills that will contribute to solve problems related to the criminal justice area.	Written assignment scored by a rubric	70% of students will score 76% or more in the assignment that evaluates the following: 1) Recognize the magnitude of drugs addiction in PR; 2) Recognize the causes and effects of drugs addiction. 3) Use of recent statistics and the prevalence of the use and abuse of drugs in PR; and 4) Analyze the public policy that is used by the government to fight against the use and abuse of drugs.	91% of students scored 76% or more	
Spanish	ESPA 3101	Oral and written communication	Pre-post test	70% of students will score 70% or more in the test	17.4% scored 70% or more	Design of remedial courses to reinforce Spanish basic skills. Implement Spanish labs to strengthen Spanish writing skills. Offer workshops of orthography and writing. Improve pre-posttests.

	ESPA 3102	Oral and written communication	Pre-post test	70% of students will score 70% or more in the test	20.14% scored 70% or more	Design of remedial courses to reinforce Spanish basic skills. Implement Spanish labs to strengthen Spanish writing skills. Offer workshops on orthography and writing. Improve pre-posttests.
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Selected information about 2014-15 Assessment of Student Learning conducted by academic departments

2014-15 Academic Year						
Department	Course	Learning Outcome	Source of evidence	Criteria of success	Results	Recommendations/ Actions taken (If apply)
Education	EDFU 3007	Management and organization of the educational environment	Portfolio, scored by a rubric	At least, 70% of students will scored 3, 4 or 5 in a 1-5 scale	70% of students scored 3, 4 or 5	
	EDFU 3017	Management and organization of the educational environment	Portfolio, scored by a rubric	At least, 70% of students will scored 3, 4 or 5 in a 1-5 scale	80% of students scored 3, 4 or 5	
	TEED 4018	Effective planning of instruction	Portfolio, scored by a rubric	At least, 70% of students will scored 3, 4 or 5 in a 1-5 scale	100% of students scored 3, 4 or 5	
English	INGL 3103	Competence in oral and written communications	Pre-post tests	Mean of 70% or more	Mean of 45.9%	Tests' revision to determine and design an appropriate number of items per learning outcome
	INGL 3104	Competence in oral and written communications	Pre-post tests	Mean of 70% or more	Mean of 67.2%	Tests' revision to determine and design an appropriate number of items per learning outcome

Hotel and Restaurant Administration	ADHO 3301	Students will be able to make ethical decisions in managerial and leadership roles through teamwork, critical thinking, and problem solving skills within a hospitality environment.	Written assignment, scored by a rubric	90%	90% of students mastered	
	ADHO 3015	Students will be able to make ethical decisions in managerial and leadership roles through teamwork, critical thinking, and problem solving skills within a hospitality environment.	Pre-post test	90%	90% of students mastered	

Natural Sciences	MATE 3001	Solve math exercises using accurate mathematics operations.	Pre-post test	At least, 70% of students will master the following competencies: Arithmetic expressions simplification, Solving linear equations, Solving linear inequalities, Exponents, Polynomials, Factoring, Rational expressions, Roots and radicals, Quadratic equations in one variable. Competence mastering is achieved if the student answers correctly 60% or more of the items related to the competency.	Arithmetic expressions (89.1%), Linear equations (76.6%), Linear inequalities (66.4%), Exponents (70.3%), Polynomials (74.2%), Factoring (64.8%), Rational expressions (59.4%), Roots and radicals (48.4%), Quadratic equations in one variable (54.7%).	Reduce time to discuss Arithmetic expressions and Linear equations, and more time to discuss Roots and Radicals, and Quadratic equations in one variable. Class work using cooperative learning.
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Natural Sciences	MATE 3001	Problem solving in which quantitative reasoning is applied, including graph construction and analysis.	Pre-post test	70% of students will answer correctly 60% or more of the items in the test	61.7% of students answered correctly 60% or more of the items	Increase the total of problems to solve in class, using cooperative learning.
Social Sciences and Criminal Justice	PSIC 3003	Knowledge of Criminal Justice and Social Sciences	Essay, scored by a rubric	At least, 70% of students will score 70% or more	88% of students scored 70% or more	
	CISO 3122	Knowledge of Criminal Justice and Social Sciences	Pre-post test	At least, 70% of students will score 70% or more	38,2% of students scored 70% or more	Revision of the test
	CISO 3227	Problem solving	Written assignment, scored by a rubric	At least, 70% of students will score 76% or more	89.6% of students scored 76% or more	
	JUST 4405	Problem solving	Essay, scored by a rubric	At least, 75% of students will score 75% or more	57.66% of students scored 75% or more	Debates about the following concepts: community, self-management, and empowerment. Argumentative essay assignments. Training on APA style and essay writing.

Spanish	ESPA 3101	Oral and written communication	Pre-post test	At least, 70% of students will score 70% or more	38.2% of students scored 75% or more	Remedial courses, Spanish labs, Revision of tests, Workshops on orthography and writing.
	ESPA 3102	Literary genres Interpretation	Pre-post test	At least, 70% of students will score 70% or more	2% of students scored 75% or more	Remedial courses, Spanish labs, Revision of tests, Workshops on orthography and writing, Advanced literature courses, and Extracurricular activities.

Capstone/Professional Experience Courses by each Baccalaureate Program

Department	Academic Program	Capstone Courses	Professional Experience Courses
Business Administration	Finance	FINA 4045	
	Management	ADMI 4039	
Design	Advertising	PUCO 4111 PUCO 4112	PUCO 4305 PUCO 4306
	Graphic Arts	AGRA 4111 AGRA 4112	AGRA 4305 AGRA 4306
	Interior Design	DINT 4131 DINT 4132	DINT 4135
Education	Occupational Education		EDPE 4206
	Technological Education		EDPE 4196
Hotel and Restaurant Administration	Hotel and Restaurant Administration	ADHO 4305	ADHO 3301 ADHO 3302
	Touristic Culture		TURI 3200
Office Systems	Office Systems		SOFI 4985
Social Sciences and Criminal Justice	Forensic Psychology		PSIC 4905
	Law and Society		LESO 4905

CERTIFICACIÓN NÚM. 06 (2015-2016)

Yo, Luisa González Cotto, Secretaria Ejecutiva del Senado Académico de la Universidad de Puerto Rico en Carolina, CERTIFICO QUE:

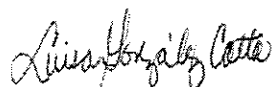
El Senado Académico, en su reunión ordinaria celebrada el día 24 de septiembre de 2015, tuvo ante su consideración el informe presentado por el Comité de Cursos al cual se le encomendó evaluar la *Creación del Curso de Español Pre-Básico (ESPA-0060)*, sometido por el Decanato de Asuntos Académicos

Luego de las consideraciones correspondientes, este Cuerpo aprobó la creación del *Curso de Español Pre-Básico (ESPA-0060)*.

Senado Académico

Es parte de esta Certificación el Prontuario del curso.

Y para remitir a las autoridades universitarias correspondientes, expido la presente en Carolina, Puerto Rico, hoy, veintiocho de septiembre de dos mil quince.



Luisa González Cotto
Secretaria Ejecutiva
Senado Académico



Vo Bo. Moisés Orengo Avilés, Ph.D.
Rector y Presidente del Senado Académico

lrb

UNIVERSIDAD DE PUERTO RICO EN CAROLINA
DEPARTAMENTO DE ESPAÑOL

PRONTUARIO

Título	: Español Pre-Básico
Codificación	: ESPA 0060
Créditos	: Tres (3) créditos
Horas Contacto	: 45 horas por cuatrimestre
Pre-Requisito	: Índice menor de 550 en el College Board
Descripción	: Diseñado para estudiantes que necesiten mejorar sus destrezas básicas en el manejo del lenguaje. A través de ejercicios gramaticales y trabajos de redacción, se propone mejorar las destrezas de los alumnos con el fin de capacitarlos para desempeñarse adecuadamente en el curso de Español Básico. El contenido del curso se concentrará en el estudio de la ortografía y la morfosintaxis. Además, incluye prácticas de redacción y comprensión de lectura.
Objetivos	<p>: Al finalizar el estudio de las unidades del curso ESPA 0060, el estudiante:</p> <ol style="list-style-type: none">1. Distinguirá las destrezas básicas de la comunicación.2. Diferenciará los sinónimos, homófonos, parónimos, anglicismos, latinismos, palabras o frases.3. Aplicará las normas para el uso del acento prosódico, ortográfico y diacrítico.4. Empleará adecuadamente las palabras de ortografía semejante.5. Usará las letras mayúsculas y los signos de escritura de acuerdo con las normas gramaticales.

6. Utilizará los métodos y técnicas de la comunicación oral y escrita.
7. Interpretará adecuadamente el texto escrito.
8. Valorará la importancia del trabajo cooperativo.
9. Reconocerá el concepto de inclusión, aceptando y respetando las diferencias individuales.

Bosquejo de contenido y distribución de tiempo

Temas	Tiempo
I- Prueba Diagnóstico	(1 hora)
II- La importancia de la lengua como acto de comunicación	(5 horas)
A- Proceso de comunicación	
B- Diferencia entre lengua, habla y lenguaje	
C- Evolución del español	
D- Rasgos del español de Puerto Rico	
III- Repaso de acentuación	(6 horas)
IV- Repaso uso de los signos de puntuación	(6 horas)
V- Repaso uso de las mayúsculas	(6 horas)
VI- Ortografía dudosa	(4 horas)
VII- El desarrollo de las destrezas de redacción	(6 horas)
A- El párrafo como estructura básica del texto	
VIII- Comprensión del texto	(6 horas)
A- Resumen	
B- Análisis e interpretación de textos	
C- Crítica (película, obra de arte, texto literario)	
D- Ensayo	
IX- Destrezas de comunicación oral	(4 horas)
X- Post- prueba	(1 hora)

Técnicas instruccionales

En el curso se utilizan estrategias como: Pre y Post- Prueba, conferencias, ejercicios de práctica de redacción, argumentaciones grupales, mapas conceptuales, exposiciones orales, reacción escrita inmediata (rei), discusión socializada.

Recursos para el aprendizaje e instalaciones mínimas disponibles o requeridas

Por su naturaleza, en el curso se utilizan los siguientes recursos: computadora, proyector, pizarra, películas. El estudiante debe tener una cuenta de correo electrónico.

Técnicas de evaluación

En este curso se utilizan unos criterios de evaluación rigurosos, confiables y sistemáticos:

1. Tres (3) exámenes parciales. (30%)
2. Siete (7) ejercicios de práctica. (30%)
3. Exposición Oral. (10%)
4. Examen Final. (30%)

Total = 100%

Se realizará evaluación diferenciada a estudiantes con necesidades especiales.

Acomoda razonable

Los estudiantes que reciban servicios de Rehabilitación Vocacional deben comunicarse con el profesor al inicio del cuatrimestre para planificar el acomodo razonable y equipo asistido necesario.

Integridad académica

La Universidad de Puerto Rico promueve los más altos estándares de integridad académica y científica. El Artículo 6.2 del Reglamento General de Estudiantes de la UPR (Certificación Núm. 13, 2009-2010, de la Junta de Síndicos) establece que "la deshonestidad académica incluye, pero no se limita a: acciones fraudulentas, la obtención de notas o grados académicos valiéndose de falsas o fraudulentas simulaciones, copiar total o parcialmente la labor académica de otra persona, plagiar total o parcialmente el trabajo de otra persona, copiar total o parcialmente las respuestas de otra persona a las preguntas de un examen, haciendo o consiguiendo que otro tome en su nombre cualquier prueba o examen oral o escrito, así como la ayuda o facilitación para que otra persona incurra en la referida conducta". Cualquiera de estas acciones estará

sujeta a sanciones disciplinarias en conformidad con el procedimiento disciplinario establecido en el Reglamento General de Estudiantes de la UPR vigente.

Sistema de Calificación

La calificación será otorgada de acuerdo con los parámetros establecidos en el sistema no cuantificable:

P = aprobado
NP = no aprobado

Estos créditos no contarán para completar los requisitos de español para efectos de graduación.

Bibliografía:

- Avilés, C. & Martínez, P. (2006). *Desorden déficit de atención (DDAH)*. Hato Rey, PR: Publicaciones Puertorriqueñas.
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- Ramonedá, A. (2004). *Manual de estilo. Guía práctica para escribir mejor*. Madrid: Alianza Editorial.
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- Thompson Publishing Group. (2007-). *ADA compliance guide*. Washington, D.C.: Thompson Pub. Group.
- Torres Serrano, L. M. (2000). *Estrategias de intervención para la inclusión*. San Juan: Isla Negra.

La bibliografía sugerida con anterioridad al 2010 se considera necesaria debido a la naturaleza del curso.

Bibliografía electrónica:

Bases de datos en línea disponibles en el Centro de Recursos para el Aprendizaje a través de la página electrónica <http://biblioteca.uprc.edu>

El hablador. Revista virtual de literatura. (2003-2014). Recuperado de www.elhablador.com

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Real Academia Española. (2015). Recuperado de www.rae.es

(revisado en junio de 2015)



International Association of Counseling Services, Inc.

The Accreditation Association for University & College Counseling Services

101 S. Whiting Street • Suite 211 • Alexandria, VA 22304 • 703-823-9840 • Fax 703-823-9843 • admin@iacsinc.org • www.iacsinc.org

Executive Director

Nancy E. Roncketti, M.S.

November 30, 2015

18 DEC 2015

CRP

Gloria A. Oliver-Vilella, Ph.D.
Counseling and Psychological Services Department
University of Puerto Rico at Carolina
Carolina, Puerto Rico

Dear Dr. Oliver-Vilella:

Enclosed is your counseling service's Certificate of Accreditation in the International Association of Counseling Services. On behalf of the Association's President and the Board of Accreditation, we commend the service. The approval conveyed by this certificate applies to the functioning of the counseling center as a unit and does not signify the approval of any individual in the counseling center or to any other services which may be offered. The certificate may be displayed in the center, but may not be reproduced for display purposes or in the announcement of services. The expiration date is based on the date of the official notification of the Board's decision regarding accreditation. Permission is granted to Fully Accredited centers to use the statement "Counseling Center Accredited by the International Association of Counseling Services, Inc." on professional stationery, cards, brochures, and announcements of services. This statement may also be added to directory listings, in type no larger than regularly used for name entries. This certificate should never be used either explicitly or implicitly as a claim, promise, or guarantee of successful service. Accreditation indicates professionally approved counseling practices.

The International Association of Counseling Services, Inc. commends your center for maintaining the high standards that qualify it for Full Accreditation and anticipates continued excellence of performance.

Sincerely,

Nancy E. Roncketti, M.S.

Nancy E. Roncketti, M.S.
IACS Executive Director

NER/rt
Enclosure

**THE INTERNATIONAL ASSOCIATION OF
COUNSELING SERVICES HEREBY DECLARES**

**Counseling and Psychological Services Department
University of Puerto Rico at Carolina
Carolina, Puerto Rico**

**A FULLY ACCREDITED SERVICE IN GOOD STANDING
HAVING BEEN EVALUATED AND APPROVED BY THE
IACS BOARD OF ACCREDITATION**



**Paul Polychronis, Ph.D., ABPP
PRESIDENT**

**Janet Dee Spoltore, Ph.D., ABPP
VICE PRESIDENT**



**October 31, 2016
CERTIFICATE EXPIRATION**



FOR IMMEDIATE RELEASE

Contact: (your name & Phone number)

(Name and address of counseling center or agency) has been (accredited, re-accredited, provisionally accredited) by the International Association of Counseling Services, Inc., an Alexandria, Virginia based organization of United States, Canadian and Australian counseling agencies. The (name of center or agency) was evaluated by IACS against high standards of counseling practice and was found to offer competent and reliable professional services to its clientele. Approval by IACS is also dependent upon evidence of continuing professional development as well as demonstration of excellence of counseling performance.

The (name of agency or center) is directed by (name of director) and offers (types of counseling). It is a (university, college) counseling (center/agency) serving (describe clientele).

IACS was established in 1972 to encourage and aid counseling agencies to meet high professional standards through peer evaluation and to inform the public about counseling services that are competent and reliable.



Certificate of Completion

The University of Puerto Rico
Carolina Campus Learning Resource Center

has completed a self-study of its programs and services using the ACRL Standards for
Libraries in Higher Education.

December 31, 2007

A handwritten signature in blue ink, reading "Mary Ellen Davis".

Mary Ellen Davis
Executive Director
Association of College and Research

University of Puerto Rico at Carolina
Budget Office

General Fund Budget Distribution and Budget Projections
For the fiscal Years 2015-2016 to 2018-2019

Budget Projections for fiscal years 2016-2017 through 2018-2019 are based on the following premises:

For the academic year 2016-2017 the budget assigned to UPR from the Government of Puerto Rico will be the same as the current year as established by the Public Law No. 66 (2014) of Fiscal Stability.

The fiscal plan of the Government of Puerto Rico includes annual reductions of \$50M in funding for UPR System, which would amount to \$200M reduction over four years for the two subsequent years (2017-2018 and 2018-2019), based on the economic environment of Puerto Rico and the decrease in the economy. This adjustment has been projected in the UPRCA's budget as a 5%.

Faced with the projected decline in budget allocations of government funds, the university evaluates alternatives to raise additional funds, at the same time that expenses are reviewed. Currently, the Board of Governors of the University evaluates alternatives presented by internal and external consultants groups to implement measures to optimize the use of resources available through the UPR restructuring processes and practices

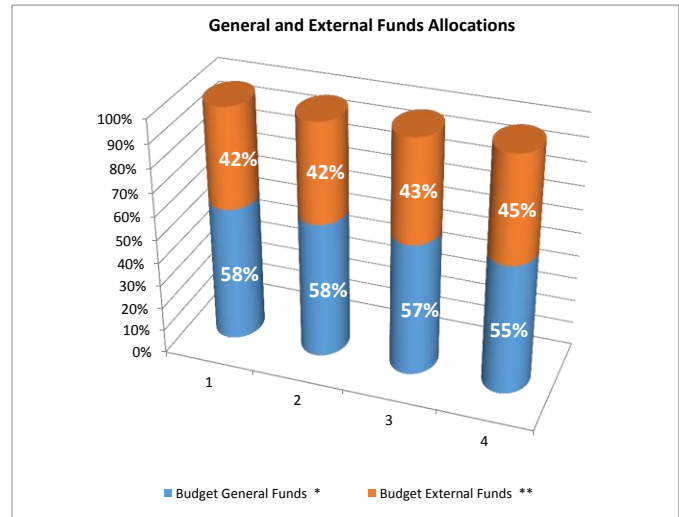
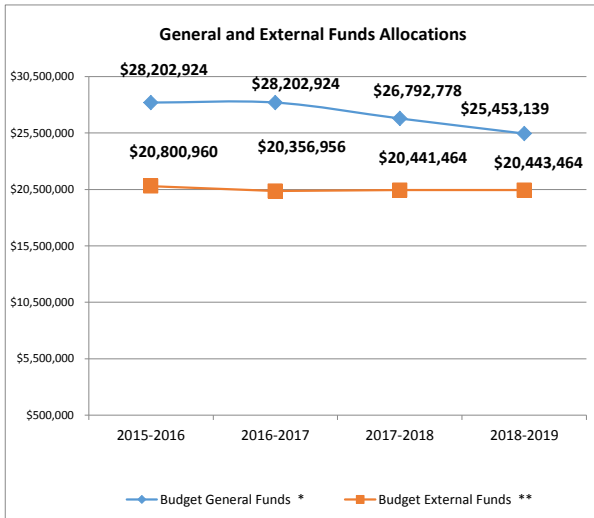
In the same way, the UPRCA evaluates internal administrative operations, the alternatives of prioritization of the academic program and services, in order to improve efficiency in the use of public funds, generate new operational economies and increase new sources of income of external funds to address the budgetary situation in the next years, without negatively impacting the primary mission of education, research and services.

External funds projections for the next three years are considering a slightly increase of 1% and 2% for fiscal year 2017-2018 and 2018-2019 respectively.

General and External Funds
Academic Years 2015-2016 to 2018-2019

Campus: UPR CAROLINA

Description	Actual Budget	Budget Projections		
	2015-2016	2016-2017	2017-2018	2018-2019
Budget General Funds *	\$ 28,202,924	\$ 28,202,924	\$ 26,792,778	\$ 25,453,139
Budget External Funds **	\$ 20,800,960	\$ 20,356,956	\$ 20,441,464	\$ 20,443,464



Legend:

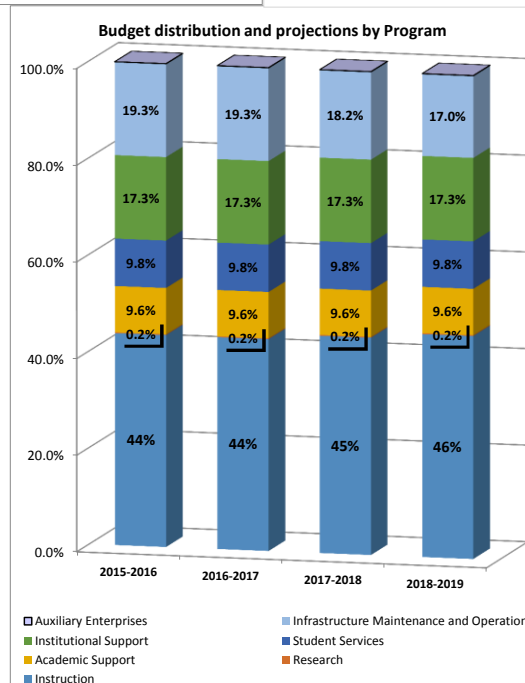
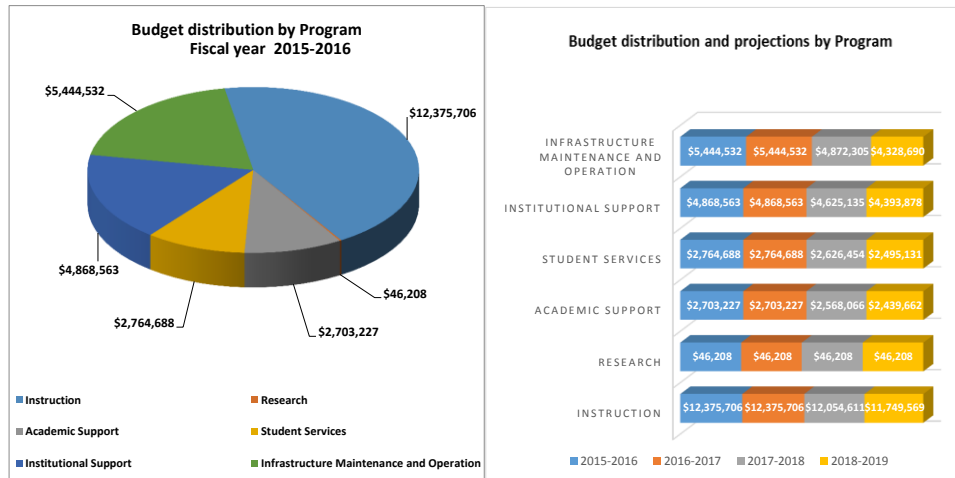
* Actual Budget: Budget approved by the Governing Board for the Fiscal Year 2015-2016 (Operating Fund - Certification 150, 2014-15), Budget Projections: Follow the institutional policy established for the period (See guide issued).

** Include: State Funds, Private Funds, Federal Funds and Other Funds - Approved

Campus: UPR CAROLINA

Budget distribution and projections by Program
General Fund Budget and Budget Projections for fiscal years 2015-2016 to 2018-2019

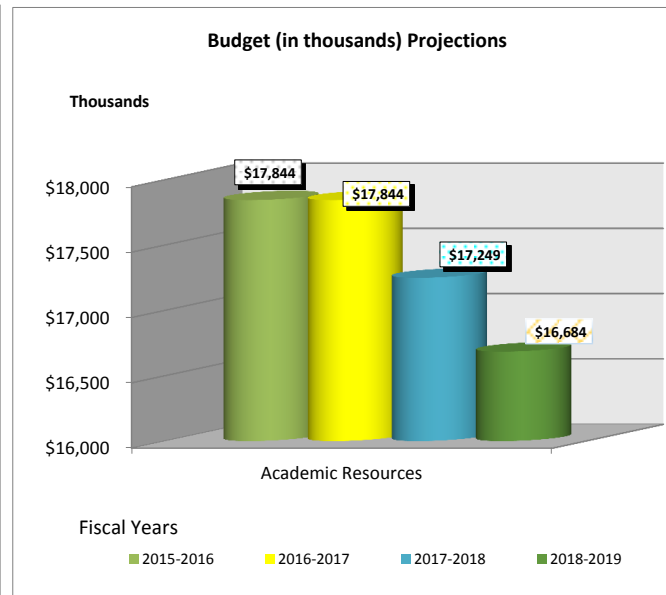
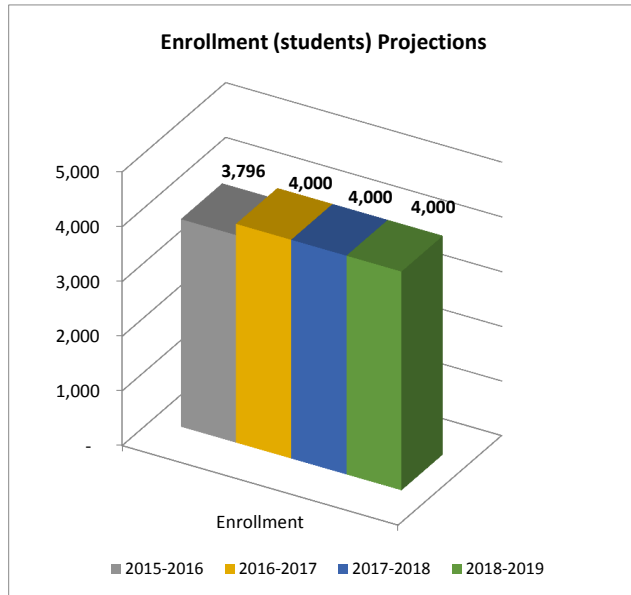
	Program	Actual Budget 2015-2016	Budget Projections		
			2016-2017	2017-2018	2018-2019
1.	Instruction	\$ 12,375,706	\$ 12,375,706	\$ 12,054,611	\$ 11,749,569
2.	Research	\$ 46,208	\$ 46,208	\$ 46,208	\$ 46,208
3.	Academic Support	\$ 2,703,227	\$ 2,703,227	\$ 2,568,066	\$ 2,439,662
4.	Student Services	\$ 2,764,688	\$ 2,764,688	\$ 2,626,454	\$ 2,495,131
5.	Institutional Support	\$ 4,868,563	\$ 4,868,563	\$ 4,625,135	\$ 4,393,878
6.	Infrastructure Maintenance and Operation	\$ 5,444,532	\$ 5,444,532	\$ 4,872,305	\$ 4,328,690
Totals		\$ 28,202,924	\$ 28,202,924	\$ 26,792,778	\$ 25,453,139



Academic Resources and Enrollment (students) Projections
Academic Years 2015-2016 to 2018-2019

Campus: UPR CAROLINA

	Description	Actual	Projections		
		2015-2016	2016-2017	2017-2018	2018-2019
_1/	Academic Resources	\$ 17,843,621	\$ 17,843,621	\$ 17,249,130	\$ 16,684,362
_2/	Enrollment	3,796	4,000	4,000	4,000



Legend:

_1/ Includes resources from: Instruction, Academic Support and Student Services from General Fund.

_2/ Statistical Information for Students Enrolled - 1st. Semester.

**NOTICE OF FAILURE TO TIMELY FILE
ANNUAL AUDITED FINANCIAL STATEMENTS**

UNIVERSITY OF PUERTO RICO
in connection with

University System Revenue Bonds (Base CUSIP No. 914811),

University System Revenue Refunding Bonds (Base CUSIP No. 914811), and

Puerto Rico Industrial, Tourist, Educational, Medical, and
Environmental Control Facilities Financing Authority (AFICA)
Educational Facilities Revenue Bonds, 2000 Series A
(University Plaza Project) (Base CUSIP No. 74528N)



NOTICE IS HEREBY GIVEN that the University of Puerto Rico (University) will not provide its audited financial statements for the fiscal year ended June 30, 2015 by the filing deadline of April 30, 2016, as required by the Continuing Disclosure Agreements, which were delivered in connection with the above-named bonds. The University will file the audited financial statements for the fiscal year 2015 as soon as available.

UNIVERSITY OF PUERTO RICO

Uroyoán R. Walker-Ramos, Ph.D.
President

Dated: April 26, 2016

30 de noviembre de 2015

R-1516-23 -Enmendado
SEÑORAS RECTORAS Y SEÑORES RECTORES

Uroyoán R. Walker Ramos, Ph.D.



GUÍAS PARA LA PREPARACIÓN Y PRESENTACIÓN DEL PRESUPUESTO FONDO GENERAL UPR - AÑO FISCAL 2016-2017

Introducción:

La Universidad de Puerto Rico tiene diversos retos que atender como la principal institución pública de educación superior, en su proceso de formulación del presupuesto operacional del próximo año fiscal 2016-2017. En los presupuestos de los últimos años fiscales, hemos trabajado la distribución de recursos asignados utilizando el mecanismo de redistribución de los fondos existentes con el objetivo de apoyar la aprobación de las prioridades institucionales y hemos ajustado los gastos cuando las líneas de ingresos han reflejado cambios en su captación. Esto es, con los recursos económicos existentes se ha mantenido responsablemente la oferta académica, el apoyo a la investigación, los servicios a los estudiantes, el mantenimiento de la planta física, los servicios a la comunidad externa—al igual que la estabilización del ambiente interno—con el objetivo de aunar los esfuerzos de todos los sectores para mantener el funcionamiento de la institución.

Así, en los pasados dos años fiscales, la Universidad de Puerto Rico ha renovado y convalidado su función y propósito mediante su participación activa en: la formación de nuestros estudiantes en profesionales competentes y destacados en diversas disciplinas, proyectos gubernamentales de impacto a la economía, proyectos de investigación e innovación con el apoyo de importantes subvenciones de agencias federales, proyectos y servicios con la comunidad externa y acuerdos con universidades de varios países para ampliar las oportunidades de intercambios de experiencias académicas. Entre otras aportaciones en el campo de la agricultura, los servicios del sistema de la Red Sísmica y de Movimiento fuerte, los servicios de apoyo mediante tecnología asistida para personas con limitaciones, el programa de entrenamiento a paramédicos, los servicios médicos a indigentes a través de los estudiantes médicos residentes (médicos en entrenamiento) del Recinto de Ciencias Médicas que se desempeñan en las instalaciones del Centro Médico y en otras instituciones de salud.

Jardín Botánico Sur
1187 Calle Flamboyán
San Juan, Puerto Rico
00926-1117
(787) 250-0000
Fax (787) 759-6917

Hoy, en el contexto de la situación fiscal del país, se establecen nuevos retos operacionales que inciden en el nivel de recursos que estarán disponibles y en la necesidad de identificar e implantar cambios en el funcionamiento de la institución. Esta base nos dirige a establecer con alta prioridad un proyecto de mejoras en las eficiencias de todas las actividades institucionales y evidenciar el uso más productivo de los fondos públicos que administramos. La evaluación de las operaciones académicas, administrativas y de servicio que realiza cada unidad será fundamental para lograr el balance entre la planificación y los recursos institucionales.

En el vigente año académico logramos mejorar las eficiencias en los programas académicos al maximizar los cupos y aumentar el número de estudiantes de nuevo ingreso en agosto de 2015. Ejemplo del desenlace de voluntades y el esmero de cumplir una meta en beneficio de miles de jóvenes con deseos de superación, a los cuales servimos con el objetivo de alcanzar sus aspiraciones profesionales y así aportar a Puerto Rico en los próximos años.

Requisitos generales del proceso:

1. Presentar un plan de hasta de cinco (5) metas operacionales para lograr en el año fiscal 2016-2017.
2. Continuar con la evaluación de las operaciones académicas, administrativas y de servicios, con el objetivo de: A) presentar propuestas de generación de nuevos ingresos; y B) disminución de gastos operacionales para garantizar el logro de las metas operacionales del plan antes indicado y así mejorar las eficiencias internas.
3. Presentar proyectos de integración o consolidación de operaciones internas (oficinas, departamentos, procesos, etc.) que evidencien el uso eficiente de los fondos asignados a cada unidad y actividad.
4. Los recintos y unidades presentarán una propuesta de presupuesto operacional detallado (por código de gastos, departamentos, facultad y escuela) para evidenciar y justificar la asignación de fondos basado en elementos y parámetros de eficiencia.
5. Las unidades realizarán una presentación de la distribución y justificación del presupuesto del año fiscal 2016-2017, entre los meses de marzo y abril de 2016, en vistas internas de presupuesto que serán convocadas por el Presidente de la Universidad de Puerto Rico.

Premisas del Proceso de Preparación y Presentación del Presupuesto Año Fiscal 2016-2017:

1. La asignación de la fórmula de financiamiento público de la UPR para el año fiscal 2016-2017, será ajustada según lo indicado en el plan fiscal del Gobierno Central.

2. Se proyectan ajustes en algunas partidas de ingresos propios del fondo general y de otras asignaciones legislativas dirigidas a financiar importantes actividades de la Universidad.
3. Las prioridades institucionales y la atención de incrementos en gastos operacionales al 1 de julio de 2017, se atenderán mediante el mecanismo de redistribución interna de fondos de la base presupuestaria actual de cada unidad.
4. Los cambios demográficos y el reto de diversificar los métodos de la oferta académica, requieren la evaluación de los programas académicos con baja demanda y establecer las estrategias para iniciar el proyecto de educación a distancia, ampliar la programación vespertina y nocturna de los programas de mayor demanda (UNEX), entre otras alternativas.

Áreas y componentes a incluir en el proceso de evaluación interna y en la presentación del Presupuesto del Año Fiscal 2016-2017:

1. Estructuras y Presupuestos: Presentar organigrama de las estructuras administrativas del recinto/unidad: rectoría, decanatos, facultades y escuelas. Indicar el total de presupuesto asignado, empleados docentes y no docentes en cada decanato, facultad, escuela, división, departamento u oficina.
 - a. Presentar propuestas de consolidación de estructuras administrativas.
2. Academia – Programas académicos subgraduados y graduados:
 - a. Desglose de programas académicos con los datos de: presupuesto, número de estudiantes atendidos, número de secciones ofrecidas, promedio de estudiantes por sección, “graduation rate”, “retention rate”, identificar programas acreditados y los que están en proceso de ser acreditados, etc.
 - 1) Facultad permanente existente menos descargas = facultad permanente disponible para atender oferta académica menos facultad necesaria a base de los cursos y secciones ofrecidas = facultad contratada y oferta atendida por pago de compensación adicional o ad honorem.
 - 2) Identificar programas de baja demanda y las alternativas aplicables a los mismos – Plan de la unidad para atender los mismos.
 - 3) Programas con bajo promedio de estudiantes por sección – Analizar, explicar y presentar alternativas.
 - b. Resumen del desglose de la distribución de la tarea académica de los profesores en cada programa, a base de “FTE”. Desglose por tarea de ofrecimiento de

cursos, investigación, descargas reglamentadas, administración, servicios, tarea ad honorem, etc.

- 1) FTE de administración – presentar desglose y justificaciones.
- 2) Propuestas para reducir y consolidar descargas.

3. Investigación:

- a. Resumen de proyectos de investigación competitiva y la fuente de fondos externa que la subvenciona y asociarlos con el “FTE” de investigación existente en la unidad, impacto y beneficios de estos proyectos asociados a la academia, a los estudiantes, etc.
- b. Resumen desglose de actividades de investigación y creación no competitiva y asociarlas al dato de “FTE” de investigación de la unidad. Explicar proceso de aprobación, supervisión y logros de estas investigaciones, etc.
- c. Patentes aprobadas, potencial de comercialización, patentes en proceso – Sólo divulgar datos que no comprometan la confidencialidad de este tema.

4. Servicios:

- a. Servicios a estudiantes – Presupuesto de los servicios (incluir las Bibliotecas), fortalezas, cambios de enfoque en los servicios, eficiencias y recomendaciones de mejorarlas, etc.
- b. Servicios a la comunidad externa – Desglose de actividades, presupuesto asignado (si alguno), aportación de la UPR a la comunidad, estadísticas de comunidades impactadas, etc.

5. Administración:

- a. Oficinas y su función principal de vinculación al apoyo del funcionamiento general de la unidad, número de empleados, presupuesto, fortalezas, eficiencias y alternativas de mejorarlas.
- b. Presentar proyectos y logros relacionados con reorganización o restructuración de oficinas, redistribuciones de tareas de personal jubilado, consolidación de estructuras administrativas, proyectos de eficiencias en procesos administrativos y en el uso de fondos públicos, etc.

6. Planta física – Número de edificios, pies cuadrados, personal existente de mantenimiento, presupuesto disponible para reparaciones, identificación del estado de las instalaciones físicas existentes, necesidades de reparaciones y

mantenimientos diferidos con sus estimados de costos, alternativas de redistribución del presupuesto existente y estrategias para atender el mantenimiento diferido, etc.

7. Distribución presupuestaria preliminar del Presupuesto Fondo General de la Unidad para el año fiscal 2016-2017 con alternativas de generación de ingresos propios que contribuyan a fortalecer la autonomía fiscal de la Universidad para complementar la base del presupuesto actual:
 - a. Distribución por programas según NACUBO.
 - b. Distribución por objeto de gastos basada en el historial de gastado y obligado en las partidas que aplique.
 - c. Distribución del presupuesto asociada al plan estratégico de la unidad.

El Archivo electrónico de las tablas requeridas se enviará por correo electrónico a los Directores de Presupuesto de cada una de las unidades del sistema para que procedan a reunirse con los grupos de evaluación y continúen con el proceso de recopilación de datos, encaminado a las presentaciones que se llevarán a cabo entre los meses de marzo y abril de 2016. Previo a las vistas internas de presupuesto que convocará la Oficina del Presidente, llevaremos a cabo una reunión preliminar con cada unidad para revisar y discutir la información que se presentará en las vistas formales.

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