



UNIVERSITY OF PUERTO RICO AT CAROLINA

# Self-Study Report

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Prepared for the Middle States Commission on Higher Education  
Submitted by

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## Introduction

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 Periodic Review Report in November, 2006, as UPRCA continued its transition from a community college to a university.

Since the last decennial visit in 2001, the University has undergone a technological and academic transformation that has fostered institutional adherence to ethical standards and new policies which provide support for academic and intellectual freedom to accomplish its Mission and Vision. UPRCA is 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, Law and Society.

Governance in the UPR System is entrusted to the Board of Trustees, the University President, and the University Board. At UPRCA, the highest academic and administrative authority is the Chancellor, supported by the Academic Senate and the Administrative Board.

The student body at UPRCA is served by 253 faculty and 277 non-teaching staff members. The 2010-2011 faculty profile shows that 51.6% are full-time and 48.4% are part-time. Total student enrollment for the first academic quarter term 2010-11 was 4,002. Of the student population, 77.1% studied full-time, approximately 62% received financial aid, and 55.2% was female. Also, 65.2% of the student body enrolled in baccalaureate degree programs, 18.4% in associate degree programs, and 13.6% in transfer programs.

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.

An important element for guaranteeing the excellence of academic offerings is the continual evaluation of the university programs. The campus has been working to obtain professional accreditation from the appropriate agencies. In 2007, the Library was professionally evaluated by the ACRL. The School of Hotel and Restaurant Management was accredited by the Accreditation Commission for Programs in Hospitality Administration (ACPHA) in 2008, and Business

Administration and Office Systems were accredited by the Accreditation Council for Business Schools and Programs (ACBSP) in 2011. Currently, the Social Sciences, Interior Design, Graphic Arts and Industrial Maintenance departments and the Counseling and Guidance Office are revising their programs to comply with their respective accreditation agencies.

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 term consists of three quarter-term sessions that cover the entire academic year.

In alignment with the systemic commitment to embrace an Open University culture to provide for continuity of the institutional mission, UPRCA amended its 2010-2011 academic calendar due to the interruption of classes in April, 2010. The third quarter-term classes for 2009-2010 resumed with no major obstacles on June 28, 2010 and were completed on August 27, 2010. This fulfilled the contact-hour requirement for the quarter term, and the administrative tasks continued uninterruptedly to complete the third quarter term. The registration process for the first academic quarter term 2010-2011 was completed uneventfully. Classes started normally on September 20, 2010 and ended on December 4, 2010.

UPRCA is committed to continuing effective governance efforts to sustain an Open University culture that ensures the continuity and rigor of its educational offerings as well as its Mission, Vision and Objectives. Aware of the many challenges ahead, the Institution has implemented measures to secure financial stability and ongoing academic excellence.

UPR System Institutional measures to issue FY 2010-2011 Audited Financial Statement and to guarantee timely issuance of future Audited Financial Statements were included in the Assessment Report and the Implementation and Assessment Report of the UPR System of February 2011, which evidenced the effective execution of the University of Puerto Rico Action Plan for Ongoing and Sustained Compliance with the Standards of Excellence<sup>1</sup>.

Among these measures, an external firm with expertise in government accounting processes was contracted to assist the units and the UPR Central Administration in reconciling and verifying information for the external auditors. They have provided support in troubleshooting problems in accounting processes; assess financial processes; and review accounts receivable practices. As a result, FY 2010-2011 Audited Financial Statement was issued on April 21, 2011, earlier than the issuance date reported to the MSCHE.

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<sup>1</sup> <http://www.upr.edu/documentos/assessment-report-msche.pdf>; <http://www.upr.edu/documentos/appendix-unit-implementation-assessment-report.pdf>

This firm has recently submitted a report with their findings and recommendations for improvement, to ensure timely production of audited financial statements. The Finance Office, with the support of the Vice Presidency of Research and Technology, is organizing a Task Force with key representatives from the concerned offices throughout the System to address the findings and recommendations, expedite necessary processes, and implement the subsidiary modules to streamline the performance of the University Financial Information System (UFIS). The Task Force will also develop a systemic timeline to assure timely issuance of the UPR System financial statements. Further evidence of progress will be available on the site visit.

In compliance with the mandate to secure financial stability, UPRCA has identified external funding alternatives. Some of these are already in operation, and others are in their initial phases. Funding alternatives include Upward Bound, Student Support Services, Title V Grants, Title V – Coop II, Community Empowerment Project for Economic Development (CEPED), California Coalition Against Sexual Assault (CALCASA), National Institution for Health (NIH), Continuing Education Division (DECEP), School of Hotel and Restaurant Administration, and Quick Lube Oil Change (TEAU Lube).

On September 1, 2010, UPRCA submitted a Monitoring Report to the Middle States Commission on Higher Education (MSCHE), which addressed the Commission's concerns and expectations underlying the University's probationary status. Specifically, the report focused on Standard 4, Leadership and Governance, and Standard 11, Educational Offerings, and on steps taken to improve the Institution's finances and to seek alternative funding sources in accordance with Standard 3, Institutional Resources. The implementation of the action plan submitted in the first MR continued, and significant progress was reported in each of the areas in the second MR in March 2011. On June 24, 2011, the Commission stated that UPRCA fulfilled all the standards on probation. In the exit report, the Institution was commended for improving communication and developing external opportunities to increase revenues.

UPRCA continued with the development of the 2011 Self-Study Report before and after its Monitoring Report. The report describes institutional strengths and weaknesses and provides insight in the University's progress towards meeting goals and developing strategies to address present and future challenges. The MSCHE Characteristics of Excellence standards were regrouped into six areas:

- Area 1: Mission, Goals, and Integrity
- Area 2: Planning, Resources, and Governance
- Area 3: Assessment
- Area 4: Student Life
- Area 5: Faculty and Staff
- Area 6: Curriculum and Academic Offerings

UPRCA's Self-Study is developed around four broad outcomes and institutional priorities and through a series of specific objectives that include evidence of compliance with the Characteristics of Excellence; an examination of institutional transformation since the last Self-Study in 2001; assessment at all levels of the Institution through discussions that involve a fair representation of the academic community; and specific recommendations that ensure that the University fulfills its Mission Statement. It provides a description of the University's performance as measured against the fourteen Characteristics of Excellence in Higher Education.

In preparing this Self-Study Report and analyzing UPRCA's accomplishments over the past decade and the challenges it continues to face, the University community has a clearer understanding and a stronger commitment to maintain UPRCA as a successful, stable institution.

## Steering Committee Members

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Dr. Raúl Otero and Prof. José Colón  
Prof. Miguel Pérez and Prof. Wanda Pantojas  
Prof. Lydia Rodríguez and Prof. Roberto Vizcarrondo  
Prof. Stanley Portela and Dr. Noraida Domínguez  
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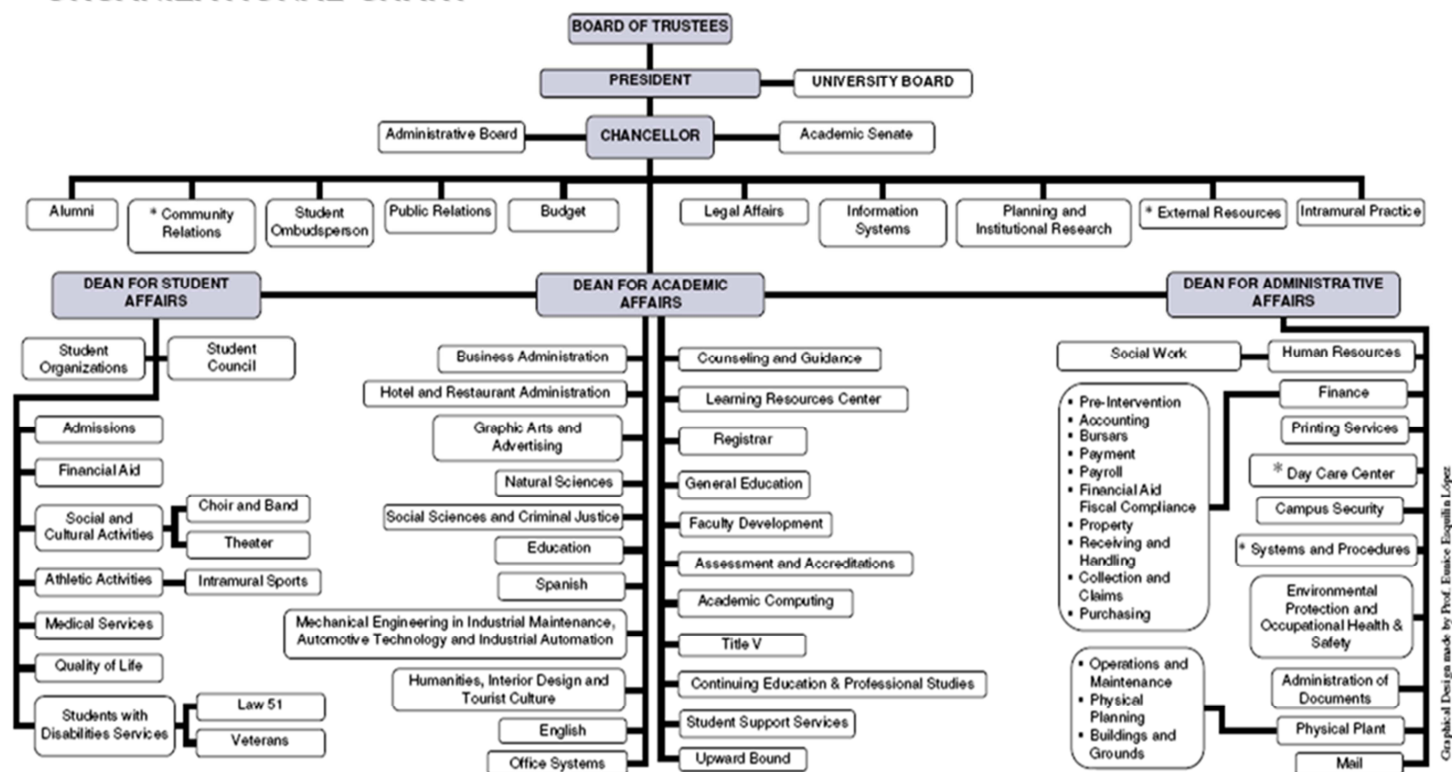
# Organizational Chart



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## ORGANIZATIONAL CHART



\* In process of planning and development

Organizational chart reviewed in October 2008

## **Mission UPRCA**

The University of Puerto Rico at Carolina (UPRCA) is a public institution of Higher Education that forms part of the University of Puerto Rico System. It primarily serves the educational needs of the island's northeastern region through baccalaureate, transfer, and associate degree programs. The only UPR campus on a quarter-term calendar, we offer students the opportunity to advance their academic goals and accelerate their entrance into the labor market.

UPRCA offers a student-centered education that promotes integrity, ethics, and academic excellence with a curricular offering that integrates general and specialized education. Through their programs of study, students develop discipline-specific knowledge as well as analytical, critical, and investigative thinking skills, effective communication capabilities, respect for diversity, and appreciation for their cultural heritage.

UPRCA strives to form professionals with a reflective and creative capacity, a desire for innovation and continuous learning, a regard for aesthetic values, an appreciation for the merits of team work, and a high sense of responsibility and social commitment. As a center of Higher Education, the University contributes to the analysis and formulation of solutions to local and international problems within an integral, transdisciplinary perspective committed to the development of a culture of peace.

## Vision UPRCA

The University of Puerto Rico at Carolina strives to become a recognized institution of Higher Education among the best universities in Puerto Rico and Latin America. We visualize programs of high prestige in scholarly, professional, and industrial fields that graduate students valued for their capacity and intellectual development.

As such, the University of Puerto Rico at Carolina:

- Will be in the forefront of teaching-learning processes centered on innovative pedagogical methods to incorporate a creative use of technologies that go beyond the classroom.
- Will offer innovative academic programs that respond to globalization processes and to a world of ongoing changes.
- Will develop inter-university partnerships that enrich academic offerings and support the exchange of diverse theoretical and conceptual frameworks.
- Will create research environments for students and faculty to maximize educational experiences and foster new knowledge.
- Will encourage faculty professional development and will attract renowned scholars and researchers.
- Will play a significant role in the solution of community, social, and economic problems while strengthening its institutional commitment to public service.
- Will continuously forge a sense of respect toward ethical values, responsibility, and excellence.

## **Area I – Mission, Goals, and Integrity**

### **Introduction**

The Mission of the University of Puerto Rico at Carolina clearly defines the university's purpose and impacts every aspect of the university community, for whom the institution serves. The mission, developed by a broad representation from all sectors of the institution and formally ratified by its primary governing body (Academic Senate Certification 11, 2008-2009), defines the institution, delineates its scope, explains its character and individuality, and articulates appropriate values. The mission also encompasses the purpose and goals of the institution and is reflected in every decision made, from student profiles to academic offerings and community outreach.

Integrity is a central, indispensable, and defining hallmark of effective education at UPRCA. It relates to the transparency and ethical standards demonstrated when carrying out those policies that are in accordance with our goals, such as selecting and retaining our faculty, admitting students, establishing curricula, determining programs of research, and demonstrating sensitivity to equity and diversity issues.

Academic freedom is construed on two levels. On one level it refers to the faculty as a general body, governed by faculty members and with the oversight of the state and the university; on another level, it refers to the responsibility and therefore the authority of the faculty to determine the curriculum and confer degrees.

Within our working environment, our educational institution should exemplify those qualities that we wish to instill in the students at UPRCA. These include justice, equity, and respect for diversity and human dignity.

### **Standard 1: Mission and Goals**

At UPRCA, the mission clearly defines the purpose of the university as found in the Characteristics of Excellence in Higher Education. The mission indicates not only how the institution serves its academic community but also what it intends to accomplish. The Institution is aware of current changes in modern society, and the campus provides for both general and technological skills as part of its academic offerings. It seeks to educate professionals with high moral and intellectual abilities who contribute to the development of our society.

The mission and goals guide the faculty, administration, staff and governing bodies in making decisions related to planning, resource allocation, and program and curriculum development. They aim to form professionals with high moral and intellectual values who contribute to the development of their country and the world by promoting a culture of progress and peace. The fulfillment of this aim is

achieved by offering innovative academic programs with pedagogic methods that include the use of technology and the development of critical thinking skills, scientific research, effective communication, and social responsibility. UPRCA considers these values essential to develop citizens aware of their environment and to promote a society of order and social commitment (Certification No. 11 2008-2009).

UPRCA has approved a number of certifications that support its mission and policies in compliance with the Characteristics of Excellence in Higher Education:

- Certification 85, 05-06 of the UPR Board of Trustees was approved to make graduation easier for students who completed the academic requirements for their degrees. The first paragraph of our mission statement establishes our quarter-term system as a time-saving tool for quicker completion of degrees, which makes it possible for students to achieve their goals in a shorter period and to integrate more quickly into the labor market.
- Certification 34, 05-06 was approved by the UPRCA Academic Senate to raise the standards for granting honors, through higher index requirements and other considerations regarding residence and course repetition. This in turn promotes academic excellence, as mentioned in the second paragraph of the mission statement.
- Certification 44, 01-02, approved by the UPRCA Academic Senate, establishes the concession of degrees during each quarter term instead of once a year. This facilitates student admission into graduate schools and the completion of employment requirements, and it supports student goals and their incorporation into the labor market, as mentioned in the first paragraph of our mission statement.
- Certification 37, 04-05, approved by the UPRCA Academic Senate, raises index requirements for retention as a way to promote academic excellence, as stated in the second paragraph of our mission statement. This certification was subsequently repealed by Certification 6, 09-10, but the retention requirements of Certification 37 were maintained.

UPRCA makes its Mission and Vision statements known to the community through diverse means. Among these are bulletin boards on campus, Teleprompts, and the Internet. The Office of the Dean of Academic Affairs and its departments offer vision- and mission-related orientations to new faculty so that they become aware of these important institutional documents. Freshmen also receive these texts in a CD-Rom that is provided to them during their initial orientation (Evidence on site).

The UPRCA mission and goals apply to external and internal constituencies. To ensure their fulfillment, the Institution has developed diverse programs and initiatives. For example, Title V Grant proposals have significantly supported technology as a tool to improve learning and made possible services such as virtual library reference, online tutoring, and digitization. Traditional rooms have



been converted into electronic ones, and a teleconference equipped room was created on the second floor of the library.

In reaching outside the university to the world-at-large and to the surrounding communities, UPRCA offers several programs. The International Exchange Program has established agreements with universities from Europe, the United States, Latin America, and the Caribbean (Evidence on site). The University impacts the community directly through proposals like the Community Empowerment Program for Economic Development (CEPED by its Spanish acronym). Since 2008, the surrounding community has received aid through the Housing and Urban Development program. Funding has enabled residents with the necessary skills to administer small businesses and acquire their own homes (Evidence on site). The Upward Bound program also helps 70 students in need of financial aid who are selected from four surrounding schools. As part of its services, the Conoce Explora Planifica y Actúa (Know, Explore, Plan, and Act; CEPA by its Spanish acronym) provides educational services that include orientation about university life, free transportation and nutrition, and payment for standardized vocational tests. Students are also supported during the process of admission to the university through the Pruebas de Evaluación y Admisión Universitaria program (Evaluation and University Admission Tests; PEAU by its Spanish acronym). The library has also provided workshops about online searching and PowerPoint presentations to fifth grade students from the Clemente Fernández Elementary School. Since September, 2009, and in fulfillment of its community mission, UPRCA has provided this school with activities that include tutoring in English, Spanish, and Mathematics. The faculty has benefited from workshops about assessment, group dynamics, and conflict situations. Students have worked in decoration projects, mural painting and design, and drawing workshops. Some of these have included prizes granted during the National Library Week activities (Evidence on site).

For the last five years UPRCA has been involved in implementing activities and projects that benefit its surrounding communities. Some of these activities include course offerings such as maintenance of motorized vehicles, English, computer repair training, proposal writing, personal finance management, tutoring to obtain a high school equivalent degree, and small business administration workshops. All of these have been offered free of charge (Evidence on site). Table 1 presents institutional activities that benefit surrounding communities.

Table 1: Community Projects and Activities

Activity	Date	Place	Department	Purpose
Cultural Encounter	November 2009	Barrio Sabana Abajo Sur at Carolina	Advertising and Graphic Arts CEPED	Community activities with the neighborhood.
Job Training Services to 300 Citizens in the City of Carolina	November 2010	City of Carolina	AMOE, CEPED, UPRCA	Provide and improve job training services.
Chemistry Symposium	April and May 2011	University Gardens High School and the Science, Math, and Technology School from the Municipality of Caguas  School of Sciences, Mathematics, Technology, and Languages from the Municipality of Carolina	Natural Sciences	Participate in a competition about their perspectives on teaching chemistry.
Community Health and Well Being Clinics	November 6, 2010  March 4, 2011	Barrio San Antón Community Center  Carolina campus	CEPED, AMOE, UPRCA, MAC, Dr. García Rinaldi Foundation	Community Health and Well Being Clinics sponsored by UPRCA, CEPED, AMOE, MAC, and the Dr. García Rinaldi Foundation.

- Evidence on site

UPRCA is committed to supporting charitable foundations in Puerto Rico. In compliance with State Law 168 approved on August 11, 1988, the University promotes the celebration of the Public Employers Charity Campaign. UPRCA has also been a pioneer in creating prevention strategies, intervention, and problem-solving programs intended to find solutions to social problems. Since 2007, the Program for the Prevention of Violence against Women has been working actively to attain its goals to “promote changes that transform the culture of violence against women” (Standard 9, page 66).

Other activities that contribute to the fulfillment of the mission and the vision include the creation of the Research and the Faculty Development committees. In short, UPRCA clearly demonstrates that it conducts ongoing efforts and initiatives to successfully implement its mission and vision statement in compliance with the Characteristics of Excellence in Higher Education.

### Standard 6: Integrity

The University of Puerto Rico at Carolina maintains a level of integrity that responds clearly to the purpose of the University as found in the Characteristics of Excellence in Higher Education. The Institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

Integrity is a central, indispensable and defining hallmark at UPRCA. It can manifest itself through the institution's conduct within each of the other standards. The campus demonstrates integrity through processes like faculty recruitment, student admission, curriculum development, and its approach toward sensitive issues and diversity.

UPRCA continuously promotes activities such as forums, workshops, congresses, conferences, and trainings from the Office of Government Ethics. Relevant topics include physical and emotional well-being, electronic systems, environmental care, administrative processes, interpersonal relations, teaching-learning processes, conflict management, institutional assessment, working with the disabled, leadership, government ethics, institutional effectiveness, and dealing with medical and environmental emergencies. All these activities seek to promote excellence at UPRCA and to benefit Puerto Rican society (Appendix 1: Government Ethics Activities and Training Offered at UPRCA).

In compliance with institutional policies and procedures, department heads have been coached to comply with Academic Senate Certification 24 2006-07, which establishes the Individualized Studies Policy (Appendix 2). The Dean of Academic Affairs coordinates trainings for non-faculty personnel on the effectiveness of institutional assessment. These have been offered for different offices: Registrar, Admissions, and Financial Aid, among others. Additional offices like Finance and Budget will be included as well.

The Chancellor held a meeting with all academic and non-academic department directors to inform them about new enrollment procedures for the third quarter-term 2010-11. The Chancellor stated that enrollment would be conducted through the Internet. The Information Systems Office also provided students with the necessary support and training to use the email account systems.

A questionnaire was administered to faculty members to find out how aware they are of the University and its rules, procedures, and planning as well as the tools used to disseminate information. This process was carried out during a faculty meeting on April 5, 2010. (Appendix: 3 MSCHE Mission and Integrity Questionnaire). Below are some of the findings:

#### Knowledge about Planning, Rules, and Procedures

The majority of faculty members (69%) are well aware of UPR and UPRCA System rules and procedures. Only one-fifth (23%) expressed little knowledge about them. In addition, most faculty members are well aware of UPR General By-Laws. Less than one-third showed little knowledge. As for the 2007 UPRCA Faculty Manual, most faculty members are well aware of it: less than one-third showed little knowledge.

Faculty members are more aware of the local UPRCA Strategic Plan than the one related to the University of Puerto Rico in general. Over one-third (33%) showed little knowledge about either document. (Appendix 3: MSCHE Mission and Integrity Questionnaire).

## Communication

UPRCA values an open communication with all members of the university community and has established a number of policies to this end.

The institutional website is updated periodically. It contains links to detailed information related to academic, student, and administrative issues, and the campus directory. For example, requirements that are important for prospective students are found here. The site also includes news about activities and online learning as well as information about state and federal regulations and requirements. For instance, as required by the Jeanne Clery Act of 1998, a report on crime activity on campus is published on a regular basis. This task is the responsibility of the Quality of Life Office. [http://www.uprc.edu/Politicas\\_Reglamentos/Reclamacion\\_informacion\\_expedientes.pdf](http://www.uprc.edu/Politicas_Reglamentos/Reclamacion_informacion_expedientes.pdf)

Any changes and issues affecting institutional mission, goals, sites, programs, operations, and other material changes are disclosed accurately and in a timely manner to the community. UPRCA maintains an environment that supports academic development and enforces institutional by-laws that promote such an environment. It also enforces by-laws related to student discipline. Articles 13, 14, 15, and 16 from Part IV of the Norms, Discipline and Procedures of the General Student By-Laws of the University of Puerto Rico deal with improper behavior and state the types of behavior subject to disciplinary actions: they also specify sanctions as well as formal, informal, and due processes. Depending on the gravity of allegations, the Student Ombudsman may act as mediator.

The UPR General By-Laws states that each unit establishes a procedure to follow in dealing with grade appeals from students. The By-Laws state that the course professor is the first individual who responds to a claim (refer to item 2.12 of the General By-Laws). Students who file claims may channel them through the Student Ombudsman (refer to item 2.36 of the General By-Laws). The ombudsman evaluates the case and then takes subsequent actions. Since 2008, the UPRCA website has published the process that students must follow if interested in filing claims about their records, which are held at the Registrar's Office. Documentation is available at [http://www.uprc.edu/Politicas\\_Reglamentos/Reclamacion\\_informacion\\_expedientes.pdf](http://www.uprc.edu/Politicas_Reglamentos/Reclamacion_informacion_expedientes.pdf)

Integrity entails disseminating information about all policies related to students, and ensuring that these policies are strictly applied and monitored. The Institution

abides by certifications approved and amended by the Board of Trustees and the Academic Senate to achieve a fair process pertaining to retention, probation, and graduation. Students must maintain specific grade retention rates to remain in the University (for example, 2.00 if the students are taking more than 36 credits); if the student falls below the rate, he/she can request probationary status, and the Academic Probation Committee evaluates each case on an individual basis. In granting degrees, the Board of Trustees established the Institutional Policy for Automatically Granting Degrees to Students Who Fulfill All Requirements. In the last five years UPRCA has developed strategies to improve recruitment, enrollment, and retention, especially to fulfill the needs of students with disabilities. These are discussed in greater detail in Standard 9.

UPRCA also provides support for academic and intellectual freedom. Article 10 of the University of Puerto Rico General By-Laws, the Autonomy of Institutional Units, Section 10.1, establishes that “every academic and administrative procedure within the university system shall comply with the principles of autonomy, academic freedom, and research.” A climate of academic inquiry and engagement is supported by widely disseminated policies regarding academic and intellectual freedom through Article 43 of the UPR By-Laws. The By-Laws call for a fair and impartial recruitment process for the teaching staff and guarantee that rules, requirements, income, and other elements are not used to discriminate. Equitable and appropriately consistent treatment of constituencies is evident in student evaluations, grievance procedures, faculty promotions, tenure, retention, and compensations. In relation to sexual harassment or discrimination, UPRCA has approved Certification 46 2008-2009 for the Prevention and Intervention Protocol in Managing Situations for Victims/Survivors of Domestic Violence, Sexual Aggression, and Harassment at the University of Puerto Rico at Carolina.

## **Conclusion**

The analysis of Standards I and 6 shows that UPRCA promotes an academic atmosphere of mutual respect and collegiality among institutional constituents. As for the communication tools used and their effectiveness, examination shows they fulfill two major requirements: clarity and precision. UPRCA also provides professional development opportunities to all its employees. This fosters institutional commitment which in turn supports a working environment that generates academic quality. It also provides evidence that recruitment documentation is structured in compliance with institutional rules and principles of equity that must prevail in an academic institution of higher learning. Procedures related to illegal conduct and behavior are processed quickly and implemented in a confidential manner, and students receive prompt attention and due process when needed.

## Commendations

- The campus has a mission statement that guides decision-making and the design of development plans in the academic and administrative units.
- UPRCA successfully promotes its Mission and Vision Statement to the university community.
- UPRCA has established agreements through the International Exchange Program.
- For the last five years UPRCA has directly supported the community through different proposals, activities and projects.
- The University of Carolina maintains a level of integrity that clearly demonstrates adherence to ethical standards and its own stated policies.
- UPRCA promotes respect and collegiality among all members of the university community.
- Ethical and legal procedures governing all aspects of university life are in place.

## Challenges

- Enforce the university's assessment and evaluation system as an essential element in its administrative and services area.
- Systematize a planning process to assign priorities, incorporate indicators of performance, and evaluate success in the attainment of objectives.
- Implement an assessment plan for the major issues related to institutional integrity efforts.

For additional discussion about Mission, Goals, and Integrity issues in other standards, refer to the following areas:

Climate of Respect	Area IV
Curriculum Development	Area VI
Hiring	Area V
Promotion and Tenure	Area V
Student Complaints	Area IV
Curriculum Improvement	Area VI
Governance	Area I – II
Accreditation	Area II

## Area II – Planning, Resources, and Governance

### Introduction

This area evaluates the compliance with standards 2, 3 and 4. Group members analyzed the nature of planning, resource allocation, institutional renewal processes, leadership and governance at the Institution, as well as the effectiveness in establishing priorities and strategic directions to improve and sustain educational success. The results of assessment processes and the adequacy of human, financial, technical, physical facilities, and other resources in achieving the University's mission and goals were considered to determine the compliance of each area.

### Standard 2: Planning, Resource Allocation, and Institutional Renewal

The planning, resource allocation, and institutional renewal processes were evaluated to determine the quality and sustainability of the institutional planning process; the consistency of the mission statement with the aspirations and expectations of higher education; and the degree of effectiveness in establishing priorities, improving institutional planning processes, and allocating resources in agreement with the results of institutional assessment and the Central Administration Assessment Report (<http://www.upr.edu/documentos/assessment-report-msche.pdf>).

Accordingly, the UPRCA Operational Strategic Plan 2006-2011 (OSP) was shaped in 2006 (UPRCA's Strategic Plan) using UPR's Systemic Strategic Plan, Diez para la Década 2006-2016, as a guide. Based on the institutional mission and goals, this plan defined a series of critical factors to improve institutional effectiveness, as well as strategic directions to address them. Consequently, the Institution has been involved in a series of initiatives related to its mission and strategic plan. Since 2006, the academic community – students, faculty and staff – has frequently taken part in planning and assessment committees at departmental and institutional levels to ensure compliance with the OSP. This process of renewal has proven to be effective in the planning process.

As a result of these processes, the Chancellor created the Institutional Accreditation, Assessment, Planning, and Budget Committee (CIAAPP by its Spanish acronym) in 2008. Its goal is to assure the alignment of assessment, planning and budget areas, which is necessary to guarantee UPRCA's effective operation.

As a result of the periodic assessment of the effectiveness of planning, resource allocation, and institutional renewal processes, the UPRCA reviewed its Mission, Vision and Goals Statement. It was ratified in September, 2008 by the Academic Senate (Certification 11, 2008-2009), followed by a review of UPRCA's Operational Strategic Plan by CIAAPP. The Revised UPRCA Operational

Strategic Plan (ROSP) clarifies and redefines the objectives of the strategic plan and the indicators of success that guide strategic initiatives (UPRCA's Strategic Plan Revised). The Strategic Plan includes a series of key areas, goals, and objectives that are summarized in Table 2.

Table 2: 2006-2011 Strategic Plan: Systemic Key Areas and Institutional Goals

Systemic Key Areas	Institutional Goals
1- Sustained Ties to the Student Body.	To recruit the best students primarily from northeastern Puerto Rico, offering them an excellent education and services that strengthen their institutional commitment and belonging.
2- An Academic Culture of Currency, Experimentation, and Renewal.	To guarantee academic offerings of excellence that integrates general and specialized education. These offerings will provide students with the tools they need to achieve professional success.
3- Competitive Research, Investigation, and Creative Work.	To promote an environment of competitive research and creative endeavor within the academic community that leads to the acquisition of knowledge and the solution of problems.
4- A Culture of Institutional Assessment and Evaluation.	To promote cultures of assessment and planning in order to strengthen teaching-learning processes, administrative efficiency, and institutional data/research-centered decision-making procedures.
5- Technological Currency.	To provide a state-of-the-art computer network that integrates and accelerates the effective output of all academic, service, administrative, research, and scholarly processes.
6- Leadership in Community Investment and Cultural Initiatives.	To foster ties with different community sectors to contribute to their well-being and a better quality of life.
7- Dedication to the Integration of the University into the World at Large.	To promote the Institution internationally within a framework of education and globalization through the establishment of consortia and exchange programs that make the University stand out as a research and learning center.
8- Efficiency and Beauty in both Natural and Built Spaces.	To maintain and preserve existing physical spaces to encourage study, research, and a better quality of life for the university community.
9-Administrative and Managerial Optimization.	Promote efficiency, effectiveness and quality of institutional services by revising and simplifying administrative processes.
10-Strengthened Institutional Identity.	To promote UPRCA as a center of learning and culture by disseminating its contributions to the community while strengthening institutional commitment, allegiance, and collaborative ties between all university components and alumni.

Source: 2006-2011 UPR-Carolina Strategic Plan

In order to verify the progress of the institutional planning initiatives and objectives, Deans and Directors must analyze the quality and usefulness of institutional support planning efforts to prepare strategic plans aligned with UPRCA's Revised Operational Strategic Plan and with Diez para la Década 2006-2016. The progress or completion of those plans is documented in annual reports by academic departments. The reports ensure that the implementation, timeliness, and usefulness of the ROSP are evaluated and that planning efforts are followed by action. As a result, the Dean of Academic Affairs prepares a report that documents progress made.



The Institution has implemented actions to ensure that both current and projected internal constraints as well as external factors are considered for planning purposes. As a matter of fact, UPRCA has taken many initiatives to assess the needs of all its constituents and the surrounding community that it serves. This is done to guarantee that all internal and external factors are addressed and controlled during the planning process and to allow continued campus growth. These initiatives include the following:

- Implement procedures to set priorities and align goals, objectives and budgets, according to the instructions included in the Manual for Academic Leaders: Operation of Diez para la Década 2006-2016 (Evidence on site).
- Establish planning and assessment committees (completed in 2006) that unite all of the UPRCA academic community and CIAAPP (completed in 2008), which have the tasks of examining in detail the strategic planning initiatives and outcomes in order to ensure their compliance with new guidelines and accreditation standards, and submitting specific courses of action.
- Assess the needs of the labor market through advisory boards and adjust the curricular offerings accordingly in both the academic departments and the continuing education program, so that active and prospective students can graduate and be successful in the job market (Evidence on site).
- Encourage collaborative relationships with alumni who are already working to get feedback on curricular offering reviews so that programs can be aligned with the current trends and needs of the labor market.
- Analyze student applicants' profiles to understand the composition of the market (gender, city of residence, grade average, application test scores, household income, and more) and to adjust facilities and services accordingly.
- Improve the University's presence in virtual communities, thus maintaining constant communication with the student body in order to help the Institution understand students' needs and speed up the response process to meet their requests.
- Revise the 2006-2011 Operational Strategic Plan instituting assessment tools with success indicators, assigning budgets, and suggesting strategies and due dates, to be used to monitor achievement.
- A committee was appointed and its developing a Strategic Plan 2011-2016.

Strategic planning and resource allocation play a vital role in achieving institutional goals while maintaining a financial balance each year. This is especially true in an institution with limited fiscal resources, where judicious decision-making and planning processes should guide institutional renewal efforts. As resources for funding initiatives and for improvements are limited, each proposed initiative is carefully reviewed by the Chancellor and his/her staff to ensure an appropriate relation to institutional goals and to ensure that the limited resources are allocated effectively and consistently. The Institution

acknowledges its need to better define and directly convey institutional goals to decision-making and resource allocation processes in order to better respond to and facilitate planning and institutional renewal.

There are many examples of continuous institutional improvement efforts in the Institution. Many of them are reported in Area IV in this Self-Study. Some examples of major changes include the improvement of technological facilities to support the teaching-learning process, as established in the ROSP, and the acquisition and use of computer facilities and multimedia technology to enhance the teaching-learning process. These were funded by Title V grant and institutional funds and are evidence of the Institution's commitment to improve its educational effectiveness.

### Standard 3: Institutional Resources

Relevant information displayed in Table 3 includes UPRCA's Actual Budget and Budget Projections by Program for fiscal years 2010-2011 to 2014-2015. Current and expected budgets include adjustments for each year and show how the Institution uses funds to ensure operation. Budget preparation considers relevant information such as utility expense increments, retiring staff, and medical insurance, among others (Appendix 4: Five-year Financial Plan UPRCA).

Table 3: Budget Projections by Program FY 2010-2011 to 2014-2015

Program	Actual Budget	Budget Projections			
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Instruction	\$ 11,438,263	\$ 11,079,498	\$ 11,342,651	\$ 11,469,689	\$ 11,707,111
Research	\$ -	\$ 40,000	\$ 49,140	\$ 62,848	\$ 64,149
Academic Support	\$ 2,266,305	\$ 2,180,892	\$ 2,220,892	\$ 2,344,657	\$ 2,393,191
Student Services	\$ 2,565,586	\$ 2,273,508	\$ 2,316,508	\$ 2,347,193	\$ 2,395,780
Institutional Support	\$ 4,181,952	\$ 3,692,575	\$ 3,702,575	\$ 3,732,387	\$ 3,814,647
Infrastructure Maintenance and Operation	\$ 4,083,335	\$ 3,982,392	\$ 4,257,225	\$ 4,438,047	\$ 4,525,929
<b>Totals</b>	<b>\$ 24,535,441</b>	<b>\$ 23,248,865</b>	<b>\$ 23,888,991</b>	<b>\$ 24,394,821</b>	<b>\$ 24,900,807</b>

Source: UPR Central Administration and UPR-Carolina Finance and Budget Offices

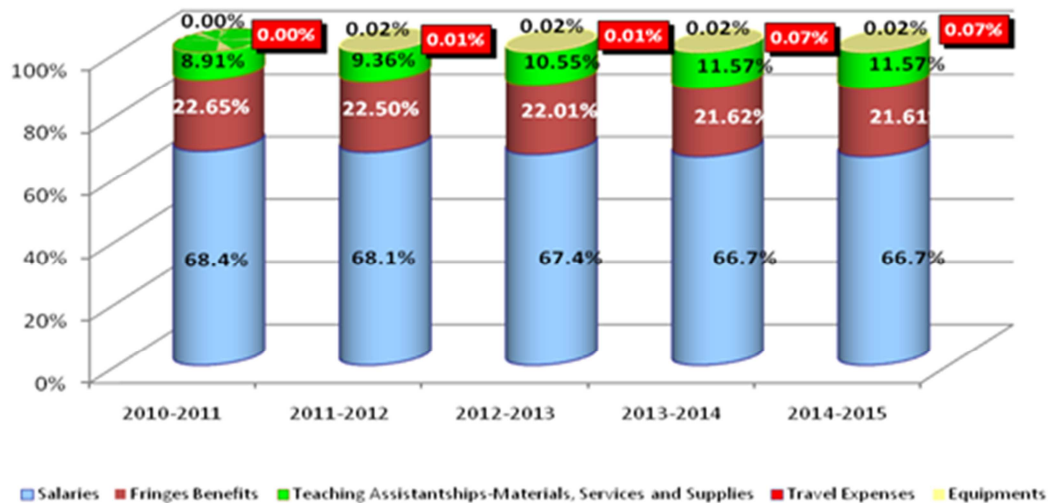
\* (The UPR 2011-2012 Budget was recently approved by the Board of Trustees and was reviewed by UPRCA Administrative Board. There is a slight increase in the budget so the amounts projected will vary slightly. This information will be available in detail at the site visit.)

Economies from retirements for fiscal year 2011-2012 will be used to cover the projected budget reductions. The Institution is currently redistributing vacant position tasks through active non-teaching staff. Only essential vacant positions will be recruited. Needed faculty positions would be filled at the lowest entry level according to institutional priorities and programmatic assessment. For fiscal years 2012-2013 to 2014-2015 available funds from retirement and budget

increments will be redistributed to support institutional, academic, and student needs.

In the last five years UPRCA has made budget redistributions for the administrative and the academic sector, a trend that will be continued according to priorities to support areas where funding has been significantly reduced. Figure 1 shows the distribution of current and projected institutional budgets by expense category:

Figure 1: Budget Distribution and Projections by Category Expenses



Source: UPR Central Administration and UPR-Carolina Finance and Budget Offices

\* (The UPR 2011-2012 Budget was recently approved by the Board of Trustees and was reviewed by UPRCA Administrative Board. There is a slight increase in the budget so the amounts projected will vary slightly. This information will be available in detail at the site visit.)

Operating expenses are expected to increase from 8.9% in fiscal year 2010-2011 to 11.6% for fiscal year 2014-2015. Salaries and fringe benefits are projected to decrease from 91% in fiscal year 2010-2011 to 88% for fiscal year 2014-2015. Travel and equipment categories are being addressed by external funds that come from the DECEP, Title V Grants, and the technology fee, among others.

### Cost Control Measures

The budget reduction for fiscal year 2010-2011 has led us to establish cost control measures that guarantee institutional operation and services. Campus and Central Administration control measures geared to a more efficient use of the operational budget and expense reduction include:

1. Academic release time and additional compensations reduced to those strictly necessary.
2. Only essential service contracts awarded to non-teaching personnel.

3. Energy saving control. An advertising campaign was designed to promote energy saving, and a proposal is being developed to install solar light poles.
4. An increase in the maximum number of students in traditional undergraduate courses.
5. An increase in capstone courses.
6. A reduction in the purchase of office supplies and equipment.
7. Travel expenses approved only for external funding initiatives and accreditation.
8. A reduction in articulated transfers.
9. Two associate degrees, Office Systems and Physical Education for the Handicapped, put on moratorium due to low graduation rates.

The UPRCA Budget and Finance offices are in charge of administering resources needed to achieve institutional goals and objectives. This office specifically assigns, distributes and evaluates budgeted resources. It also sees that the spending processes are made in accordance with institutional priorities and control policies to guarantee accountability.

#### Strategies for Continuous Improvement

In compliance with Standard 2, Planning, Resource Allocation, and Institutional Renewal, the UPRCA has identified external funding alternatives, some of which are already in operation and others in their initial phases. It has established and developed strategies to allocate financial resources that meet the needs of each of the institutional areas and guarantee continuity and institutional strengthening.

1. The External Resources Office was created in 2010. Its primary function is to establish mechanisms to obtain external funding and carry out academic, research and other activities that support the institutional mission. Its personnel are actively working on several grant proposals such as a new Title V Coop Grant (2011-2016).
2. The School of Hotel and Restaurant Administration is in the first phase of generating its own funds through:
  - Administration of the Medical Science Campus Cafeteria
  - UPRCA Café-Bar
  - Catering services

During the first five years, 75% of funds will be used for operational institutional expenses and 25% for the School of Hotel and Restaurant Administration. Beginning in the sixth year, 75% will be used for the School and 25% for the Institution.

2. The Department of Engineering Technology implemented a proposal to offer automotive maintenance services (TEAU-Lube). This activity generates funds that strengthen institutional finances (Evidence on site).
4. The Division of Continuing Education also generates funds for its own operation and to solve unexpected situations that impact institutional finances (Evidence on site).

Since fiscal year 2004-2005, funds to support academic, technological, and bibliographic resources are obtained from a special student technology fee. The Board of Trustees established that this fee would be entirely assigned to the campuses. Funds are used for the maintenance and updating of technology equipment; thereby, this systemic initiative supports current and future technology needs as stated in the Standards for the Acceptable Use of Information Technology Resources (Evidence on site). UPRCA received \$100,000 for the first quarter term of academic year 2010-2011, which were added to previously mentioned Title V Grant funds which are available for a period of five years. Table 4 shows how technology fee funds currently address the needs of the following departments based on institutional priorities and needs.

Table 4: Technology Fee Distribution First Quarter Term 2010-2011

Department/Program	Budget Allocation
Business Administration	\$2,930
School of Hotel and Restaurant Administration	17,0143
Department of Natural Sciences	3,000
Department of Interior Design	13,702
Department of Education	9,310
Department of Office Systems	840
Department of Engineering Technology	3,249
Dean of Students	37,897
Computer replacement	9,398
Wiring	2,761
<b>Total</b>	<b>\$100,000</b>

In addition, the Institution generates funding from Upward Bound, Educational Services, External Resources, alumni, DECEP, leasing of physical facilities, and special allocations from the UPR general fund. All of these increase the initial budget totals. Historically, federal and state grants plus other strategic financial opportunities have assisted the Institution with much needed resources to supplement revenues and to continue to effectively achieve its mission. Institutional objectives included in the Operational Strategic Plan 2006-2011 are supported by the allocation of resources that guarantee academic developments, offerings, and services. Table 5 shows UPRCA funding from external resources.

Table 5: UPRCA External Resources

Upward Bound	\$1.3 million	5 years
Support Services	\$1.8 million	5 years, new proposal for additional 5 years \$2.3 million
Title V – Expanding Student Opportunities and Options	\$2.7 million	5 years
Title V – Coop II – Improving Student Learning Outcomes Through Extensive Assessment, Faculty Development and Improvement of Library and Telecommunication Infrastructure	\$3.5 million	5 years
Community Empowerment Project for Economic Development (CEPED)	\$560,000	3 years
The California Coalition Against Sexual Assault (CALCASA) Prevention and Intervention on Handling Situations of Victims Survivors of Domestic Violence, Sexual Assault and Stalking (PPVM)	\$15,436	Annually
National Institution for Health (NIH) Relationship Experiences among Heterosexual HIV Puerto Ricans	\$63,000	per year
Continuing Education Division (DECEP) Professional Training for Elementary School Teachers	\$1.5 million	Ongoing
Certification for Teachers of English and Spanish	\$2.7 million	Ongoing
Certification for Teachers of Sciences and Mathematics	\$2.2 million	Ongoing
Conflict Resolution Certification – Only UPR campus authorized to offer this certificate	\$20,000	Annually

In accordance with the Characteristics of Excellence in Higher Education the UPRCA provides evidence that the Institution makes adequate use of financial resources that sustain its operation and the provision of academic offerings of excellence. We expect to maintain the current level of student enrollment to keep the same level of operational costs.

#### **Standard 4: Leadership and Governance**

This section evidences that UPRCA has achieved and can sustain compliance with Standard 4, including but not limited to: Evidence of implementation of clear institutional policies specifying the respective authority of the different governance bodies and their respective roles and responsibilities in shared governance; evidence that communication between the Central Administration and the Institution and within the Institution is timely and accurate, and that the sources of such communications are clearly defined and available to all constituents; evidence of a procedure in place for the periodic objective assessment of the Board of Trustees in meeting stated governing body objectives and responsibilities; and evidence that steps have been taken to assure continuity and stability of institutional leadership. Table 6 shows some of the steps taken to sustain good communication and an Open University culture.

Table 6: Actions Taken to Ensure and Embrace an Open University Culture at UPRCA

Structure	Actions taken	Current or Expected Date
Board of Trustees	<ul style="list-style-type: none"> <li>• Carolina campus visit</li> </ul>	February 8, 2011
University Board	<ul style="list-style-type: none"> <li>• Certification #100 (2010-2011)</li> </ul>	December 1, 2010
Central Administration	<ul style="list-style-type: none"> <li>• Conflict Management Strategies Workshop</li> <li>• Presentation to the President, Chancellors and Staff</li> <li>• <a href="http://www.upr.edu/docs-ms/index.html">http://www.upr.edu/docs-ms/index.html</a></li> </ul>	
UPR Carolina	<ul style="list-style-type: none"> <li>• Communication with the UPR President, the University Board and the Board of Trustees</li> <li>• Meeting with institutional leadership and student representatives to keep them informed</li> <li>• MSCHA Accreditation Bulletins</li> <li>• MSCHA Accreditation Blog</li> <li>• Meeting with campus security personnel and State Police Department officials to guarantee the continuity of services and academic offerings</li> <li>• Certification #90 posted on UPRCA Website</li> <li>• Distribution of Certification #90 through institutional e-mail</li> <li>• Discussion at the UPRCA Academic Senate</li> </ul>	<p>Ongoing</p> <p>January 28, 2011</p> <p>February 17, 2011</p>

UPRCA governance structure is stated in the following Laws: (Evidence on site)

- Law No. 1 of January 20, 1966 as amended, UPR Law
- Law No. 2 and 3 of January 20, 1966
- Law No. 16 of June 16, 1993 as amended
- Law No. 186 of August 7, 1998
- Law No. 184 of August 1, 2004, Law for Personnel of the Puerto Rico Public System

The Chancellor is the highest academic and administrative official at the UPRCA campus, responsible to guide and oversee compliance with regulations and administrative decisions; guide and oversee the achievement of the Mission and Vision; develop and follow the operational budget; and represent all the constituencies in other academic and administrative forums.

The Dean of Academic Affairs at UPRCA serves as an advisor to the Chancellor with the support of academic department heads. Different meetings have been held with department heads to guide them on assessment, general education, creation of new academic courses or offerings, pre and post test results, portfolios, academic schedules, accreditation processes, admission processes, curricular revisions, and commitment to institutional policies.

At the campus level, the two governance bodies are the Administrative Board and the Academic Senate. The functions of the Administrative Board include advising the Chancellor, carrying out projects and development plans, considering the budget proposal submitted by the Chancellor, and granting

requests for leaves of absence, academic grants, tenure and personnel promotions. The roles are delineated in the University of Puerto Rico General By-Laws and the Law of the University of Puerto Rico (Evidence on site).

The Academic Senate is the official forum of the academic community. The faculty participates in institutional processes, cooperating and collaborating closely in setting academic standards within the prerogatives established by UPR regulations. It is also responsible for the revision of curricular policies, faculty evaluation standards and procedures, and student admissions standards that are created or revised. The decisions of the Academic Senate are expressed through certifications at campus level to accomplish the UPRCA mission. These are available in the Academic Senate and the Library.

Chancellors and key campus leaders are crucial to support a shared vision of one university system. Chancellors, deans, department and office directors and other campus leaders participate actively in policy development and decision making at System level:

1. Chancellors are members of the University Board.
2. The President meets with Chancellors as frequently as needed, and not less than twice a month.
3. The Vice President of Student Affairs meets monthly with Deans of Students, financial aid directors and other student service officers.
4. The Vice President for Research and Technology periodically meets with funded researchers and visits their work areas to assess their needs. He also meets periodically with unit information system specialists as part of the efforts towards implementing the Update of Technology and Information System Project (PATSI, by its Spanish acronym).

Department meetings have been held to discuss the budget status, the Open University Policy, academic offerings, class attendance, and MSCHE processes. The Dean of Academic Affairs has encouraged department heads to foster participation in student assemblies. In addition, on November 16, 2010 an academic recess was approved by the Chancellor to encourage student attendance.

The Dean of Academic Affairs called for a meeting with department heads and faculty members of the Business Administration and Office Systems Departments, as well as the Institutional Accreditation Liaison. The purpose of this meeting was to coordinate the Association of Collegiate Business Schools and Programs (ACBSP) accreditation visit held in March 2011.

UPRCA is committed to continue fostering ample participation of the community in the discussion of institutional issues and shared governance. For this reason it has developed:



- An Institutional [Blog](#) open to the university community as an alternative to receive community input about MSCHE accreditation.
- The electronic [Entérate](#) bulletin which updates UPRCA-MSCHE information
- [UPRCA webpage](#), which includes accreditation documentation.
- Focus groups conducted by the information literacy librarian to receive direct input from students on institutional issues.
- [Cartero](#), official email (all students have a free email account, powered by Google) for daily information and documentation about the University.
- Teleprompters in different campus areas to transmit information about institutional activities

Students regularly use these types of technological tools, and they were chosen as a way to provide students with familiar communication alternatives. Online availability improves access and communication.

#### Continuity during Leadership Transitions

UPRCA has been able to preserve continuity of the achievement of its mission during recent leadership transition processes and has implemented a number of measures that have strengthened shared governance and communication with its community in accordance to the UPRCA mission ([http://www.uprc.edu/Conocenos/vision\\_mision.html](http://www.uprc.edu/Conocenos/vision_mision.html)).

Trinidad Fernández-Miranda, who was formally appointed in October, 2010, had been Interim Chancellor since October 2009. She has appointed qualified, experienced and committed professionals to different administrative positions, such as deans, department heads and support staff. Many of them have held administrative positions and have previous experience (Appendix 5: Administrative Personnel-Academic Preparation and Continuity). They have provided experience and ensured continuity in times of leadership transition.

#### Assessment of Action Plans

UPR-Carolina has made significant progress in strengthening compliance with Standard 4. The following table outlines some of the progress to date of the UPRCA Action Plan. The Institution is in the process of further assessing the actions being implemented.

Table 7: Progress to Date of the UPRCA Action Plan

MSCHE Standard	Areas of emphasis	Progress to date or Actions being implemented toward these ends
Leadership and Governance	<ul style="list-style-type: none"> <li>Define and clarify the roles, responsibilities and respective authorities of the different delivered and constituent bodies.</li> <li>Establish procedures for timely and efficient decision making.</li> <li>Maintain ongoing and transparent communication with all constituents.</li> </ul>	<ul style="list-style-type: none"> <li>Include updated Action Plan at UPRCA website</li> </ul>
Educational Offerings	<ul style="list-style-type: none"> <li>Maintain the length, rigor and depth of academic programs.</li> </ul>	<ul style="list-style-type: none"> <li>Continuity of academic offerings</li> </ul>
Institutional Resources	<ul style="list-style-type: none"> <li>Financial measures to secure continuity of operations and institutional effectiveness.</li> <li>Additional funding sources.</li> </ul>	<ul style="list-style-type: none"> <li>UPRS recommendations implemented</li> <li>Creation of the External Funding Office</li> </ul>

UPRCA prides itself for a successful and continuous implementation of its Action Plan to strengthen compliance with the Characteristics of Excellence in Higher Education.

## Conclusion

As sustained in the analysis of Standards 2, 3, 4, UPRCA has maintained effective and participatory processes to guarantee the nature of planning, resource allocation, institutional renewal processes, leadership and governance. Although the Institution is facing a decline in state revenues affecting the availability of funding, it has taken a proactive posture in seeking operational efficiencies and external funding, and in establishing and adjusting priorities and strategic directions to improve and sustain educational effectiveness. The campus has benefited from the collaborative status of the Central Office leadership in governance, resources allocation and assessment.

This unprecedented situation has led to retrospection, reflection, and evaluation of the commitment of the administration, faculty, staff, and the majority of students. As an institution of higher education, UPRCA works to continue offering excellent academic programs to comply with its mission and vision. UPRCA is looking to the future and moving toward strengthening its competitive position, reinforcing external funding through grants and other campus initiatives.

## Commendations

- There is an organizational chart that clearly depicts the hierarchy, authority, and functions of each level of the organizational structure.
- UPRCA has a clear governance structure that assures institutional integrity, collaboration and collegiality.

- The Office of External Funds has been reorganized and relocated.
- Financial procedures are clear and in full compliance with State and Federal regulations, and are reviewed by external and internal auditors.
- Campus rules and regulations provide for an Open University culture that clearly states constituents' roles and responsibilities in shared governance.
- Students are represented and actively participate in deliberative and decision-making processes.
- There is strong collaboration with the Central Office and the System units.

### **Challenges**

- Continue to evaluate planning processes and outcomes to improve technology and obtain additional resources.
- Create a formative and summative evaluation system for academic managers and support staff as part of the Campus Assessment of Institutional Effectiveness Plan.
- Increase external funding to promote academic and administrative initiatives that foster an external funds culture.
- Continue the dissemination of institutional issues through forums, bulletins and electronic publications or announcements at the Institution's webpage.

## **Area III – Assessment**

### **Introduction**

This area focuses on Institutional and student learning assessments which are vital processes in determining the effectiveness of UPRCA in fulfilling its Mission and Vision. These processes are used continuously by faculty and staff to make appropriate decisions and changes to the programs and services to be improved, including planning, resource allocation, institutional renewal, leadership and governance, administration, and institutional integrity. Group members have gathered and analyzed assessment work that has been done since the last Middle States decennial visit. The information presented will demonstrate the progress that has been achieved in the assessment of the Institution's academic offerings, services, resource allocation, and other processes to support appropriate learning and other outcomes for its students and graduates.

### **Standard 7: Institutional Assessment**

UPRCA has taken great steps towards the development of a sustained assessment culture and professional accreditation of its programs. Since 2006, the Institution has been taking actions to assess its effectiveness in achieving its mission and goals. For example, UPRCA developed the necessary infrastructure to conduct assessment. The Assessment and Accreditation Office (AAO) was established; an assessment director was designated, as well as assessment coordinators in different areas, including academic departments and learning support units.

The PAI is the operational model that systemizes all the elements in the evaluation of the efficiency of UPRCA as a higher education institution. It places the assessment of student learning as the focal point of the Institution's commitment in accomplishing its mission. The plan is comprised of two main components: a) institutional effectiveness: academic programs and administrative units in support of student learning, and b) assessment of student learning: academic programs and courses. Both components are described later in this section.

### **Assessment Process**

The main purpose of institutional assessment at UPRCA is to assess its overall effectiveness, with primary attention to the assessment of student learning. UPRCA bases its assessment practices on the improvement of measurable outcomes that help to demonstrate the achievement of the mission of academic programs or support units and that of the institution at large.

Outcomes assessment is linked to an ongoing planning and resource allocation process. As a result, data gathered about students' learning outcomes are used

to make judgments about resource allocation in planning for overall institutional effectiveness and to enhance academic programs.

The UPRCA assessment model can be illustrated by the cycle presented in Figure 2, Assessment Cycle.

Figure 2: Assessment Cycle



\*Based on Nichols' Assessment Model

As shown, the cycle has five stages. Each stage is described as follows:

1. *Identifying the outcomes of the program or unit to be assessed*  
The academic departments identify the learning outcomes to be assessed, which are based on the program mission aligned to the institutional mission. Support offices and units also establish objectives related to their mission and goals, aligned to the institutional ones and to the processes and services which they carry out or provide.
2. *Establishing methodologies to assess the achievement of the outcomes*  
The academic departments and units adopt the strategy, assessment tools (direct and indirect measures), and the criteria for success or performance indicators to determine the level of achievement of an outcome.
3. *Gathering and analyzing evidence obtained by implementing methodologies*  
Assessment data is turned into information and used later to demonstrate the achievement of an outcome. Data is collected, organized, and analyzed in terms of the established criteria for success or performance indicators.

4. *Evaluating and sharing assessment results (information)*

It is the process of giving value to the information, and communicating to key members of the program or unit, as a basis for decision making. Findings are reported along with recommendations for improving the quality of student learning and services in relation to the intended outcomes. Results are disseminated in reports, letters, and other means.

5. *Making evidence-based changes as needed*

Decisions taken are implemented to ensure that outcomes are achieved or to confirm that outcomes have been achieved. In other words, recommendations are implemented where necessary to improve effectiveness.

The cycle continues again by revising the outcomes, and reaffirming, or modifying them according to the mission of the program or unit.

### Institutional Effectiveness

Since the revision of the Mission and Vision statements in 2008, efforts were made to guide academic departments and units in aligning their mission, goals and objectives to the institutional ones, and in establishing an assessment program. The AAO has provided assessment trainings to personnel of several support units or offices, such as: Registrar, Admissions, Human Resources, Medical Services, DECEP, Financial Aid, Academic Computing and Information Systems, Counseling, Learning Resources Center, Upward Bound, and Student Support Services. These offices are at different stages in the assessment cycle (See Table 8).

The results of individual interviews conducted among 15 unit/office directors in April, 2011 to determine their status of assessment efforts are shown in Table 8, Offices in an Assessment Process of Their Services. These offices were selected at random.

Table 8: Offices in an Assessment Process of Their Services, April, 2011 (N = 15)

Criteria	Number of offices
Offices with personnel that have received assessment training	10
Offices with a written mission, based in the new institutional mission and vision*	8
Offices that developed objectives related to their mission and vision	8
Offices that developed assessment instruments to measure the effectiveness of their services	8
Offices that applied assessment instruments and gathered data	8
Offices that analyzed collected data	8
Offices that evaluated assessment results	6
Offices that shared results with community	4
Offices that implemented changes based on analysis done to improve services	6

\*Three of these offices have established mission and goals based on UPR System or funding source.

The table above illustrates that 67% (10/15) of the offices that participated in the interviews conducted have started an assessment process. Of these, 60% (6 of 10) have completed the process, as for example DECEP, Learning Resources Center, and Counseling. Some changes made by these offices as a result of this process are mentioned below:

1. Design and establishment of certification programs by DECEP, such as Graphic Design, Security Management, and Conflict Mediation.
2. Design and implementation by DECEP of new proposals approved by the Puerto Rico Department of Education, such as Pacific Coexistence, and Center for Curricular Innovation in Mathematics.
3. Acquisition of software to file students' information by the Counseling Department.
4. New facilities built using sound-proof materials to guarantee confidentiality of the counseling processes.
5. Establishment by the Learning Resources Center of a computer lab for the development of information skills.

Even though progress has been made, additional support is needed to promote completion of the assessment cycle in the remaining offices that started assessment, as well as the integration of other offices in the process. In addition, efforts should be made to increase the sharing of assessment results with the community.

One of the support units mentioned above, the Learning Resource Center, was successfully evaluated by the Association of Colleges & Research Libraries (ACRL) in May 2007, and received a certificate of completion of a self-study of its programs and services using the ACRL standards for libraries in higher education. As part of the process to accomplish the certification, several actions were taken as mentioned in Standard 9: Student Support Services.

Not only did the Learning Center enter the evaluation mainstream, but the Counseling Department is also in the process of applying for professional accreditation by the International Association of Counseling Services. As of this writing, they have submitted the self-study and the application and currently wait for a date to be set for the accreditation team visit. The department has developed several evaluation forms for the assessment of different counseling services, including such counseling activities as workshops and group counseling. Results show that students were highly satisfied with these office services (Evidence on site).

The culture of professional accreditation extends to the academic departments. The Hotel and Restaurant Administration School obtained its professional accreditation by the Accreditation Commission for Programs in Hospitality Administration (ACPHA) in August, 2008. Most recently, in April, 2011, the

Association of Collegiate Business Schools and Programs (ACBSP) accredited the Business Administration and Office Systems programs. An updated status of professional accreditation is provided in the *Report on the Status of Professional Accreditation by Program or Service, 2009*.

Six other academic programs are in the process of professional accreditation. Table 9, Accredited Academic Programs and Programs in an Accreditation Process, provides more information.

Table 9: Accredited Academic Programs and Programs in an Accreditation Process

Academic Program	Accreditation Agency	Status
Hotel and Restaurant Administration, BA	Accreditation Commission for Programs in Hospitality Administration (ACPHA)	Accredited August 2008
Business Administration, BA	Association of Collegiate Business Schools and Programs (ACBSP)	Accreditation visit – March 2011; Accredited - April 2011
Office Systems, BA	Association of Collegiate Business Schools and Programs (ACBSP)	Accreditation visit – March 2011; Accredited - April 2011
Criminal Justice, BA	Academy of Criminal Justice Sciences (ACJS)	Proposal expected to be submitted during 2011-2012 academic year
Graphic Arts, BA	National Association of Schools of Art and Design (NASAD)	Proposal expected to be submitted during 2011-2012 academic year
Advertising, BA	National Association of Schools of Art and Design (NASAD)	Proposal expected to be submitted during 2011-2012 academic year
Mechanical Engineering Technology, AS	Accreditation Board for Engineering and Technology (ABET)	Developing proposal
Engineering Technology in Instrumentation and Control Systems, AS	Accreditation Board for Engineering and Technology (ABET)	Developing proposal
Automotive Technology, AS	National Automotive Technicians Education Foundation (NATEF)	Developing proposal

As shown, UPRCA has developed a culture of professional accreditation to guarantee the excellence of its programs. This by itself supports the quality of our programs. The methods and instruments used for assessment activities in each program/department subject to professional accreditation are chosen according to the needs and the requirements of each accreditation agency.

In addition to these efforts and according to Certification 43 (2006-2007) of the Board of Trustees, all academic programs are revised every five years to make the necessary curricular changes to improve students' learning and future opportunities, and to keep the academic offerings current. Some changes made as the result of the self-assessment include:



1. The Tourism Culture Program included in its curricula a Mathematics course (MATE 3001) as a requirement for graduation for all students. This change was made as a result of the last curricular revision carried out in academic year 2007-08.
2. The Interior Design Program will propose to include in the new curriculum a Mathematics course as a graduation requirement for its students. This change will be submitted during this academic year to the Academic Senate for its consideration.

Other assessment efforts are being conducted to evaluate institutional effectiveness in providing student services. Assessment methods to gather data and determine the effectiveness of the educational experience for UPRCA students have been utilized by OPEI. Institutional research reports conducted by OPEI constitute an important source of information for the assessment of institutional effectiveness, including the assessment of student learning. Some of the institutional studies carried out by OPEI include surveys for freshmen and second-year students, graduating student exit surveys, and alumni surveys. Some of these are available at the UPRCA website.

Surveys among graduating students in baccalaureate programs have been conducted to determine their level of satisfaction with the effectiveness of their programs. Table 10, Survey of Graduating Students in Baccalaureate Programs, Class of 2006, shows some of the 2006 class results.

Table 10: Survey of Graduating Students in Baccalaureate Programs, Class of 2006 (N = 241)

Criteria	% Very satisfied/Satisfied
Labs Effectiveness (up-to-date and in good condition) (n = 224)	72
Academic Counseling (courses to be taken by the students) (n = 226)	73
Academic Program Effectiveness (n = 234)	73
Director Effectiveness (in assisting students to meet their needs) (n = 76)	67
Textbook Effectiveness (n = 88)	65

Those results were shared with the university community in the Fifth Congress of Research and Academic Creation, organized by UPRCA and conducted in May, 2007. Some of the actions taken as a result of these findings were:

1. Approval of Certification 11 (2009-10) of the Academic Senate, defining the department heads' duties and responsibilities.
2. Submission of a Title V Grant proposal for external funding that allowed Commercial Advertising labs to be improved, and Criminal Justice and Natural Sciences labs to be equipped with new and advanced technology
3. Continual evaluation of course textbooks by faculty, resulting in changes, for examples, in the English and the Office Systems departments

These actions evidence how the Institution uses assessment results in planning, resource allocation, and renewal. More examples are provided later in this section.

Another questionnaire was administered to the 2009 graduates by the Office of Planning and Institutional Studies. Some results are shown in Table 11, Survey of Graduating Students in Baccalaureate Programs, Class of 2009.

Table 11: Survey of Graduating Students in Baccalaureate Programs, Class of 2009 (N = 235)

Criteria	% Very satisfied/Satisfied
Quality of Education Received (n = 234)	86
Specialization Courses Content (n = 234)	78
Basic Courses Content (n = 233)	78
Academic Counseling (n = 230)	78
Library Resources (n = 226)	72
Access to Courses and Sections (n = 230)	47
Effectiveness of UPRCA in Communicating with Students (n = 228)	54
Classrooms and Labs (n = 233)	56
Other Physical Facilities (n = 228)	48

Selected actions taken as a result of this assessment include:

1. Revision of all course syllabi, including learning outcome objectives, to meet uniform criteria.
2. Improved access to courses and sections through electronic selection of courses and registration.
3. Use of technology to improve communication with students. As examples, messages are sent through institutional UPR email, and information about institutional activities is disseminated through teleprompters in different campus areas. The UPRCA webpage is constantly updated with current information, and there is a blog where students can express their ideas.
4. Improvement in physical facilities. This includes better distribution of the Financial Assistance area and relocation of the Office of the Dean of Student Affairs and the Admissions Office to the first floor of the Institution's main building, making them more accessible to students. Although the physical facilities of the gymnasium were repaired, the Institution still has to work on the improvement of sport facilities.

As an additional external assessment measure, in 2010 the Institution participated for the first time in the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE). They will allow the Institution to have additional tools for decision-making. NSSE data show how engaged various types of students are in effective educational practices during the first and last years of college. NSSE and the FSSE are national surveys that can help institutions measure their effectiveness in key areas of interest. The

FSSE measures faculty expectations of student engagement in educational practices.

Since the NSSE and FSSE results were received in late March, 2011, a complete comprehensive analysis of the results is being conducted and is expected to be completed during the first quarter term of the 2011-2012 academic year in order to identify institutional strengths and areas for improvement. Recommendations will be incorporated during the 2011-12 academic year. Nevertheless, several results are included in this self-study. Some are shown in Table 12, NSEE 2010 Benchmark Comparisons: Mean Comparisons with Peer Institutions or Consortium.

Table 12: NSEE 2010 Benchmark Comparisons  
Mean Comparisons with Peer Institutions or Consortium

			University of Puerto Rico at Carolina compared with								
		UPRCA	HSI Public			Carnegie Class			NSSE 2010		
Benchmark of Effective Educational Practice	Class	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig. <sup>b</sup>	Effect size <sup>c</sup>	Mean <sup>a</sup>	Sig. <sup>b</sup>	Effect size <sup>c</sup>	Mean <sup>a</sup>	Sig. <sup>b</sup>	Effect size <sup>c</sup>
Level of Academic Challenge (LAC)	First-Year	53.9	53.1		.06	53.9		.00	54.1		-0.01
	Senior	54.4	57.3		-.19	57.9		-.24	57.6		-.22
Active and Collaborative Learning (ACL)	First-Year	49.9	43.8	***	.35	46.2	**	.22	43.7	***	.37
	Senior	53.2	52.8		.03	54.1		-.05	51.4		.10
Student-Faculty Interaction (SFI)	First-Year	28.4	34.6	***	-.32	38.4	***	-.52	35.2	***	-.37
	Senior	34.5	39.3		-.23	46.3	***	-.56	42.5	**	-.38
Enriching Educational Experiences (EEE)	First-Year	25.6	26.1		-0.04	28.2		-.18	27.9		-.17
	Senior	25.8	34.3	***	-.50	41.8	***	-.87	40.5	***	-.80
Supportive Campus Environment (SCE)	First-Year	58.2	61.9		-.19	64.2	**	-.31	62.5	*	-.23
	Senior	58.8	58.1		.03	62.7		-.20	59.6		-0.04

<sup>a</sup> Weighted by gender and enrollment status (and by institution size for comparison groups)

<sup>b</sup> \*p<.05 \*\*p<.01 \*\*\*p<.001 (2-tailed)

<sup>c</sup> Mean difference divided by the pooled standard deviation

Based on the results shown in Table 12, the average score for UPRCA first-year students is above (i.e., moderate positive effect size) that of the average student attending HSI Public and NSSE 2010 schools in Active and Collaborative Learning (ACL), and it is also above (i.e., small positive effect size) that of the

average Carnegie class student. In addition, the average UPRCA first-year student, as well as the average senior student, is as engaged (i.e. not significantly different) as the average student attending HSI Public, the Carnegie class, and NSSE 2010 institutions in the Level of Academic Challenge (LAC).

In the same way, the average UPRCA first-year student is as engaged (i.e. not significantly different) as the average student attending HSI Public, the Carnegie class, and NSSE 2010 institutions in Enriching Educational Experiences (EEE). The average UPRCA senior is as engaged (i.e. not significantly different) as the average student attending HSI Public, the Carnegie class, and NSSE 2010 institutions in Active and Collaborative Learning (ACL) and Supportive Campus Environment (SCE).

The results shown on Table 12 also suggest that the student behavior or institutional practice related to Student-Faculty Interaction (SFI) needs immediate attention, especially in areas concerning faculty and student interaction outside the classroom. This could be a reflection of an increase in part-time faculty members from 2006 to 2010, as mentioned in Area V, Standard 10. It is recommended that we reduce the number of part-time faculty members by increasing the full-time faculty.

The NSSE 2010 also reflects that a high percentage of first-year students (86%) and seniors (85%) would attend UPRCA if they could start over again, thus suggesting a high level of satisfaction.

To evidence the progress of institutional planning initiatives and objectives, all deans and office directors prepare unit-specific reports that follow up on and monitor the progress of each unit toward the implementation of the OSP. The reports ensure that the implementation, timelines, and usefulness of the OSP are evaluated and that planning efforts are followed by action.

Examples of other actions taken by the Institution to comply with its goals and objectives as defined in the OSP include the relocation of DECEP to larger facilities in March, 2011 to strengthen its capabilities of developing new external funds proposals, a major area of institutional concern. In its annual reports, DECEP had asked for a wider area, more accessible to the external community. Following the relocation, DECEP submitted four proposals to the Puerto Rico Department of Education in April, 2011. The proposals will benefit non-traditional students as part of an agreement between the Natural Sciences Department and DECEP.

In addition, the Office of External Resources was established in November, 2010 to assist the Institution obtain more funds from external sources. As part of the efforts to continue strengthening an assessment culture in the Institution, a component of the recently approved Title V Grant will fund the Assessment

Office, allowing an expert in the field to devote full-time attention to institutional assessment.

#### Changes and Improvements Resulting from the Institutional Assessment Process

Assessment is a process that helps verify outcomes and determine whether or not changes or improvements are needed. Institutional effectiveness assessment processes have been used to improve the quality of planning, resource allocation, institutional integrity, and student learning. Some examples of changes and improvements that may be attributed to assessment include the following:

##### Planning

1. Revision of the UPRCA Mission and Vision.
2. Revision of the UPRCA Strategic Plan based on the new mission and vision and Diez para la Década 2006-2016.
3. Improvement of physical facilities and green spaces on campus.
4. Development of annual operational plans based on assessment results.
5. Development of training and professional development plans for faculty and staff aimed at improving the quality of the teaching and services offered.
6. Corrective action plans based on the findings of both internal and external audits and supervision.

##### Resource allocation

1. Identification of external funding alternatives, some of which are already in operation and others in their initial phases (Examples: TEAU-Lube, Administration of the Medical Science Campus Cafeteria by the School of Hotel and Restaurant Administration).
2. Implementation of a special technology fee to obtain funds to support academic, technological, and bibliographic resources, distributed between academic departments and offices based on institutional priorities established in the Strategic Plan.

##### Institutional Renewal

1. Professional accreditation processes implemented for several academic programs.
2. Two new areas of specialization created in the Hotel and Restaurant Administration baccalaureate degree program.
3. Implementation of the restructured General Education Program.
4. Funding for a Title V Grant Project, obtained by analyzing institutional weaknesses, census and other organizational data; results of surveys among students and faculty; and faculty interviews. As a result, new certifications in Forensic Science: Chemical Applications for Forensic

Science and Disturbances Related to Substance Abuse will start in September, 2011.

5. Opening of a preschool center for the care of employees' children. Operations will begin in September, 2011 as a result of a need assessment conducted among UPRCA teaching and non-teaching personnel.
6. Designation of a new parking area for students, as a response to letters and oral petitions from students.
7. Increase in campus security in response to the results of the students' satisfaction survey.
8. Creation of additional staff positions to improve the quality of support services rendered.
9. Relocation and renovation of various offices.
10. Revision of faculty evaluation policies and procedures.
11. Procurement of a psychologist to serve the needs of students and personnel.
12. Creation of a Quality of Life Office to promote compliance with institutional policies regarding safety, drug abuse, sexual harassment, and sexual aggression on campus.
13. Establishment of the CarTeF Office to provide faculty with training on the effective use of technology in the teaching process.
14. Improvement of enrollment processes by enabling students to select and enroll in courses via the Internet.
15. Implementation of a formal assessment process to improve institutional, program, and service effectiveness.
16. Establishment of the Center for Multidisciplinary Research for the Faculty (CIMuD, by its Spanish acronym).
17. Administrative integration of the Tourism Culture Program into the School of Hotel and Restaurant Administration, as a result of an assessment process described in a proposal submitted by the Dean of the School of Hotel Administration and the Coordinator of the Tourism Culture Program.
18. Change in the name of the degree offered by the Tourism Culture Program, from Baccalaureate in Multidisciplinary Studies with a Concentration in Tourism Culture to Baccalaureate in Tourism Culture as a result of a curricular analysis and a study of current trends in the industry (Cert.108, 2010-2011, Board of Trustees).
19. Recruitment of faculty with doctoral degrees, resulting in an increase in the number of faculty members with terminal degrees.

#### Leadership and Governance

1. Appointment of a new institutional leadership based on the results of a consultation and assessment process among university constituents.
2. Training in Administration and Supervision topics offered to the institutional office directors based on findings of a needs assessment.

3. In compliance with Certification 50 (2004-05, Board of Trustees), an evaluation process of the Chancellor's performance established and conducted in November, 2005. The results were shared and discussed with the Chancellor. Upon his retirement from the University of Puerto Rico System, a new Chancellor was appointed who will be evaluated after three years.
4. Approval of a new certification by the Academic Senate (Certification 11, 2009-10) to define the duties and responsibilities of the academic department heads.
5. Elections of the Student Council conducted earlier to comply with the new General Students By-Laws of the University of Puerto Rico, Certification 13 (2009-20010) Board of Trustees.

#### Administration

1. Merging of the Information Systems Office and the Academic Computing Office in March, 2011 based on the recommendations made by external evaluators.
2. Creation of the position of Documents Administrator to oversee the compliance with policies requiring the preparation of an inventory of public documents to be kept or discarded.

#### Institutional Integrity

1. Implementation of workshops for institutional personnel about the Government Ethics Law.
2. Development, implementation, and dissemination of institutional policies on ethical and legal uses of technology (Cert. 35, 2007-08, Board of Trustees).
3. Establishment of internal control measures in the Collection and Claims Office as a result of an assessment report submitted by the Internal Audits Office.
4. Development of protocol drafts during emergencies [Examples: Library Contingency Plan (January, 2011), Academic Computing Office Contingency Plan (November, 2010), Academic Affairs Deanship Contingency Plan (in progress), Student Affairs Deanship Contingency Plan (December, 2010), Student Support Services Contingency Plan (November, 2010), Security Contingency Plan, Crime Alert (employee identification required), Prevention and Intervention on Handling Situations of Victims Survivors of Domestic Violence, Sexual Assault and Stalking (PPVM)].
5. Development of a protocol to handle students' complaints.

#### **Standard 14: Assessment of Student Learning**

UPRCA considers the process of student learning at three levels as students pass through the university (See Standard 1: Mission and Goals). This learning

process occurs at course level, program level and institutional (system-wide) level. At the course level, the student learning occurs primarily in the classroom, where specific outcomes must be achieved by students. Collected data is analyzed to improve the teaching-learning process of the course. Even though these outcomes are course level, they also respond (are aligned) to the outcomes of the program/academic department.

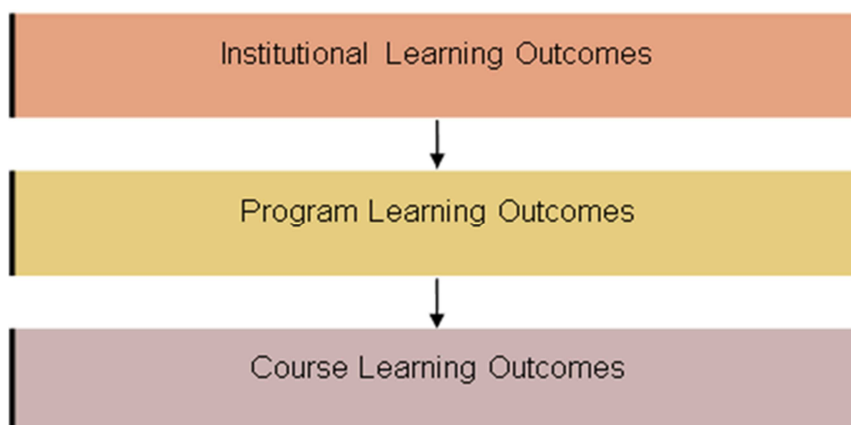
At the program level, the student learning occurs as students advance through the program's curricular sequence and other extra-curricular activities (See Standard 9: Student Support Services). The program establishes specific learning outcomes to be achieved by students by the time they graduate. Learning outcomes at this level are derived from those at the institutional level, and, as such, they are more specific. They support the programs and the university's mission, as required by Certification 80, 2005-06 of the Board of Trustees. Since the learning process is basically accomplished in the courses, the gathering of data (to demonstrate learning achievements at the program level) primarily comes from many selected courses in the program: in other words, assessment activities are primarily course embedded. The accumulated data must evidence fulfillment with the program learning outcomes, which in turn guide the design of course learning outcomes.

At the program level, self-assessment reports in 2009 stated that 100% of the programs that conducted self-assessment have updated their mission in accordance with the new UPRCA mission (2008), and 83% have reviewed their learning outcomes according to the 2009 Student Learning Assessment Plan (PAAE by its Spanish acronym) requirements. The PAAE was written to address assessment of student learning at the program level. Programs seeking professional accreditation have tuned their learning outcomes to the requirements of the accreditation agencies.

At the institutional level, learning outcomes express the knowledge, skills, and dispositions that students are expected to develop as a result of their interaction with different aspects of the university experience (courses, programs, student services, and more). These learning outcomes are collective expressions of the learning environment that the university offers to all students. A graphical representation of the subordinated learning outcomes is shown in Figure 3, Relationship among Learning Outcomes at Different Levels. At this level, the student learning outcomes are mainly those of general education. More information on the current status of general education assessment can be found in Standard 12. All academic programs must align their outcomes to the institutional ones.



Figure 3: Relationship among Learning Outcomes at Different Levels



### Institutional Progress in Assessment of Student Learning

The University of Puerto Rico at Carolina has made progress in the assessment of student learning through the promotion of an assessment culture since the last Self-Study. This process has been developed to closely support our mission by assessing student performance through its graduation candidates and by providing information to generate strategic plans at departmental and institutional levels. In addition, efforts have been made to involve faculty, staff, and students to work collaboratively in order to support student educational experiences and their integral development via evaluation of curriculum and academic programs. This process has been directed to provide evidence of student learning based on outcomes and to sustain the identified general-education skills in the specialized programs. The assessment model, which includes assessment of student learning, was described in Figure 2, Assessment Cycle.

All programs in the first phase of assessment have developed and implemented assessment tools to measure and increase the level of achievement of their learning outcomes. Details of these actions can be found in each annual assessment report. Typical assessment tools, obtained from the assessment reports, are presented in Table 13, Learning Outcomes Assessment Tools Developed since 2006-07. As may be observed from the annual assessment reports, programs have been changing their methods over the years, according to analyses of their individual needs.

Table 13: Learning Outcomes Assessment Tools Developed since 2006-07

Program	Assessment Tools Developed
Hotel and Restaurant Administration	<ul style="list-style-type: none"> <li>• Pre/post test</li> <li>• Short essay</li> <li>• Students survey</li> <li>• Teamwork rubric</li> </ul>
Business Administration	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Simulation</li> <li>• Case study</li> <li>• Assignment</li> <li>• Conceptual map</li> </ul>
Advertising	<ul style="list-style-type: none"> <li>• Pre/post test</li> <li>• Portfolio</li> </ul>
Office Systems	<ul style="list-style-type: none"> <li>• Pre/post test</li> <li>• Assignment rubric</li> <li>• Exit student survey</li> <li>• Focus student group</li> <li>• Portfolio</li> <li>• Reflective journal</li> </ul>
Criminal Justice	<ul style="list-style-type: none"> <li>• Pre/post test</li> <li>• Written tests</li> <li>• Essay rubric</li> </ul>
Tourism Culture	<ul style="list-style-type: none"> <li>• Pre/post test</li> <li>• Presentation rubric</li> <li>• Reflective journal</li> <li>• Research report rubric</li> <li>• Portfolio</li> </ul>
Mechanical Engineering Technology	<ul style="list-style-type: none"> <li>• Pre /post test</li> <li>• Test rubric</li> <li>• Simulation rubric</li> <li>• Presentation rubric</li> <li>• Survey</li> <li>• Focus group</li> </ul>
Spanish*	<ul style="list-style-type: none"> <li>• Pre/post test</li> <li>• Quiz</li> <li>• Portfolio</li> <li>• Oral report</li> </ul>
English*	<ul style="list-style-type: none"> <li>• Pre/post test</li> <li>• Assignment rubric</li> <li>• Survey</li> </ul>
Natural Sciences*	<ul style="list-style-type: none"> <li>• Pre/post test</li> </ul>
Interior Design	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Research report rubric</li> </ul>
Humanities*	<ul style="list-style-type: none"> <li>• Reflexive diary</li> <li>• Pre/post test</li> </ul>

\*Academic Service Department

Data were collected through the assessment tools mentioned in the previous table. Results of that process are shown in Appendix 6: Selected Assessment Results for Program Learning Outcomes 2009-2010 Academic Year.

Some 2009-10 assessment results, including those not illustrated in Appendix 6, and recommendations or actions taken as a consequence of them are described in Table 14, Selected General Results and Recommendations/Actions Taken by Programs.

Table 14  
Selected General Results and Recommendations/Actions Taken by Programs  
2009-10 Academic Year

Program	General Results	Recommendations/Actions Taken
Mechanical Engineering Technology	Three of five learning outcomes considered were achieved. One of the outcomes not completely achieved is associated to the appropriate mastering of the knowledge, techniques, skills, and modern tools of industrial maintenance. Only one of four indicators related to that learning outcome was not achieved. The other learning outcome not achieved is related to the application of current knowledge and adaptation to emerging applications of mathematics, engineering, and technology, where two of seven indicators were not achieved.	More emphasis in classes to discussion and development of skills related to indicators not achieved.
Hotel and Restaurant Administration	The learning outcome was achieved. Even though results show that indicators were not achieved in some course sections, overall performance when considering the same indicator reflects that the indicator was achieved.	None
English	Two of the three outcomes were achieved. Students were able to recognize essay forms in the pre post test but did not achieve the success indicator writing the essay.	More emphasis in writing essays and to change the textbook to one with more emphasis in writing essays.
Office Systems	The learning outcome was not achieved.	Course content was revised and the complex technological content transferred to the advanced courses (SOFI 3305 and SFI 4005).

Other actions taken by programs since 2006-07 as a result of the achievement analysis of learning outcomes include:

1. All syllabi were revised, an action that also was taken considering the answers of graduating students to questionnaires submitted by the institution, as indicated before in this area. Syllabi revision also complies with Certification 130, 1999-2000 of the Board of Trustees, which requires expected learning outcomes that should be achievable to students as a result of course experiences. A committee has evaluated compliance with this norm, and its report indicates that 100% of syllabi satisfy this requirement. A closer review of the syllabi shows that there was no explicit relationship between course learning outcomes and program learning outcomes. This deficiency is being addressed by departmental committees.
2. Some course textbooks were updated.

3. Order of courses in Hotel and Restaurant Administration curriculum was changed to guarantee that students have specific skills or knowledge needed to perform well in more advanced courses.
4. More lectures in the Web and new innovative projects have been assigned to motivate students in Mechanical Engineering Technology.
5. More exercises or practice has been provided to develop specific skills in several programs/ departments.
6. More independent work, problem solving and analysis situations were provided for Office Systems students.
7. Use of technology has increased.

All recommendations and changes suggested and/or implemented are mentioned in the assessment reports submitted by each program. Other changes implemented or in process are presented later in this area.

In addition to the measures employed in the classroom, a self-assessment of achievements is done by each program/department/school to follow up its progress toward the program learning outcomes achievement. In this self-assessment, three out of six programs have achieved 60% of the indicators that represent the success of student learning assessment. (Appendix 7: Self-Assessment of Program Learning, 2008-09).

Other measures used to determine the program's effectiveness in promoting important skills development include questionnaires administered to students. For example, the results of a questionnaire administered to 79 students of the School of Hotel and Restaurant Administration during the 2009-10 year show that they were highly satisfied/ satisfied with skills related to

1. Teamwork skills (85.5%).
2. Organizing ideas and communicating them in written Spanish (88.4%).
3. Recognizing and efficiently performing the main functions of an administrator in different hotel or restaurant areas (94.2%).
4. Organizing and supervising the customer service process (97.1%).
5. Developing knowledge of economic, financial and strategic processes of an operation (91.2%).
6. Developing awareness of ethical, cultural, and social values (88.2%).
7. Creating a sense of respect for aesthetic values (86.8%).

These results show an accomplishment of institutional mission and program learning outcomes.

#### Faculty Training and Participation in the Assessment of Student Learning

Faculty members carry out assessment tasks and report to their respective department assessment coordinators, who in turn report to the department head, the Institutional Assessment Coordinator, and the Dean of Academic Affairs. The Institutional Assessment Coordinator, who is part of the Assessment and

Accreditation Office, is in charge of providing guidance to the department assessment coordinators and monitoring their progress as described in the PAAE. Usually, department coordinators preside over a committee with a minimum of three faculty members. The UPRCA initially provided monetary compensation to the departmental assessment coordinators; however, due to financial limitations, compensations have been eliminated. Nevertheless, the departmental assessment coordinators continue to work ad-honorem.

UPRCA has provided its faculty with many opportunities for training in order to undertake student learning assessment. These training sessions have supported the development of student learning assessment. As a result, more faculty members participated in the assessment process. Table 15, Faculty Participation in Student Learning Assessment, gathered from assessment reports, shows the number of faculty members involved in the student learning assessment process. It indicates an increase of at least 80% from 2003-04 to 2008-09.

Table 15: Faculty Participation in Student Learning Assessment

Program	2008-09	2007-08	2006-07	Reference 2003-04
Hotel and Restaurant Administration	7	3	3	N/A
Business Administration	3	1	N/A	N/A
Graphic Arts / Advertising	4	1	2	N/A
Office Systems	1	1	3	5
Criminal Justice	9	4	5	7
Mechanical Engineering Technology	4	5	2	N/A
Humanities*	4	9	4	4
Spanish*	12	5	8	1
English*	7	3	5	1
Natural Sciences*	Many, N/A	6	1	3
Education*	N/A	N/A	3	7
<b>TOTAL FACULTY</b>	<b>51</b>	<b>38</b>	<b>36</b>	<b>28</b>

\*Academic Service Department

The UPRCA faculty was surveyed on March 31, 2010 on issues related to student learning assessment. Results revealed that in the last five years over 70% of those surveyed (N = 77) show at least good knowledge about the process, the need for it, and its importance, as well as their commitment to it (Evidence on site). Nevertheless, less than 50% answered that the effectiveness and adequacy of the assessment model, the timing of each assessment phase, and faculty participation is at least good. In addition, 54% felt there is no action plan to work with assessment results in their respective departments/programs. The Academic Dean and the Director of the Assessment Office are developing training activities to meet faculty members' concerns (Appendix 8: Faculty Survey on Issues Related to the Process of Assessment of Student Learning in the Last Five Years).

## Other Assessment Methods Applied by UPRCA

As mentioned before, the Office of Planning and Institutional Research (OPEI) conducts assessment surveys to gather information about students' perceptions in different areas. Among the results obtained in graduating student surveys are students' perceptions of their achievements in diverse skills and knowledge by the time they graduate, as shown in Table 16, Student Perception of UPRCA's Contribution to Student Achievements.

Table 16: Student Perception of UPRCA's Contribution to Student Achievements  
(Based on an exit survey -- percentage of students who chose 4 or 5 on a 1-to-5 scale, with 1 indicating "nothing" and 5 indicating "much")

Criteria	Graduating 2006	Graduating 2009
Knowledge in the area of your field	N/A	87.3%
Reflexive and critical thinking	56.5%	85.7%
Oral communication in Spanish	50.7%	87.0%
Writing in Spanish	52.2%	84.3%
Oral communication in English	27.7%	61.2%
Writing in English	30.3%	60.2%
Social responsibility	N/A	87.3%
Research and creation	N/A	70.6%
Mathematics/logical reasoning	41%	59.9%
Statistical skills	N/A	59.1%
Technological skills	40.5%	73.8%
Studying independently	47.9%	85.8%
Personal development	56.2%	89.3%
Understanding and evaluating issues from a global perspective	N/A	80.6%
Lifelong learning	47.4%	83.0%
Contributing to understanding and evaluating Puerto Rican issues	N/A	84.3%
Integral view of knowledge	N/A	84.7%
Searching, handling and ethically using information	N/A	85.2%
Working in teams	N/A	86.4%

\*An old questionnaire was used, and percentages were adjusted to exclude unanswered questions.

There was an increase in the perception that students had on UPRCA's contribution to their learning achievements from 2006 to 2009. However, two concerns remain to be addressed: Students do not perceive they have enough proficiency in English and Mathematics skills. Efforts are being made by the Natural Science and the English departments to help students increase their Mathematics and English performance. For example, the Natural Science department will submit during the 2011-2012 academic year a proposal to the Academic Senate to provide freshmen with remedial courses during the summer session prior to their freshmen year.

On the other hand, the English Department is currently offering the Pre-basic English course as pre-requisite for freshmen who score less than 450 in the English part of the College Board Entrance Exam. In addition, a limited peer-

tutoring service is being offered in the department, funded by the *Mano a Mano* Program, under the Puerto Rico Labor Department. To maximize the opportunities of improvement for the students in the Office Systems Program and as a result of the assessment the department carried out during their accreditation process, a collaborative pilot project will start in September, 2011. The Office Systems first-year students who are placed in Pre-basic English will have special activities focused on speaking and on Office Systems situations. In addition, TellMeMore, an interactive language learning software, will be used in all Pre-basic and Basic English courses starting in September, 2011.

In 2010, the National Survey for Student Engagement (NSSE) was administered for the first time to first-year students and seniors, to collect information about their participation in the programs and activities that UPRCA provides for their learning and personal development. In addition, faculty members answered the Faculty Survey on Student Engagement (FSSE) administered in 2010. These surveys will be administered in the future on a yearly basis. The FSSE provides information about faculty perceptions of how often students engage in different activities, the kinds of learning experiences that UPRCA emphasizes, and others. Table 17 provides information about student and faculty perceptions related to the UPRCA contribution to the students' educational and personal growth.

Table 17  
Student and Faculty Perceptions Related to the UPRCA Contribution to the Students' Educational and Personal Growth (Percentage of people who answered Very much / Quite a bit)

Criteria	Students (%)		Faculty (%)
	First-Year	Seniors	
Acquiring a broad general education	83	91	---
Acquiring job or work-related knowledge and skills	86	84	---
Writing clearly and effectively	85	85	66
Speaking clearly and effectively	84	82	67
Thinking critically and analytically	96	89	61
Analyzing quantitative problems	62	76	45
Using computing and information technology	90	83	92
Working effectively with others	85	88	72
Learning effectively on your own	79	70	73
Solving complex real-world problems	80	68	61
Developing a personal code of values and ethics	78	74	61

Sources: NSSE 2010, FSSE 2010

As shown in Table 17, students have a better perception of UPRCA's contribution to their educational and personal growth than the faculty's perception. Considering criteria in which all groups agree, the Institution has contributed to the development of the skills related to the students' use of computing and information technology. Nevertheless, improvement will be made in courses and other activities to provide students with more opportunities to analyze quantitative problems, to learn effectively on their own, and to develop a personal code of values and ethics while keeping and increasing emphasis in the



other areas. Table 17 also shows that students perceive that UPRCA has contributed in acquiring a broad general education and acquiring job or work-related knowledge and skills.

Other results from the NSSE also reveal that 89% of the first-year students and 83% of the seniors surveyed evaluate as good or excellent their entire educational experience at UPRCA. These results demonstrate the students' high level of satisfaction.

In addition to these surveys, alumni surveys have been conducted by OPEI. The available results on alumni performance are shown in Table 18, UPRCA's Contributions to Student Achievements, as Perceived by Alumni. Students who graduated between 2000 and 2003 were surveyed in 2007. This survey was an updated version of the one administered in 2001, which is shown as reference.

Table 18  
Alumni Perception of UPRCA's Contributions to Student Achievements (Percentage of students who chose 4 or 5 on a 1-to-5 scale, with 1 indicating "nothing" and 5 indicating "much")

Criteria	2001 Survey – Graduates from 1994 to 2000	2007 Survey – Graduates from 2000 to 2003
Written proficiency in Spanish	87.6%	83.6%
Written proficiency in English	-	74.3%
Oral proficiency in Spanish	86.1%	87.7%
Oral proficiency in English		63.5%
Understanding written material in Spanish	N/A	83.3%
Understanding written material in English	N/A	76.7%
Understanding and applying mathematics in daily activities	81.5%	69.9%
Understanding graphic information	N/A	77.5%
Using library resources	N/A	85.1%
Preparing written reports	N/A	80.6%
Self-motivation in learning	85.3%	81.9%
Understanding and applying computational resources	56.3%	71.8%
Understanding other cultures and philosophies	85.7%	71.2%
Defining and solving decision-making problems	89.1%	82.2%
Understanding and applying scientific methods	72.7%	59.7%
Teamwork	89.9%	84.9%
Effective time management	N/A	77.1%
Persevering on difficult tasks	89.5%	87.5%
Identifying assumptions, making logical inferences, and drawing correct conclusions	85.3%	80.8%

As is evident from the previous table, alumni agreed by more than 70% in 17 out of the 19 selected items related to student learning that UPRCA had contributed to their development. Compared with the 2001 survey, a slight decrease is reflected in performance that may be attributed to the new assessment methods. By then, UPRCA was starting to assess its teaching learning process. Some corrective actions had just been taken as described in the *2004 Monitoring*



*Report*, and the General Education Program had begun to be implemented by 2006. A new alumni study will be conducted by December, 2011.

In addition, OPEI keeps a database of statistics on enrollment, course and complete withdrawals, degrees conferred, and others. These data are disclosed periodically to the Chancellor, the deans, and the department heads to aid them in planning and decision-making. Published data include the institutional graduation rates.

Table 19: Graduation Rates within 150% of Allotted Time (OPEI Bulletin)

Cohort (end of June)	Graduated students	Percentage
2000 (2006)	372 out of 923	40.3
2001 (2007)	370 out of 1018	36.3
2002 (2008)	383 out of 1033	37.1
2003 (2009)	340 out of 972	35.0
2004 (2010)	370 out of 906	41.0

As shown in Table 19, Graduation Rates within 150% of Allotted Time (OPEI Bulletin), graduation rates have been fairly consistent, at approximately 38% which is just 3% below the average rate of the UPR System.

Another survey was reported by OPEI in 2008. It provides data (2000-2003) regarding alumni employment acquisition. Information is shown on Table 20, Alumni Employment Acquisition.

Table 20: Alumni Employment Acquisition 2000 - 2003

Criteria	Percentage
Full-time employed (35 hours or more weekly)	74.7
Unemployed	2.6
Employed before graduation	46.7
Employed in a six-month period after graduation	30.7
First employment in area of specialization	54.7

Source: OPEI, 2008

Considering that Puerto Rico has an unemployment rate of over 12%, it can be concluded that UPRCA alumni surveyed were successful in job placement. Nearly three-fourths of the graduates were full-time when surveyed, and more than half were first employed in their area of specialization.

As an additional support to the assessment of student planning and decision making, the institution acquired WeaveOnline software. WeaveOnline is an application that guides and provides for the alignment of assessment and planning. Data entered is linked to the Institutional Strategic Plan objectives, the General Education goals, and program/departmental goals. Each

program/department assessment coordinator is responsible for entering the information in the platform.

### Changes and Improvements Resulting from the Assessment Process of Student Learning

1. Syllabi of different department courses have been revised.
2. Special academic sessions have been created to provide students with more opportunities to complete their requirements for graduation or transfer.
3. English 0080 is offered in summer sessions as a pre-requisite for freshmen with a score lower than 450 in the English part of the College Boards.
4. A Fundamentals of Mathematics course for freshmen who need to strengthen mathematics skills is offered by DECEP on a voluntary basis for students.
5. The Honor Studies Program was created to guide students to pursue post graduate studies.
6. The Multidisciplinary Research Center for Students was established in March, 2011.
7. A tutoring program (Student Resource and Assistance Center) was organized to offer assistance to all students needing help in mathematics, chemistry, physics, and accounting.
8. Educational technology equipment was purchased and faculty members have been trained to incorporate it in the classroom in order to improve the teaching and learning processes.
9. In the first quarter term of the 2011-2012 academic year, the Natural Sciences Department will submit to the Academic Senate a proposal to set basic mathematics courses as pre-requisites for freshmen before they enroll in their first mathematics curriculum course.
10. Peachtree workshops have been offered to business administration students free of charge by DECEP.
11. Undergraduate research activities have been programmed for Natural Sciences students.
12. Information Literacy skills have been included in some Chemistry, English, Spanish and Graphic Arts courses.

### Conclusion

Since the last MSCHE visit in 2001, considerable progress has been made in assessing the institutional effectiveness of academic programs, administrative units in support of student learning, and student learning at course, program, and institutional levels. The Institution has developed and implemented an assessment plan and process that evaluates its overall effectiveness in achieving its mission and goals. This process addresses educational offerings, services, and other processes such as planning, resource allocation, and institutional renewal. It also addresses student learning outcomes. Assessment results have

been used to improve efficiency in administrative services and processes, and in teaching and learning.

Several quantitative and qualitative assessment measures developed by faculty, administrative, and non-teaching staff to facilitate assessment processes have been implemented. Assessment of student learning, determined by direct and indirect measures, demonstrates that UPRCA students have knowledge, skills, and competencies consistent with institutional goals, and that students at graduation have achieved appropriate goals.

In general, the Institution has made great strides in developing a culture of assessment and professional accreditation in order to promote the quality of its offerings and services. Even though progress has been made, there is a need to increase the number of support units/offices in the assessment processes of their services. In addition, communication of institutional assessment results should be strengthened. Adequate training has been provided to faculty, resulting in an increase in their understanding, knowledge, and commitment to assess of student learning. Nevertheless, more efforts should be made to increase faculty participation in the assessment process.

### **Commendations**

- UPRCA has established the Assessment and Accreditation Office (AAO) to coordinate all institutional assessment and accreditation processes.
- A culture of professional accreditation has been promoted and embraced. Three academic programs have already been accredited and six other are in progress.
- A Student Learning Assessment Plan has been developed.
- Intensive training sessions and workshops incorporate the faculty in the development of strategies to assess learning.

### **Challenges**

- Develop on a campus-wide basis a system to disseminate and analyze assessment information to conduct planning and decision-making processes.
- Continue to strengthen the culture of assessment to support this effort with training and financial resources.
- Analyze the current assessment plan to determine areas to be improved for the development of the next five-year comprehensive assessment plan.
- Require all administrative offices and academic departments to incorporate a section of assessment results in their annual reports.
- Provide greater support and encouragement for assessment through incentives for faculty participation and opportunities for communicating assessment plans and results to the university community.

- Complete the analysis of the 2010 National Survey of Student Engagement (NSEE) and the 2010 Faculty Survey of Student Engagement (FSSE) to identify areas of improvement and take action accordingly.
- Schedule participation in the National Survey of Student Engagement (NSEE) and the Faculty Survey of Student Engagement (FSSE) every five years to measure whether student and institutional performance are moving in the desired direction.

## Area IV – Student Life

### Introduction

The University of Puerto Rico at Carolina considers that student support services are essential to the university experience. For this reason, we make every effort to ensure that students receive the best possible support to satisfy all their needs, which include academics and personal experiences. National data sustains that a university with poor services may lose its students; a university with good services retains them. As an institution aware of this, we highly value our support services' ongoing assessment and believe their provision must be guaranteed continuously. UPRCA is committed to providing a high quality education, and to achieve this goal it must offer services of excellence that help students advance their academic goals and their entrance into the labor market. This institutional commitment begins even before the students arrive on campus: it begins with our image, offerings and recruitment.

### Standard 8: Student Admissions and Retention

The admissions process for the University of Puerto Rico System is centralized. It operates systematically at the UPR Central Administration, which makes decisions based on the information received from student candidates. Admissions criteria include the high school grade point average (GPA) and College Board test results (Comprehensive Test). Each student is given a 50% value to each criterion to obtain a General Application Index (IGS by its Spanish acronym). At UPRCA each department has its own minimum IGS to determine admission. Limited numbers of students (2.2%) are also admitted based on special abilities and talents. These candidates must report their abilities in the application form, have a minimum GPA of 2.0, and provide College Board results. A student's IGS cannot be more than 2.0 points below specific program requirements. The Institutional Strategic Plan states that UPRCA aims to recruit the best students from the northeast area but also draws from students from the island.

The University of Puerto Rico admissions process includes four basic steps:

- Self-evaluation. Candidates should identify their preferences.
- Calculation of IGS. An online calculator is provided for this.
- Identification of programs of study, either by units or categories. Students may indicate three alternatives, in order of preference.
- Completion of application. This may be done in print or online. The required documentation is:
  - High school diploma
  - Application fee
  - College Board or SAT results

- Official high school transcript

The Institutional Strategic Plan promotes recruitment through school visits and open-house activities. The UPR Central Administration annually assigns funds to each campus to conduct an open-house activity. At UPRCA this process has been carried out for the last two years. Individual academic programs also conduct marketing efforts through school visits. The Admissions Office helps students complete the application for admission. In addition, several UPRCA special offices work with high school students prior to the start of their university life (See Standard 14: Assessment of Student Learning). For example, the Upward Bound program offers remedial courses to high school students, from their freshmen through their senior years. They learn about study habits that help them improve academic performance. The Division of Continuing Education and Professional Studies (DECEP by its Spanish acronym) coordinates a special university articulation program with the Technological Unit of the Puerto Rico Department of Education.

DECEP is active in ten UPR units and offers credited college-level courses to talented students as well as summer camps, College Tech Prep competitions, leadership activities, and the Tech Prep Annual Conference. Other offerings include training courses and workshops for teachers, counselors, and directors. The program provides students from public vocational schools the opportunity to earn university course credits during their high school senior year.

The University of Puerto Rico does not discriminate against any students or employee applicants on the basics of sex, race, color, racial or ethnic origin, age, political ideas, or disabilities as required by state and federal law. Information collected on the application about sex, age, and nationality is used solely for statistical purposes.

The University of Puerto Rico system offers the lowest costs per credit among higher education institutions on the island and among its counterparts in the United States of America. This fact, nonetheless, does not mean that financial aid is unavailable. The main objective of the Financial Aid Program (Title IV) is to assist students who, because of economic problems, are academically and socially underprivileged and unable to achieve their academic goals. Financial aid programs at UPRCA include the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Academic Competitiveness Grant (ACG), Leveraging Educational Assistance Partnership Program (LEAPP), College Work/Study Program (CWS), Federal Stafford Loans, legislative grants, and special scholarships. All this aid is used for the payment of tuition, books, nutrition, transportation, lodging, and personal expenses.

Since 1978, financial aid has been subject to eligibility requirements, and it is now being granted on an annual basis (three academic terms). Students must meet the following eligibility requirements: (1) be a permanent resident of the

United States; (2) be admitted to an accredited institution of higher education; (3) be enrolled in at least six credit hours per quarter term (except for the Pell Grant, which allows student benefits with one credit); (4) fulfill the academic progress requirements; (5) demonstrate economic need. Specific program requirements, especially academic ones, are included in the institutional catalog.

Funds for programs such as the Legislative Grant and Leveraging Educational Assistance Partnership are assigned by the Puerto Rico Legislature. The Financial Aid Officer administers the funds (Pell Grant, SEOG, ACG, CWS, LEAPP, loans, legislative grants, and special scholarships) using the norms and conditions established by contributing agencies. Table 21 shows the different financial aid programs and the number of students who have benefited from 2004 through 2009.

Table 21: Financial Aid Office Number of Benefiting Students and Amounts Received 2004-2009

	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
Programs	Number Students	Amounts	Number Students	Amounts	Number Students	Amounts	Number Students	Amounts	Number Students	Amounts
Pell Grant	2,218	\$6,342,779.00	2146	5,844,647.00	2,255	6,205,222.25	2,432	7,370,660.66	2,637	8,711,760.09
Legislative Grant	1,457	666,443.00	1,345	648,283.00	1,185	643,726.00	1,152	672,247.00	1,164	679,829.00
Federal (SEOG)	531	250,203.00	443	223,643.00	360	162,305.00	248	181,781.00	372	203,015.00
Work-Study (CWS)	209	236,960.00	195	249,147.10	201	258,796.31	207	279,640.00	169	262,013.13
Academic Competitive-ness Grant (ACG)					136	244,142.00	261	177,171.81	448	326,803.46
Incentive (LEAPP)			20	10,720.00	17	10,738.00			18	7,228.00
Special Scholarships	111	62,713.00	17	17,495.00	25	28,250.00	13	22,665.00	17	32,565.00
Stafford Loans	196	569,377.00	151	447,896.00	237	692,691.00	281	828,594.00	283	884,646.37

Sixty-two percent of UPRCA students depend on financial aid to pay for tuition and finance their studies. In order to keep students informed, the Financial Aid Office publishes information on the web regarding eligibility requirements, processes, and requirements for available programs.

Guides and brochures from the UPR Central Administration Financial Aid Office and the Federal Department of Education are distributed. Information about financial aid programs is also included in the College Catalog. In addition, flyers are placed on bulletin boards with information about loans and special programs, including due dates.

Counseling and orientation related to financial alternatives for study is essential. At UPRCA, financial aid officials carry out this function through the following activities:

- Orientation Week. During this week, new students receive information related to existing programs, requirements, duties and obligations, registration processes, and academic progress requirements.
- Group and individual orientation about educational costs, the application process, due dates, how the institution determines financial need, and how to apply when determining eligibility.
- High school visits by admissions and financial aid office staff.
- Special workshops for the Work and Study Program and student loan participants.

UPRCA maintains an active committee for financial aid revision. Students who do not qualify due to academic or any other reasons may apply for reconsideration. The committee analyzes every case with the evidence presented and makes a final determination.

Reports submitted by internal and external auditors and from the Federal Department of Education show that the handling of financial aid funds has been carried out effectively and in accordance with all regulations. This achievement was possible thanks to an effective coordination between the registry and the fiscal areas of the Financial Aid Office. The staff meets periodically to discuss new by-laws and special cases, and participates regularly in workshops and training activities organized by the UPR Central Administration and the Federal Department of Education. There is also a suggestion box for students so that they may express their impressions about the services received.

Graduation percentages for the years 2002-2004 showed that approximately 50% of students graduated, as shown in Table 22.

Table 22: UPRCA Program Graduation Rates: 2002-2004

Program	2002 Class	Total Grad.	% Grad.
Hotel Administration	55	21	38.2
Business Administration-Finance	83	38	45.8
Business Administration -Management	91	48	52.7
Graphic Arts	41	22	53.7
Criminal Justice-Forensic Psychology	21	13	61.9
Criminal Justice –Law and Society	25	12	48.0
Advertising	36	23	63.9
Office Systems	44	18	40.9
Tourist Culture	33	16	48.5
<b>Total</b>	<b>429</b>	<b>211</b>	<b>49.2</b>
Program	2003 Class	Total Grad.	% Grad.
Hotel Administration	58	29	50.0
Business Administration-Finance	55	20	36.4
Business Administration -Management	59	22	37.3
Graphic Arts	25	9	36.0
Criminal Justice-Forensic Psychology	24	18	75.0
Criminal Justice –Law and Society	32	25	78.1
Advertising	41	20	48.8



Office Systems	30	17	56.7
Tourist Culture	29	9	31.0
<b>Total</b>	<b>353</b>	<b>169</b>	<b>47.9</b>
<b>Program</b>	<b>2004 Class</b>	<b>Total Grad.</b>	<b>% Grad.</b>
Hotel Administration	39	19	48.7
Business Administration-Finance	62	24	38.7
Business Administration -Management	50	25	50.0
Graphic Arts	30	14	46.7
Criminal Justice-Forensic Psychology	28	22	78.6
Criminal Justice –Law and Society	25	18	72.0
Advertising	40	21	52.5
Office Systems	16	7	43.8
Tourist Culture	25	12	48.0
<b>Total</b>	<b>315</b>	<b>162</b>	<b>51.4</b>

Source: UPRCA Office of Planning and Institutional Research

These rates led the Institution to prepare a working plan for their improvement. During academic year 2005-2006, the Office of Planning and Institutional Research submitted a working plan to deal with graduation and retention rates at UPRCA. Selected cohorts began with academic year 2000-2001. Measures were intended to increase graduation rates for 2003-2004 cohorts for associate degrees and 2000-2001 cohorts for baccalaureate degrees. The plan was implemented on an institutional level and in academic departments. Its aim is to make graduation possible for students who complete their academic program within 150 percent of the established time by June, 2005-2006. At the beginning of each year, cohort students are identified. Associate degree candidates are monitored from their first year and baccalaureate degree students from their third year of study.

Academic departments established processes to monitor student process that began with an organized plan that included the following:

- Identifying and contacting students who belonged to 2000-2001 cohorts.
- Adequately monitoring their academic performance.
- Reinforcing the academic counseling processes. For example, providing incentives to volunteer faculty, such as point value for promotional procedures, and so on. Departments would organize and assign these tasks.
- Monitoring students who were close to completing their academic program within 150 percent of the established time.
- Academic advisors evaluating student records to ensure availability of courses needed for graduation.
- Academic advisors making recommendations to program directors regarding course schedule planning.
- Advising students to establish study plans that would help them graduate during or before June, 2006.

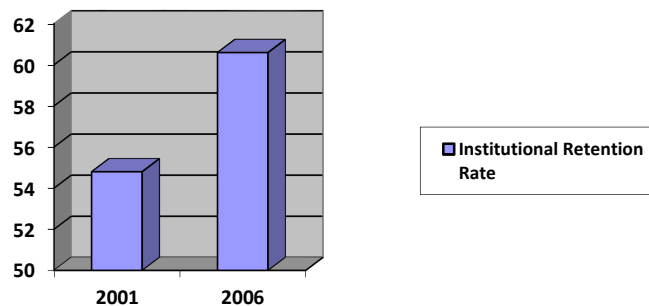
- Orienting students who showed an interest in reclassification on how to avoid delays in reaching their goals, which would affect institutional and departmental graduation rates.
- Giving priority to graduation candidates during enrollment periods.

The Office of Planning and Institutional Research recommended that departments identify students who dropped out in order to ask them about the reasons that led them to make this decision. In addition the office emphasized that:

- Academic counseling is especially crucial for programs that have shown low graduation rates.
- The cohort must be granted priority during the enrollment period for the third quarter term.
- Departments with higher graduation rates, and their academic advisors, should be recognized for their efforts.
- Departments should meet to share experiences about plan implementation.

The above-mentioned measures provided for ascending and stable retention rates for the 2001-2006 periods. For example, baccalaureate degree student retention rates ranged from 58.2% to 66.6%, associate degree rates ranged from 45.07% to 52.16%, and, as shown on Figure 4, the institutional rates also demonstrated a stable retention.

Figure 4: Institutional Retention Rates



Student support services have also been improved through continuous evaluation. Professional accreditation processes have been key to achieving success. For example, the Counseling Department is currently going through its accreditation process by the International Association of Counseling Services (IACS). This has made possible a thorough reorganization that includes new facilities, personnel, and a comprehensive evaluation of all its services and procedures, such as student claims, policies, and record management. Implementation of these changes has always been student-centered. In May, 2007, library services were evaluated and assessed by the Association of College & Research Libraries (ACRL). Half of ACRL's recommendations have

already been met, while eight out of ten MSCHE 2001 library suggestions have also been achieved. Additional services have been implemented, such as laptop loans, digitization equipment for students, reserves, and virtual reference.

The Student Support Services Program, for example, has served UPRCA students since 1978. It offers academic support in English, Spanish, and Mathematics, and provides tutoring services and cultural and social activities that benefit student academic experiences. During the first and second quarter terms, courses offer reinforced academic skills. In the 2005-2006 Annual Performance Report (Appendix 9), the “Persistence” criteria achieved a 90%, 5% over the proposed percentage. “Good Academic Standing” reached 93%, 28% higher than the expected percentage. “Graduation” criteria were 25%, and a 61% was achieved. Lastly, the “Transfer” criteria were 40%, and a 57% was obtained. (2005-2006 SSS Annual Performance Report, Section IV Project Performance Outcomes).

The Student Resource and Assistance Center (CARE by its Spanish acronym) was created as part of the Title V Grant, “Enhancement of the Teaching-Learning Process through Integration of Technology and Information Literacy.” Its services included tutors and mentors who helped students improve their academic performance and perseverance in university life. Thanks to this program, during academic years 2006-2009 many students benefited from tutoring services in Mathematics, Accounting and Physics, as shown on the next table. All of these services have been vital to the improvement of student academic performance at UPRCA. Communication has also played an important role in keeping students informed about learning outcome expectations.

Table 23: CARE Services from 2005-2009

Academic Year	Students that received tutoring services	Academic Achievement	Students that received mentoring services	Retention	Satisfaction level with services
05-06	--	49% (A,B,C) (without tutoring)	--	30% (without mentoring)	--
06-07	53	60% (A, B, C) 11% more when compared with previous year	81	65% (35% more when compared with previous year)	93%
07-08	172	52% (A,B,C) increased 3% when compared with first academic year	113	65% (increased 35% when compared with first academic year)	80%
08-09	162	63% (A,B,C) increased 14% when compared with first academic year	113	74% (increased 9% when compared with first academic year)	87%

The University of Puerto Rico at Carolina offers orientation to new students through which they receive information about general services, class attendance, and academic department requirements. They are also oriented about diverse situations they may face when requesting services from offices like Financial Aid,

the Registrar, and Collections. The Registrar talks about retention, academic progress needed to qualify for financial aids, and graduation requirements. Students also receive a CD-Rom that includes information about policies, certifications, and documents related to their responsibilities as members of the university community as well as to their retention and academic progress. The institutional catalog is also included in the CD-Rom.

The Counseling Department offers a one-week “Introduction to University Life” seminar which was designed with new students in mind. In this course they are introduced to the personal, administrative, academic and social environments they will encounter as college students. Its content consists of study strategies, time management, library use, oral presentations, and more. Invitations to take the course in the summer are offered before the beginning of their first term as regular students. All of these efforts are developed to support institutional and student goals throughout their time of study.

### **Standard 9: Student Support Services**

Support Services at UPRCA are included as part of the institutional objectives, which were carefully written in order to position them as a priority. These services have been established to offer students the help and orientation that some may need to keep them studying in order to achieve their educational goals, and to help them deal with personal situations as well. The variety of services include health, social and cultural activities on campus, quality of life, special academic support programs, and career services, among others (See Standard 7: Institutional Assessment). Support service offices document their offerings and achievements through annual written reports to the Dean of Students.

The Institution has established as one of its goals that of strengthening student services and quality of life. This has led UPRCA to develop activities that lead to greater student academic and personal achievement, and to give students the opportunity to exercise their rights and responsibilities.

Worth mentioning are the offices of OSEI and Law 51. These were established to guarantee students with disabilities their rights and equal opportunities to receive an education and to ensure that laws applying to this community are enforced. Among these laws are Titles I and III of the Americans with Disabilities Act (ADA); Law 229 guaranteeing the disabled with access to information; Law 97, the Vocational Rehabilitation Act of Puerto Rico; and State Law 51 (See Table 24).

In compliance with Law 51, Article 504 of the Puerto Rico Law of Comprehensive Educational Services for Individuals with Disabilities and the Americans with Disabilities Act (ADA), the Dean of Administrative Affairs has purchased equipment and designed facilities to satisfy the needs of this population. These include adaptations for students and staff, computer monitors with large-size

fonts, height-adjustable tables and desks, new ramps for wheelchair access to buildings, and parking for the disabled that is closer to classrooms on the southern part of campus. A number of classrooms (B104, C101, D101, D102, D103) have been redesigned on the second level near the Administration Building to accommodate students and staff. The Learning Resource Center in the library purchased special software like Open Book and Jaws for Windows, magnifying equipment such as Optelec and Tieman Group, and height-adjustable tables for students with special needs. The Office of Student Services for the Disabled (OSEI by its Spanish acronym) has served students since academic year 2008-2009. Its major goals are to ensure that all the rights of the disabled population are guaranteed and to develop activities that help them adapt faster to university life. The OSEI office works in collaboration with the deans, the Counseling Department, the Educational Services Program, the Student Resource and Assistance Center (CARE by its Spanish acronym), and the Medical Services Office. In 2009-2010, it provided assistance for students with mental and orthopedic problems, respiratory diseases, epilepsy, and poor vision.

Table 24: Health Impairments by Gender

Health Impairments by Gender			
Condition	Feminine	Masculine	Total
Hearing impairments	1	0	1
Epilepsy	3	2	5
Other health problems	6	1	7
Speech and language impairments	0	1	1
Emotional and/or mental problems	24	3	27
Specific learning problems	23	22	45
Orthopedic and/or mobility impairments	17	3	20
Respiratory problems	2	0	2
Visual impairments	2	3	5
Totals	78	35	113

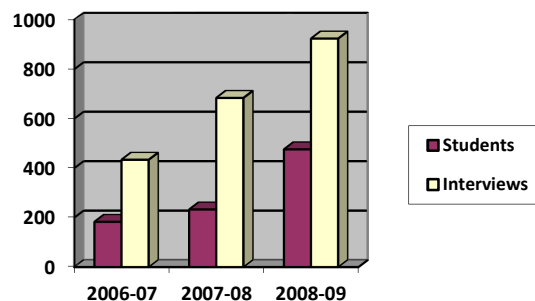
Also available to students are quality medical services that follow confidentiality regulations as established by law. Patients are treated in a way that encourages a relationship of mutual trust.

The Counseling Department was reorganized in 2006. Its services were restructured for compliance with the IACS accreditation standards. This agency requires that counselors devote most of their time (but no more than 65%) to offer intake, individual counseling, group counseling, and crisis intervention. In 2007, the department conducted research about student counseling needs at UPRCA, and the results revealed a higher need to offer personal, family, and vocational counseling than to offer academic information.

During 2006-2007, the Counseling Department made 403 short interventions, serving 183 students who required more than one intervention and generated

434 interviews. As shown in the next figure, in 2007-2008 there was a case load of 50 more students than the previous academic year 2006-2007, since the counselors and a recruited psychologist conducted 684 individual counseling interviews, 250 more interviews than 2006-2007. In academic year 2008-2009 the Counseling Department offered its services to 243 more students than the previous year. The counselors and the psychologist conducted 924 counseling interviews, 240 more interviews than during year 2007-2008. Efforts to comply with IACS accreditation standards have helped the department in reaching more students with personal, family, and vocational situations.

Figure 5: Counseling Department Services for Academic Years 2006-2009



The Counseling Department has created assessment instruments to evaluate individual and group counseling services. The department also evaluated students' perceptions about physical space, staff attention, the length of time they had to wait to be served, and the documentation they had to fill out in order to receive services. Most of the students assessed indicated that counseling greatly helped them to stay at the Institution and to attain better grades.

The department administered questionnaires to assess individual and group activities. Analysis from these questionnaires (Appendix 10: Evaluation of Individual Counseling Services) revealed that counseling helped most students stay in college and obtain better grades. The vast majority of students chose "Agree" or "Totally agree" to statements that staff demonstrated genuine interest during the interview, showed respect, expressed themselves clearly and correctly, asked questions relevant to the topic in question, assigned tasks clearly and with accuracy, demonstrated knowledge about the topic, were attentive to concerns, and presented alternatives. Students were satisfied with the process, and they felt accepted and encouraged to continue the counseling. Students acknowledged that they felt much better after the process. These results reinforced the way in which counseling has been conducted.

The receiving room assessment results revealed that most students considered the service as excellent. They were very satisfied with the treatment they received from the staff, the documentation they had to fill out, and the waiting room. Waiting time was from ten to fifteen minutes. Other secondary recommendations from students are being considered. Among these are having

some music in the waiting room and more than one counselor available. The Counseling Department continues with the process of administering assessment questionnaires and making efforts to incorporate student recommendations.

Student Support services are under ongoing evaluation in order to ensure that they are effective and impact student life. For example, students who take courses during extended hour periods were not able to receive some support services due to office hours. The Institution acknowledged the situation and took the necessary steps to make these services available to them. Surveys were conducted to select which services were needed during extended hours. Results prompted the Institution to extend office hours for services like the Registrar, Admissions, Payments, and Counseling (Appendix 11: Student Support Service Hours). All of these services also provide for procedures that allow students to express privately their satisfaction or dissatisfaction.

The Dean of Student Affairs provides students with a student ombudsman who gives special attention to situations that may lead to formal complaints. The ombudsman meets individually with a student to analyze his/her specific case and to try to find a satisfactory solution. Students receive support and advice. When situations cannot be solved after this first attempt, students fill out a form to express their position in writing. These forms are private and locked. No access to them is allowed. If the ombudsman concludes that the situation requires further steps, it is brought to the attention of the Chancellor. The Chancellor appoints a special officer who will continue with the case until a final solution is found. The availability of privacy and other factors are present in the institutional strategic plan.

The Office of Student Affairs is in charge of supporting student organizations on campus. Their work is verified through annual reports and the deans' strategic plans, which show achievements, strengths, weaknesses, and opportunities provided for participation in student organizations. The Institution, in its interest to offer additional support, acknowledges the need to identify equipped facilities for student organizations as well as to increase budget allocations. This should encourage more student participation and activity development. There are approximately ten student organizations. The 2009-2010 Student Organizations Accreditation Committee is composed of a president, two representatives from the General Student Council, one faculty representative, and an appointed member.

Enhancing communication opportunities for the greater majority of students to freely participate and provide input in decisions that directly affect them not only advances the goal of fostering an enhanced institutional climate and identity, but also the aim to empower student leadership to appropriately exercise their roles and responsibilities as a key element for their academic development. Members of student organizations and students in general also have the opportunity to present ideas, issues and concerns to department directors and to the Dean of



Student Affairs. Student representation is present in institutional and faculty meetings, department committees, and others. As stated in the UPR General By-Laws, the University of Puerto Rico System is committed to the participation of all constituencies. The academy, the students and the staff are continually and actively participating in committees at department, institution and systemic levels as a mechanism to integrate, improve teamwork, and create a sense of commitment and identity. According to Law 179 and Certification No. 30 2002, UPRCA certificated the following students' organizations (Evidence on site):

- Student Council
- Student Choral Association
- Student Band Association
- University Theater Group
- Students of Hotel and Restaurant Administration
- Future Business Leaders of América
- Students of Graphic Arts and Advertising
- Student in Free Enterprise
- University Tourism Studies
- ALPHA PHI OMEGA
- Progressive [Party] University Youth
- Students of Office Systems

The UPRCA has supported programs to help students increase their academic performance and participate in the Institution's learning processes. Consequently, UPRCA has established the Honor Studies Program, in which students are guided to pursue post-graduate studies. This program provides students the opportunity to conduct research in their courses. Students had the opportunity to participate in the recent Investigation Symposium. Table 25 shows the Honor Studies Program objectives, requirements, and benefits.

Table 25: Honor Studies Program

UPRCA Honor Studies Program		
Objectives	Admission Requirements	Benefits
<ol style="list-style-type: none"> <li>1. Exchange ideas between students and faculty from every department.</li> <li>2. Develop ability to conduct independent study and research.</li> <li>3. Master research and bibliographic skills.</li> <li>4. Cultivate the arts.</li> <li>5. Become proficiency in Spanish, English, and an additional language.</li> <li>6. Master technology skills.</li> <li>7. Master reading, writing,</li> </ol>	<p><b>First-Year Students</b></p> <ol style="list-style-type: none"> <li>1. GPA of 3.50 or above and 600 points or above in every part of the College Board Entrance Examination (CEEB).</li> <li>2. Admission to an Associate or Baccalaureate Degree program with twelve credit hours or more per quarter term.</li> <li>3. PEH application.</li> </ol> <p><b>Second-Year Students</b></p>	<ol style="list-style-type: none"> <li>1. Tuition fee exemption.</li> <li>2. Academic counseling according to special abilities.</li> <li>3. Meeting room facilities.</li> <li>4. Faculty library access.</li> <li>5. Priority for cultural activity tickets.</li> <li>6. Computer access at PEH.</li> <li>7. Certificate of compliance with PEH requirements.</li> <li>8. Priority during enrollment process.</li> <li>9. Conferences and orientations about personal and career</li> </ol>



critical thinking and analysis. 8. Organize teamwork. 9. Disclose research initiatives in the Program. 10. Plan related to social problems related activities. 11. Support free expression of ideas. 12. Recognize value for diversity.	1. GPA of 3.50 or above. 2. Letters of recommendation from two faculty members.  <b>Transfer Students</b> Students who were in Honor Programs at another campus may join automatically at UPRCA if they provide evidence of:  1. GPA of 3.50. 2. Letter of recommendation from Honor Program Director at the other campus.	development. 10. Orientation about student Exchange and graduate studies opportunities. 11. Opportunity to publish in Institutional journals and bulletins. 12. Participation in symposia and academic congresses. 13. Authorization to enroll in 18 credits. 14. Opportunities for community work.
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Every year the Institution selects an outstanding project that is carried out by our students. For example, during 2006-2007 a group of twelve students from an advanced production course at the School of Hotel and Restaurant Administration participated in a competition hosted by Bonanza restaurant. The winner and the prize went to a UPRCA student. (Appendix 12: Students' Organizations).

During academic year 2008-09, the Juvenile Organization for Social Help won the Puerto Rican Youth Medal. This prize recognizes students' achievements in community services, values, and helping those in need. This group visited patients at the Oncology Hospital at Río Piedras. The aim of student support services and activities is to enhance academic standing and social conscience. There are a number of activities that take place during the academic year: they include crime prevention, alcohol and drugs, sexual harassment, organ donation, blood donation, depression management, stress management, self-esteem, among others. A good example of a group that fosters the development of social responsibility is the Program for the Prevention of Violence against Women.

This program strives to create a favorable atmosphere to prevent and reduce violence toward women. Numerous activities have been developed to generate community responses to this problem. The program promotes educational campaigns and offers seminars and workshops to students and university staff, including disciplinary board members and security personnel. It also offers support to students who have suffered violence and refers them to professional help and support. For example, it participated in Flagship, a project from the Puerto Rico Department of Health that requires universities to develop security policies to respond to emergency situations on campus and provide corresponding statistics on violence against women.

The program also sponsors a group of students who receive ongoing training to promote a campaign of no tolerance to violence on campus. The Counseling Department received 20 students, and a support group was created. This is part of the community response that the program has achieved as part of its effort

and activities. The Institution is committed to support these efforts while providing for privacy when appropriate or mandated by law.

The main function of the Registrar's Office, for example, is to safeguard student academic information. The office is administered in compliance with the Buckley Amendment and the Institutional Policy on Academic Student Records at the University of Puerto Rico. Every individual who requests service must show a photo ID. When the person making the request is not the student, an authorization letter from the student must be presented for the release of academic information. The signature must match our records.

The law allows the Institution to provide information without prior student consent to specific individuals and under the following circumstances:

- Institutional officers with legitimate educational purposes. The information is shown on a screen, or reports may be printed or seen in PDF format.
- Another institution to which the student will transfer. If the other institution requests the transcript, an information waiver is required.
- Individual officers for auditing or evaluation purposes. Printed reports or access to student records at the office is granted.
- Individuals assigned to student financial aid. Information is provided as requested.
- Organizations conducting studies that benefit the Institution. Directory information previously authorized by students is provided.
- Accreditation agencies. Information is provided as requested.
- Officials who need to enforce a court order or a subpoena. Information is provided as requested, and the student is informed in writing.
- Officers in charge in case of health emergencies and security. Information is provided as requested.
- State and local authorities from the juvenile justice system in accordance with state law. In the case of an investigator, identification and an information waiver are required.

There are two circumstances in which information is provided to parents without student consent, if the parent or person in charge presents a copy of his/her latest tax return certified by the Puerto Rico Treasury Department showing the student as a dependent, or if a court order is presented.

The Registrar's Office displays the required annual notice pertaining to the Family Educational Rights and Privacy Act of 1974 (FERPA), the Buckley Amendment. Electronic access through the institutional webpage is provided for this annual notice and for the Institutional Policy on Privacy of Academic Records.

The University also prepares various orientations for freshmen students in which attendance is taken. The Registrar's Office explains what the law states, and

students are provided with a document that explains the Institutional Policy. In this document students either authorize or do not authorize the University to publish their information in the directory. Their decision is registered in the automated system, and the document is filed with their academic records. New faculty members receive orientation regarding this topic, and printed information is provided to them as part of their hiring documentation.

The Counseling Department also conducts strict procedures to ensure privacy of student records. The staff administers records according to the ethical standards of the following entities:

- Puerto Rico Association of Professional Counseling
- American Counseling Association
- American Psychological Association
- Puerto Rico Psychological Association
- National Board of Certified Counselors
- Examination Board of Psychologists
- Examination Board of Professional Counselors
- Examination Board of Rehabilitation Counselors

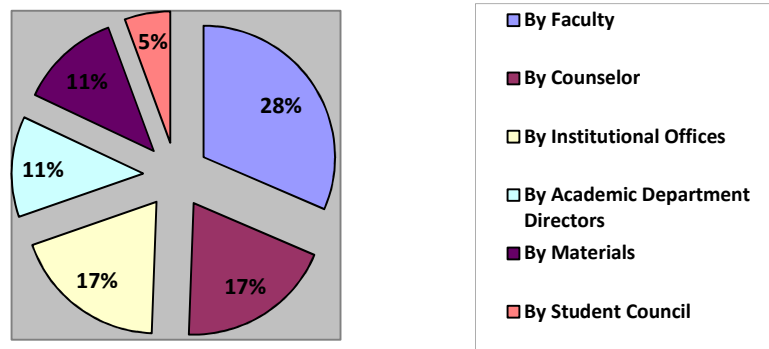
All of these require confidentiality in counseling services. The department uses a form required of all students that includes information about confidentiality policies and rules. It must be completed before services are rendered. Students have to approve in writing the release of their individual information to any public or private party. There is also the Procedures Manual for the management of print and non-print student records as well as a protocol for the use of technologies. Print records are located in a secure locked area with fire retardant walls and archives. Titanium software is available in a dedicated server, with one staff member in charge. Privacy and services in general are maintained and disseminated through constant communication strategies and activities.

The Strategic Plan of the University of Puerto Rico at Carolina states that services offered to students must operate at a high level of quality and excellence. Communication is supported through extracurricular activities that foster students' development and improve their quality of life.

A number of strategies is used to achieve these goals. Among them are orientations and counseling for new and current students, satisfaction surveys about services to assess needs and success, and daily advertising on television sets located in key areas on campus. Freshmen receive a CD-Rom with primary information about university rules and regulations (Evidence on site). In addition, technological advances are used to keep the university community informed about events and services. For example, each student receives a free email account through which official information is received on a daily basis. Requests for counseling services have increased since 2006. The following figure presents the results from a questionnaire administered to students on how they became

aware of these services. The University of Puerto Rico at Carolina has conducted evaluation processes to ensure that its support services follow and fulfill professional standards.

Figure 6: How Students Became Aware of Counseling Services



Certification 138, 03-04 of the Board of Trustees of the University of Puerto Rico established institutional policy on accreditation of its programs and services. The UPR would renew all accreditations already attained and promote every other program or service, provided it began efforts toward professional accreditation status. The UPR Central Administration would develop and support these processes. The President and all Chancellors would prepare an accreditation schedule to keep the Board of Trustees informed. These accreditations would ensure and improve the quality of academic programs and services throughout the entire university system, as they achieve the UPRCA Mission where it states that “UPRCA provides a student-centered education that promotes integrity, ethics, and academic excellence.” (Appendix 13: Institutional Policies: Accreditation of Academic Programs of the UPR)

Counseling services at UPRCA were attached to individual academic departments from May, 2003 to July, 2006. In August, 2006, the Counseling Department was reorganized as an Academic Department. This complied with requirements from the Puerto Rico Council on Higher Education and the IACS, which was selected by the Central Administration as the accreditation agency for all counseling services at every UPR campus.

New facilities were renovated for the Counseling Department at UPRCA. They include a reception area, seven counseling offices, a test room, a career room, fire-retardant cabinets, and an office equipped with a one-way mirror for the supervision of pre-doctoral interns in clinical psychology. UPRCA and the Central Administration provided funding. Vocational counseling facilities were supported with a career room. In addition, computers were acquired for the counselors through institutional and Title V Grant funds. A collection of professional publications and a number of psychological tests were acquired as recommended by IACS. A license for *Titanium Schedule*, specialized record-keeping software, was also added. A clinical psychologist was recruited and

collaboration agreements were made with the psychology departments of the Río Piedras campus and Carlos Albizu University. Thanks to these efforts, the Counseling Department serves as a clinical practice setting for interns.

Programs such as Hotel Administration, Business Administration, and Office Systems have revised their academic offerings to comply with accreditation requirements. For example, syllabi were reexamined, new courses were created, and documentation of mission, vision, strategic, and assessment plans were prepared. In the case of Hotel Administration, its facilities underwent a large-scale renovation. This department was the first to receive autonomous status at the Carolina campus, becoming the School of Hotel and Restaurant Administration of the University of Puerto Rico. A dean was appointed who now responds directly to the Chancellor. Accreditation also reinforced the school's relationship with the industry in Puerto Rico and abroad. Economic support efforts benefited the school's development and recognition as it became the only program on the island accredited by ACPHA.

Students who are parents are offered childcare as another university service. The Childcare Program, under the Office of Student Affairs, is subsidized with funds from the Administration for Comprehensive Childhood Development (ACUDEN by its Spanish acronym). The program offers students, both fathers and mothers, the opportunity to provide their children with optimal care and growth development while the students finish their university studies and enter the professional work force. Students who are studying full-time, are employed, and who fulfill the eligibility requirement and the economic conditions established by the Child Block Law are eligible to participate. Services are offered to all children under 12 years, 11 months of age; and up to 18 years, 11 months of age if they are physically or mentally unable to care for themselves, or are under court supervision. Students are provided total or partial payment for the care of their child in a child-care center or home while the students complete their university studies. In the years 2007 to 2009, 135 students benefited from this program.

Student organizations bring in other extracurricular activities that are important for student development. A primary objective of these organizations is to guarantee the constitutional right of complete freedom of association within the student community. Student organizations promote student leadership, creative debate, and a tolerance for the diversity of thoughts and interests among the student body. In addition, they meet the academic, social, cultural, athletic, artistic, religious, recreational, professional, and political needs of the entire student spectrum.

## **Conclusion**

The analysis of standards 8 and 9 demonstrates that the University of Puerto Rico at Carolina provides many programs and opportunities that help students

achieve both their academic and personal goals. These services have had consistent support from the UPR Central Administration and at the campus level. Future planning and development face economic challenges never seen before in the University of Puerto Rico's 107-year history. These will require careful budgetary plans that clearly identify institutional priorities so that the limited resources are used efficiently.

Effective support services at UPRCA are vital to prevent students from dropping out and to enable them to graduate within the expected period. To achieve this, the administration must support retention plans and ensure that strong and continuous collaboration and communication exist between academic departments and OPEI. This office holds the information pertaining to retention and graduation rates. Its recommendations must be considered as the basis for retention and graduation planning.

Assessment has been carried out in a number of support service offices, especially those that went through professional accreditation. Other offices will be included as well. The Institution recently established an institutional assessment office. This has signified positive advances in institutional assessment since 2001. However, UPRCA acknowledges that these efforts must be continued and is willing to do so.

### **Commendations**

- Admissions policies and regulations are well defined and are available on the web to the university and the general community.
- The admissions policies and regulations enable the Campus to recruit and retain students.
- A wide variety of support services are available on Campus, provided by the offices of Academic Affairs, Students Affairs, the Library, the Honor Program, Extracurricular Activities, student athletes, and others.
- The Campus has programs and facilities that provide support services to special populations: students with disabilities, international students, students with children and students with special academic needs.
- The Counseling Department was reorganized as an academic department and currently conducts its professional accreditation process.

### **Challenges**

- Increase consistent use of statistical data for assessment in areas like admission and retention.
- Assess the effectiveness of recruitment activities.
- Intensify promotion and recruitment aimed at the highest-qualified students and make those processes and activities more effective.

## Area V – Faculty and Staff

### Introduction

The administrative structure is designed to facilitate academic endeavors that relate to learning, research, and scholarship. It supports the institutional organization and its governance bodies through a number of laws and regulations established by state legislation and the University of Puerto Rico By-Laws. UPRCA provides its constituents with corresponding qualified officers that conduct their leadership and guide the Institution to achieve its goals. These leaders have clearly defined roles, have the adequate credentials, and performed collectively to successfully implement plans and the achievement of institutional objectives as set forth in its Mission Statement and in compliance with the Characteristics of Excellence in Higher Education.

### Standard 5: Administration

During the last ten years, UPRCA has developed itself as an autonomous entity within the UPR System. The university government has established rules, norms, resolutions, and proceedings related to:

- Applicable laws
- University of Puerto Rico General By-Laws
- Certifications by the Board of Trustees
- University System Comprehensive Development Plan
- Norms, directives, resolutions, and other statements by the University President
- Resolutions by the University Board
- Individual regulations in each unit according to the internal established structure

In the UPR System, each unit works independently in making its administrative decisions, and works in coordination with the Central Administration (Article 10, Section 10.2.1, UPR General By-Laws). Campus-generated system-wide initiatives must be previously authorized by the President, the Board of Trustees, or both (Article 10, Section 10.2.1, UPR General By-Laws). The Central Administration acts as the supporting entity and provides the vision for the University of Puerto Rico System.

There are clear organizational lines of authority. The Board of Trustees is the highest governing body at the University of Puerto Rico. They approve policies and procedures for the University, for the President and Chancellors, and they monitor the University budget. The President and all Chancellors are appointed by the Board of Trustees, who are the chief executive officers within the System. The President is responsible for the supervision of the Chancellors and the day-to-day operation of the University System.

The Chancellor is the highest authority on campus. He/she is appointed by the President in consultation with the Academic Senate and the university community, and is approved by the Board of Trustees. The selection process is carried out in conformance with Articles 19 and 40 of the UPR General By-Laws. Section 19.3 establishes the Chancellor's duties:

- Advise and supervise the academic, technological, research, and administrative functions of UPRCA employees.
- Submit a budget proposal that considers departments, faculties, and other institutional office recommendations.
- Represent UPRCA in official activities.
- Preside over the Academic Senate, the Administrative Board, and faculty meetings.
- Hire and appoint staff.
- Settle appeals in controversial decisions.

The Chancellor, in consultation with the university community, appoints the deans of academic, administrative, and student affairs. The President endorses the appointments, and the Board of Trustees gives final confirmation. The deans and the directors of the academic departments and administrative offices advise the Chancellor in the decision-making processes. The Budget Office, the Legal Advisor, the Student Ombudsman, the Office of Planning and Institutional Research, the Information Systems Office, the External Resources Office, Alumni Office, and the Title V Grant Office respond directly to the Chancellor.

The academic departments, the Learning Resource Center (library), DECEP, Intramural Activities Program, Educational Services Program, Upward Bound Program, the Assessment Office, and the Faculty Technology and Resource Center are supervised by the Dean of Academic Affairs.

The Dean of Administrative Affairs is responsible for providing support staff, materials, and equipment required to guarantee adequate operation of the administrative, academic, and student services areas. For this purpose, he/she supervises the Human Resources Office; the Finance Office; Photocopying Center; Security Office; Environmental Protection, Health, and Occupational Safety Office; Documents Administration Office; and Physical Resources Office.

The Dean of Student Affairs coordinates and supervises all student-related issues, offices, and activities. Among these are Admissions Office, Financial Aid Office, Social and Cultural Activities Program, Medical Services Office, Quality of Life Office, Law 51, Student Council, intramural activities, student and athletic organizations, and the campus choir, theater, and band. The organizational charts clearly indicate the relationship of responsibility to ensure that it is appropriately structured and provide evidence of the structure's efficiency and effectiveness (Evidence on site).



The duties and responsibilities of administrative and academic staff are clearly established in the UPR General By-Laws. They are also available in writing at the Human Resources Office. The Central Administration conducts periodical reviews of the duties and responsibilities in order to better serve the university communities. Staff members who fit the administrative structure at UPRCA are recruited using a rigorous selection process. This process includes the advice of the pertinent administrative staff and the Human Resources Office, which works with employment applications, publishes available positions, and determines eligibility. Deans and administrative directors conduct interviews and submit final recommendations to the Chancellor, who makes the appointment. The confidential appointments are appointed directly by the Chancellor.

There are two categories of staff – those with tenure and those in positions of trust. Tenured staff includes general administrative positions. Candidates are selected according to UPR General By-Laws. The University of Puerto Rico at Carolina does not discriminate on the basis of gender, race, color, age, religion, political beliefs, and ethnic origin, physical or mental disability.

The University of Puerto Rico at Carolina has 291 non-teaching employees who support institutional services, especially those related to the teaching-learning process. Table 26 shows that 70% of these employees have a college degree.

Table 26: Academic Degrees of Non-Teaching Staff

Degree	Total	Percentage
No Diploma or Degree	21	7.2%
High School Diploma	66	22.7%
Associate Degree	45	15.5%
Baccalaureate Degree	129	44.3%
Master's Degree	29	10.0%
Doctorate	1	.03%
TOTAL	291	100%

Table 27 shows that over 75% of non-teaching staff have attained tenured status, which provides more stability to the Institution.

Table 27: Non-Teaching Staff Status

Status	Total	Percentage
Tenure	220	75.6%
Tenure-track	8	2.7%
Substitute	2	0.7%
Contract	61	21.0%
TOTAL	291	100%

The percentage of full-time non-teaching staff reaches 90.4%. Among them 54% (263) are women and 45% (157) are men.

The UPRCA administration acknowledges the importance of the use of technology in achieving excellence in providing academic and administrative services. Significant changes have taken place in this area. Staff from the Office of Information Systems have been crucial to this process, mainly due to their professional qualifications and their commitment. Title V Grant proposals have also played an important role in the integration of technology into academic processes. Examples are the use of platforms such as Moodle and Blackboard.

The institutional email system powered by Gmail was acquired as part of the Diez para la Década administrative academic plan for the UPR System 2006-2016. It provides additional support to students and administrators in performing their daily tasks and in communicating among service offices. Students, faculty, and non-teaching staff have free institutional email accounts. An institutional website is also available, and it offers information about available services, academic offerings, policies, institutional regulations, activities, a phone directory, blogs, MSCHE links, Weave Online, Faculty Resource Network, Students' Right to Know Act, Law 51, and institutional reports, among other items.

The Institution provides campus-wide wireless Internet access. This enables access for all administrative staff to the institutional network and external online resources. There are also many computer labs available in academic buildings and the library. Non-teaching staff frequently receive training in the use of diverse technologies.

The University conducts its administrative processes using state-of-the-art software so that student and faculty information is securely processed and maintained. This has been possible thanks to the ongoing implementation of Oracle eBusines Suite, which provides a unified system that has enabled the University to integrate its processes into a unique network.

This system consists of modules for student information, financial information, human resources, and external resources management. It seeks to improve services to students, faculty, researchers, and administrative staff. Every UPR campus can maintain its own data in a unified administrative system, which facilitates access to information as Institutional processes become standardized across the UPR System. This project has provided UPRCA with a satisfactory decision-making system that supports the work and efforts of its administrative staff.

In order to ensure excellent administrative services, UPRCA conducts evaluation and service assessment processes. As per Article 39 of the UPR General By-Laws, the Chancellor evaluates the performance of staff in positions of trust within a period of three to five years. Consideration is given to the work performed, compliance with applicable laws, university regulations, and Board of Trustees directives. An evaluation of the Chancellor is conducted by a committee in the Academic Senate. This committee establishes evaluation criteria and

submits them to the Senate for approval. Results are sent to the President, and he forwards them to the Board of Trustees.

The Chancellor, as part of the evaluation process, uses the document *Evaluation of Teaching Staff in Administrative Functions* (Certification 16, 86-87, of the former UPR Regional Colleges Administration). The Academic Dean uses the same document to evaluate department directors. The document OCRH-001 – *Evaluation of Non-Teaching Staff*, is used to evaluate administrative functions of non-teaching staff. This same document, which considers such aspects as knowledge, quality of work, organization, productivity, initiative, and reliability of individual staff, is also used by administrative and student deans to evaluate directors of offices and programs. These evaluations are monitored periodically to discuss findings and ways to improve deficiencies.

A number of offices administer satisfaction-level questionnaires as part of their assessment strategies. Student attendance is also registered to determine whether or not the service staff should be increased. The Office of Planning and Institutional Research develops studies in which students have an opportunity to evaluate the services received. Their results provide for the programming of workshops, conferences, orientations, and other educational activities (Evidence on site).

Auditing processes, conducted by diverse regulating agencies, have become part of the assessment and evaluation efforts of our administrative structure. Through these, deficiencies are identified and orientation is given on how to make improvements. Action plans based on these recommendations are developed. Some of the auditing processes include:

- Hiring external auditors – UPRCA hires external auditing companies to assess administrative, operational, academic, and fiscal effectiveness of financial aid programs.
- Office of the General Comptroller of Puerto Rico – This public agency periodically evaluates the effectiveness of administrative institutional processes, especially fiscal ones. As of this date, the Institution has received positive evaluations. An auditing process is currently underway which covers the last nine years of administrative operations.
- Board of Trustees audits – Internal UPR auditors conduct administrative and operational evaluations of UPRCA.
- Federal Government – Federal agencies like the Department of Education regularly conduct auditing processes at UPRCA, especially on issues related to student services, such as financial aid and veterans' benefits.
- Board of Trustees monitoring processes – The Board of Trustees evaluates financial aid granted to students.

- Regulating agencies – A number of state and federal agencies periodically assess UPRCA to determine the extent to which regulations are carried out. Among them are the Fire Department, the Department of Health, OPASSO, the Commission for Equal Opportunity Employment, the Office of Women's Affairs, the Office of Government Ethics, the Environmental Protection Agency, and the Administration of Rules and Permits (ARPE by its Spanish acronym).

## Standard 10: Faculty

UPRCA has been promoting diversity among faculty members and making efforts to ensure that its faculty's qualifications respond to institutional needs. As mentioned in its mission statement, UPRCA aspires to develop professionals with reflective, cooperative, and creative capacity as well as individuals who are highly responsible and can contribute to solving social problems. Using different strategies to achieve these aspirations, UPRCA has been hiring, rewarding, and retaining a diverse highly qualified faculty.

Table 28 provides data regarding the gender of the UPRCA faculty for the first quarter term of academic years 2005-06 through 2009-10.

Table 28: Gender of the UPRCA Faculty

	Academic Year				
	2005-06	2006-07	2007-08	2008-09	2009-10
Total Faculty	208	219	251	252	278
Female	102 (49%)	104 (47%)	116 (46%)	117 (46%)	132 (47%)
Male	106 (51%)	115 (53%)	135 (54%)	135 (54%)	146 (53%)

Source: Office of Planning and Institutional Studies

The above table illustrates that over 50% of faculty members were males during the five-year period. Females fluctuated between 46% and 49% of faculty members. An online survey about faculty issues shows that 86% of faculty members who answered the survey (51) perceived that UPRCA promotes diversity among professors in areas such as gender, age, race, and nationality.

Table 29 presents a five-year profile of the UPRCA faculty, taken during the first quarter term from 2005-06 to 2009-10 academic years.

Table 29: Faculty Profile

	Academic Year				
	2005-06	2006-07	2007-08	2008-09	2009-10
Total Faculty	208	219	251	252	278
By Academic Preparation					
Baccalaureate	4 (2%)	5 (2%)	9 (4%)	8 (3%)	11 (4%)
Master's	163 (78%)	170 (78%)	187 (74%)	182 (72%)	197 (71%)
Doctorate	41 (20%)	44 (20%)	55 (22%)	62 (25%)	70 (25%)
By Rank					

	Academic Year				
	2005-06	2006-07	2007-08	2008-09	2009-10
Instructor	118 (57%)	126 (58%)	156 (62%)	147 (58%)	175 (63%)
Assistant Professor	28 (13%)	33 (15%)	29 (12%)	39 (15%)	39 (14%)
Associate Professor	41 (20%)	40 (18%)	45 (18%)	42 (17%)	44 (16%)
Full Professor	21 (10%)	20 (9%)	21 (8%)	24 (10%)	20 (7%)
<b>By Type of Contract</b>					
Tenure	91 (44%)	99 (45%)	100 (40%)	98 (39%)	99 (36%)
Tenure-track	19 (9%)	15 (7%)	15 (6%)	21 (8%)	24 (8%)
Temporary	---	---	---	---	---
Substitute	---	---	---	---	---
Service	98 (47%)	105 (48%)	136 (54%)	133 (53%)	155 (56%)
<b>By Classification</b>					
Full-time	125 (60%)	134 (61%)	135 (54%)	137 (54%)	144 (52%)
Part-time	83 (40%)	85 (39%)	116 (46%)	115 (46%)	134 (48%)

Source: Office of Planning and Institutional Studies

There have been significant changes in the faculty profile during the five-year period from 2005-06 through 2009-10. The above table shows an increase in the number of faculty members with a doctoral degree (from 41 in 2005-06 to 70 in 2009-10). This is evidence that UPRCA has been recruiting faculty with terminal degrees, which is part of its strategic plan objectives -- "To continue with improvements in professional development programs and the recruitment of faculty with terminal degrees." In addition, it also shows that UPRCA is integrating the *Diez para la Década, 2006-2016: An Agenda for Action*, in which the UPR System establishes its goal to create an academic culture of currency, experimentation, and renewal. This goal can be met by encouraging professors and researchers to obtain terminal degrees, among other strategies. In 2008-09, 14 UPRCA faculty members were granted special financial assistance to pursue terminal degrees.

The tables also show an increase in the number of instructors, assistant professors, and associate professors, and a non-significant decrease in full professors. The tenure/tenure-track faculty has decreased by 9%, while faculty with service contracts has increased from 47% to 56%. In addition, full-time faculty has decreased from 60% in 2005-06 to 52% in 2009-10.

UPRCA has hired outstanding teacher-scholars in literature and the arts. Their work stands out as literary critics, essayists, in poetry, music, and sculpture. Many of them have received international awards as writers and performers in competitions sponsored by the Rockefeller Foundation, the Baltimore Opera Guild, the Chicago Opera Guild, the Metropolitan Opera Guild, and the French Grand Prix d'Opera International.

#### Faculty Roles and Responsibilities

UPRCA personnel classified as faculty are composed of teaching faculty, librarians, counselors, researchers, and a psychologist. The UPRCA administration is committed to integrating activities that support and encourage

faculty to comply with their responsibilities, as detailed in the UPR General By-Laws and Regulations. Articles 63, 64, and 65 of the UPR General By-Laws establish the faculty's duties, functions, and responsibilities.

Duties include developing faculty and departmental objectives, attending meetings, presenting and discussing university-related issues, respecting the Institution's fundamental values, participating in consultation and electoral processes, keeping up-to-date in the academic discipline, participating in professional development and evaluation processes, planning academic programs, and complying with the obligations related to the teaching duties.

Faculty members who are actively involved in research submit a report on the research needs in their disciplines. Librarians are responsible for developing services, programs, and bibliographic collections that include materials in all technological formats. Counselors assist students in their adjustment to college life, providing personal and vocational counseling, and teaching the Adjustment to College Life course.

Ninety percent of faculty who answered the online survey on faculty issues agree that the activities they conduct as faculty members are compatible with UPRCA's expectations regarding faculty responsibilities in such areas as teaching, research, academic counseling, and assessment. Evidence of these activities can be found in annual reports, the Human Resources Office, and the Office of Academic Affairs.

The UPRCA administration has provided assistance to faculty members in order to meet their needs and support their work. For example, the UPRCA Academic Senate, through Certification 032, 03-04, approved the Academic Research and Creative Works Policy. This document provides the guidance and criteria for submitting research and creative works to be financed by the Institution. The institutional funds allocated for research and creative works intend to be an incentive for the faculty to get involved in this important and vital university endeavor. Sixty-six percent of professors who answered the survey on faculty issues affirmed they are aware of the Academic Research and Creative Works Policy.

The Academic Research and Creative Works Committee is an important institutional committee which is composed of seven faculty members. This committee evaluates the proposals submitted by the professors every year and presents its recommendations to the Dean of Academic Affairs, who determines which ones are approved. As a result of these actions, UPRCA professors have published creative works such as novels, essays, and theater pieces. Others have presented their works in local and international congresses. Contribution to their discipline as peer reviewers, novelists and article writers also demonstrates active faculty involvement in activities of research and creativity. The maximum amount of financial aid provided is \$7,000 per proposal. Table 30 provides

information related to the number of proposals approved from 2004-05 to 2008-09.

Table 30: Academic Research and Creative Works Proposals Approved by UPRCA

Academic Year	Number of Proposals Approved	Total Allocated Funds
2004-05	19	\$50,168
2005-06	7	\$32,299
2006-07	10	\$42,829
2007-08	11	\$54,681
2008-09	10	\$48,750
<b>Total</b>	<b>57</b>	<b>\$228,727</b>

Source: Office of Planning and Institutional Studies

The above data illustrates that 57 proposals received institutional funds for their development. The number of approved proposals ranged between 7 and 19 during the five-year period. Nearly a quarter million dollars were allocated for academic research and creative works purposes from 2004-05 to 2008-09.

Every year UPRCA organizes an Academic Research and Creative Works Congress. It is a forum to present and circulate the proposals' results. Faculty from other UPR campuses and private universities are also invited to present their works. Sixty-eight percent of surveyed faculty indicates that UPRCA promotes research and that the Institution also provides forums and activities to disseminate academic research and creativity.

The UPRCA administration also provided training in the use of technology in the classroom in 2008-09 through the Faculty Resource and Development Center, Title V Grant proposal. Eighty percent of faculty surveyed agrees that the UPRCA administration stimulates the use of technology for teaching purposes. Thirty percent of faculty members have integrated instructional technologies into the teaching-learning process. Eight faculty members were trained in online course creation, design, and teaching. These trainings promote the achievement of the Diez para la Década 2006-2016 agenda, which includes such objectives as "to provide tools for professional development, especially with respect to updating the faculty's teaching-learning methodologies" and to encourage alternative forms of teaching, including online courses. The online survey on faculty issues showed that 57% of faculty members who responded (51) were satisfied with professional development activities organized by the administration.

Information on faculty support services provided by the UPRCA administration is published using different methods – email, posters, written letters, and faculty meetings. The online survey on faculty issues showed that 84% of faculty members who answered the survey (51) totally agreed or agreed that these methods of communication have been effective.

The UPRCA faculty is engaged in course assessment as well as curricular revision. Results of curricular revisions and course assessment have led to the development of new academic offerings. For example, the former Hotel and Restaurant Administration Department is now the School of Hotel and Restaurant Administration. Two new programs resulted from this curricular revision -- Food and Beverages and Hotel Management. Associate degree programs not attractive to students will be suspended. In addition, baccalaureate degree programs were reviewed and new regulations were established for student academic progress and financial aid. Evidence of departmental goals and objectives and financial resources can be found in annual reports; syllabi include course goals and objectives.

Ninety-one percent of professors who answered the online survey on faculty issues (43) agreed that the courses in their departments/programs have specific and clear learning goals and objectives. Evidence of departmental goals and objectives and financial resources can be found in annual reports; syllabi include course goals and objectives.

As established in the UPR General By-Laws (Article 65, "Elements of Academic Tasks"), teaching duties include 12 weekly credit-hours of direct contact with students. In addition, each faculty member devotes six office hours weekly for individual attention to his/her students. UPR General By-Laws specify that faculty members establish these office hours by considering times most convenient to their students. Ninety-three percent of faculty members in teaching positions who answered the online survey totally agreed or agreed that their students visit them during their office hours to discuss topics such as their academic performance and responsibilities.

Table 31 illustrates the FTE student to FTE faculty ratio.

Table 31: FTE Student-to-Faculty Ratio

	Academic Year				
	2005-06	2006-07	2007-08	2008-09	2009-10
FTE students	3,991	3,879	3,937	4,319	4,240
FTE faculty	181	153	165	171	176
Student/Faculty Ratio	22:1	25:1	24:1	25:1	24:1

Source: Office of Planning and Institutional Studies

The above data show a slight fluctuation between 22:1 and 25:1 in the FTE student-to-faculty ratio during the 2005-06 and 2009-10 periods. The maximum ratio was 25:1 in both 2006-07 and 2008-09.

Ninety-six percent of faculty members who answered the online survey on faculty issues felt that the opportunities on campus for student-professor dialogue are adequate. All believed communication with their students promotes students' learning in an effective way.



## Faculty Recruitment, Retention, Tenure, and Promotion

Articles 42, 43, and 44 of the UPR General By-Laws set the framework for the establishment of rules and regulations regarding faculty recruitment, retention, tenure, and promotion. Article 42 establishes minimum degree requirements (a master's degree from an accredited institution of higher education in the corresponding field of study). Article 43 sets the criteria for faculty recruitment -- quality of the applicant's academic record and of the institution that conferred the degree; proficiency in the discipline to be taught and ability to integrate it to related disciplines; teaching experience and experience in the application of knowledge in a particular field of study; published papers and lectures which have been presented. Article 44 stipulates the incoming rank for new faculty. According to the online survey results, eighty-two percent of faculty who completed the survey indicated they were aware of the UPR General By-Laws about recruitment, selection and retention, and 45% of them were satisfied with these criteria.

Faculty tenures and promotions are guided by an evaluation process, framed by Article 45, which states the following criteria -- quality of teaching; research; dedication to university work and services; compliance with teaching duties; and professional improvement, among others.

The Academic Senate, through Certification 022, 03-04, approved the *Complimentary Norms, Criteria and Procedures for the Evaluation of Teaching Faculty at UPRCA*. This document includes the specific standards and procedures that guide the evaluation of full-time and part-time faculty. The online survey results on faculty issues revealed that 78% of professors who completed it indicated they were aware of the norms, criteria, and procedures for achieving tenure and promotions at UPRCA. However, only forty-seven percent (47%) were satisfied with these criteria.

The faculty evaluation process is carried out in two steps:

### I. Departmental Evaluations

The department personnel committee as well as the department director guides the evaluation process. Faculty members are evaluated by peers, students, and department directors using institution-approved forms. The criteria considered in each instrument are described below:

- The *Faculty Classroom Evaluation* form is used by peers for evaluation of the professor's knowledge of the discipline, methodology, interaction with students, and communication.
- The *Faculty Student Evaluation* form is used by students to evaluate their professor's knowledge of the discipline, interaction with students, fulfillment of his/her responsibilities with the students (e.g., office hours), assessment practices, and communication.

- The Department Head evaluation instrument includes the following criteria -- compliance with teaching responsibilities, syllabus revision, evaluation and recommendations of learning resources, and development of initiatives that show commitment to student learning.

Evaluation results are discussed individually with each professor to assist him/her in improving his/her teaching and related work performance. The evaluations by peers and students are made yearly for non-tenured professors. Tenured professors must have at least three evaluations to be considered for promotion. In this case, the last evaluation must be made during the previous year in which he/she will apply for promotion. Faculty evaluations are conducted until professors reach the highest academic rank (Full Professor).

The evaluation process provides the faculty with the opportunity to enhance their performance. The results of these evaluations are used for new appointments, recommendations, tenure granting, and promotions.

## II. Institutional Evaluations

Results of department evaluations are submitted to the Institutional Personnel Committee for its review and recommendations. A final report is then submitted to the Dean of Academic Affairs for his/her consideration. The UPRCA Administrative Board, presided by the Chancellor, is the institutional body that grants tenures and promotions. This board receives recommendations from all the institutional bodies and officials involved in the evaluation process.

In considering promotions, the Administrative Board measures the quantity and quality of the professor's academic, research and community work, using a checklist that includes seven criteria. Points are assigned to every activity using the evidence submitted by the professor, and a multiplication factor is applied to every part. See Table 32.

Table 32: Elements, Evidence, and Multiplication Factors Used for Faculty Promotion

	Element	Evidence to Support Element	Multiplication Factor
I	Quality of teaching	Yearly evaluations by peers, students, and department director	0.500
II	Creative publication activities	Original faculty work such as books, educational modules, academic manuals, TV and video productions, and others	1.000
III	Creation of academic and professional activities	Seminars, symposiums, forums, workshops, and others.	0.700
IV	Academic and professional improvement activities	New degrees received, courses taken, with or without credits, participation in seminars, forums.	0.500
V	Participation in committees, dedication to university service,	Participation in governing bodies, administrative responsibilities, and others.	0.400

	Element	Evidence to Support Element	Multiplication Factor
	and to the federal, state, and municipal governments		
VI	Community service	Services rendered to non-profit organizations that benefit communities directly.	0.350

Source: Academic Senate

The total score of every applicant is used to make a list in descending order to establish priorities for promotions. This list, in conjunction with the available budget, is used every year for determining promotions.

The minimum scores to qualify for promotions are:

- 110 points for Assistant Professor
- 125 for Associate Professor
- 190 for Full Professor.

Scores are not cumulative and, once a rank is achieved, faculty members initiate a new process for the next academic promotion.

Table 33 shows the promotions and tenures granted by the UPRCA Administrative Board between 2004-05 and 2008-09.

Table 33: Promotions and Tenures Granted

	Academic Rank Promotions		
	Assistant Professor	Associate Professor	Full Professor
2004-05	2	6	1
2005-06	1	2	1
2006-07	2	9	3
2007-08	4	4	1
2008-09	1*	10*	7*
2009-10	0	2*	1*
Total granted in the five-year period	9	21	6

Source: Human Resources Office

\* Recommended by their merits but not granted

No promotions were granted during 2008-09 and 2009-10 due to UPR's fiscal situation.

## Conclusion

The previous analysis leads us to conclude that UPRCA's administration and performance are adequate and support the achievement of its Vision, Mission, and Objectives Statement. The UPRCA faculty is highly qualified and consistent with institutional needs. There has been an increase in faculty members with doctoral degrees. Regulations, policies, procedures, and government structures

are clearly defined and provide adequate direction for satisfactory institutional operation. The standards and procedures for recruitment, selection, promotion, and tenure are well known by the UPRCA faculty; some concern arises from the level of faculty satisfaction with these procedures. The organizational structure is adequate for a higher education institution. UPRCA has clearly published standards and procedures that measure its faculty performance. These standards and procedures are carefully articulated, equitable, and fairly implemented.

During the last ten years communication between university constituents has improved significantly due to technological developments that have been used for this purpose. UPRCA administrative efforts have been effective in supporting the fulfillment of faculty responsibilities.

### **Commendations**

- The Campus has highly qualified and fully committed management and administrative personnel.
- The number of faculty with doctoral degrees has increased.
- There is an organizational culture that promotes excellence in student services.
- The Campus has clear organizational lines of authority.
- Duties and responsibilities of administrative and academic staff are clearly established in the UPR General By-Laws.
- Recruitment, promotion and tenure procedures are clearly defined and published, and are based on principles of merit.
- The Campus provides students with faculty evaluation forms to evaluate the courses and professors.
- Ninety-one percent of faculty members agree that the courses in their departments/programs have specific and clear learning goals and objectives.

### **Challenges**

- Fully incorporate outcomes assessment into its administrative processes on campus.
- Increase support for research through financial aid, physical and technological infrastructure.
- Establish a systematic assessment process to evaluate support services.

## Area VI – Curriculum and Academic Offerings

### Introduction

The teaching-learning process is essential in attaining the goals of a higher education institution. The rigor and innovation of an institution's academic offerings as well as the acquisition of oral and written communication skills, scientific reasoning and critical analysis enable students to develop the abilities to integrate information and contribute to their own success and to the success of the Institution. For that reason, the university promotes educational offerings and activities that are articulated with the mission of the Institution and provide students with opportunities to integrate into university life. The following analyses detail the work that has been carried out in complying with educational offerings, the General Education program, and related educational activities.

### Standard 11: Educational Offerings

#### Programs and Curriculum Development

UPRCA's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The breadth and depth of student learning appropriate to the programs and levels of study as well as the demonstrable ability of students to integrate knowledge are key elements in judging the success of the UPRCA educational programs. UPRCA offers five baccalaureate degrees that, within the UPR System, are only offered in our campus. Table 34 shows those baccalaureate degrees.

Table 34: UPRCA's Unique Educational Programs

Associate Degrees	Baccalaureate Degrees	Unique Baccalaureate Degrees within the UPR System
Hotel Administration	<b>Hotel and Restaurant Administration</b>	
Interior Design	<b>Graphic Arts</b>	
Automotive Technology	<b>Advertising</b>	
Mechanical Engineering	<b>Multidisciplinary Studies with a Major in Tourist Culture</b>	
Instrumentation Engineering and Control Systems Technology	<b>Criminal Justice with Majors in Forensic Psychology, Law and Society</b>	
Office Systems	Office Systems	
Physical Education and Recreation for the Disabled	Business Administration with Majors in Finance and Management.	

Monitoring Report, September, 2010

The University of Puerto Rico System has established as part of its mission a commitment to offer and develop academic programs that respond to the needs of the students, the community, and the academic disciplines. UPRCA's educational offerings are congruent with our mission and include appropriate areas of academic study of sufficient content, breadth and length, and conducted at levels of rigor appropriate to the programs or degrees offered. The high quality and excellence of the academic offerings are extremely important elements

which are instrumental in the formation of successful graduates. UPRCA's academic offerings respond to the Institution's mission, which emphasizes that academic programs are geared to offer "a student-centered education that promotes integrity, ethics, and academic excellence with a curricular offering that integrates general and specialized education. Through their programs of study, students develop discipline-specific knowledge as well as analytical, critical, and investigative thinking skills, effective communication capabilities, respect for diversity, and appreciation for their cultural heritage." UPRCA strives to contribute to "the analysis and formulation of solutions to local and international problems within an integral, transdisciplinary perspective..." As stated in the institutional vision, UPRCA's academic programs are committed to develop "programs respected in the academic, professional and industrial spheres that produce highly able and intellectually prepared graduates."

An important element for guaranteeing the excellence of academic offerings is the ongoing evaluation of programs. Certification 43, 06-07, Regulations for the Periodic Evaluation of Academic Programs at the University of Puerto Rico, considers, among other objectives, "to demonstrate and improve the quality of teaching, research and service through periodic revisions of the results achieved by the program, not only in its strengths but also in the areas that need improvement and the ways it deals with these areas..." In the same document, it has been established that all academic programs in the UPR System are evaluated in five-year cycles to reaffirm their excellence and relevance, to determine their effectiveness, and to justify their continuation or revision, if necessary. This process includes curriculum revision to make the necessary curricular changes to improve students' learning and future opportunities, and to keep the academic offerings current. Assessment of programs' effectiveness in UPRCA includes:

1. Developing clearly articulated written statements of expected learning outcomes.
2. Designing learning experiences that provide explicit opportunities for students to achieve those learning outcomes.
3. Implementing appropriate measures of student achievement of key learning outcomes.
4. Using the results of those assessments to improve teaching and learning.

It has been established that "all the academic programs of the UPR System that are evaluated periodically by accrediting agencies or similar external evaluating agencies are exempt from an additional evaluating process, provided it has been demonstrated and verified by the Vice President of Academic Affairs that the evaluation process for accreditation satisfies the regulations of Certification 43, 06-07." The majority of academic programs at UPRCA are in the process of being professionally certified or accredited. The criteria for these processes are specific to the discipline, the standards, and the assessment processes identified

by the accrediting agency (see Table 9: Accredited Academic Programs and Programs in an Accreditation Process as well as Area III-Assessment).

In addition, the evaluation of academic programs at UPRCA responds to the goal of developing a “Culture of Institutional Evaluation and Assessment” according to the UPR Strategic Plan Diez para la Década 2006-2016. UPRCA has created guidelines to develop and implement assessment processes in its academic programs, which include the Assessment Plan for Student Learning, 2009 and the Guidelines for the Evaluation of Academic Programs Subject to Professional Accreditation, and of Transfer Programs. In addition, every year the Academic Dean requires all academic programs to develop the Annual Achievements Report. UPRCA uses the assessment of student learning and program outcomes relative to the goals and objectives of the academic programs along with the results to improve student learning and program effectiveness (see Area III-Assessment).

During the 2006-2007 academic year, a study about the effectiveness of academic programs was conducted. It examined the satisfaction level of students enrolled in UPRCA regarding the effectiveness of such areas as faculty, laboratories, courses, skills development, and use of technology. The programs received input from the study and used the results to improve those academic areas. The programs are undergoing assessment both on the program level and on the learning competencies level. Some of the academic programs are currently in a more advanced stage of assessment than others. Once the assessment cycle is completed, the programs incorporate changes as indicated in the teaching-learning process, curricular revision, and continual improvement of the academic programs (Evidence on site).

The School of Hotel and Restaurant Administration and the following academic departments – Office Systems, Business Administration, Social Sciences and Criminal Justice – offer practicums that include processes of evaluating the competencies of students who are candidates for graduation and of receiving input from related industries regarding the development of these competencies. These instruments include questionnaires designed for graduation candidates, student satisfaction, indicators of institutional performance, and others. (Practicum Evaluation of Student Competencies, evidence on site).

UPRCA is committed to a quality education that is focused on continually improving the teaching-learning process. The academic programs have developed profiles of their graduates as well as curricular matrixes identifying the objectives of the learning processes, the courses, and the times when they are evaluated. Academic programs periodically revise the student learning objectives contained in the course syllabi as part of the input resulting from the assessment process. Syllabi specify instructional strategies as well as evaluation strategies, methods, textbooks, bibliography, and, in many cases, activities related to the development of information skills.

The development of information literacy is an essential component for all educational programs at UPRCA. For this reason the following steps have been taken to integrate this key element to all disciplines in our institution's curricula. A librarian was hired in 2004 and an Information Literacy Computer Lab has been established in the library to coordinate with professors from different areas. At present information literacy skills have been integrated in some Chemistry, English, Spanish and Graphic Arts courses.

Some of the information literacy workshops and seminars offered are:

- Manuals on the Use of MLA or APA Rules and Reference Citation
- How to Create a Blog
- How to Define Themes and Use Boolean Operators
- How to Use PowerPoint (and Integrate Videos) in an Oral Presentation
- How to Write a Research Paper, Essay, or Annotated Bibliography
- How to Create Surveys Using Google Docs or Survey Monkey
- How to Make References Using RefWorks, Microsoft Word or Citation Machine
- How to Prepare an Electronic Portfolio Using Powerpoint or Google Sites
- What Is Plagiarism?
- The Use of Different Library Databases, Online Catalogs and the Internet for Searches
- The Use of Web 2.0 Tools Such as Slide Share, DropBox, You Tube, Blogger, etc.

Effective educational offerings are predicated upon the availability and accessibility of adequate learning resources, such as library and information technology support services, staffed by professionals who are qualified by education, training, and experience to support relevant academic activities. Collaboration among professional library staff, faculty, and administrators in fostering information literacy and technological competency skills across the curriculum is a priority for UPRCA.

UPRCA's Office of Information Systems, attached to the Office of the Dean of Administrative Affairs, coordinates the integration of the University's human, physical and technological resources to the teaching-learning process. It offers technological support and provides technological services to the entire university community in an equitable and efficient manner and, as a result, contributes to the integration of new computer technologies in improving academic offerings.

UPRCA is committed to the development of technological competency at all levels within an institution and its curricula. The Faculty Center for Resource and Technology Support (CARTeF by its Spanish acronym) is a faculty support unit that provides facilities, resources and support in using technology. Its mission is to stimulate professional development in the emerging technologies, in the teaching-learning process, in assessment, and in research in order to create a



prepared and motivated faculty that promotes academic excellence within the University (Appendix 14: Center for Resource and Technology Support CARTeF).

Conscious of the need to offer the adult population opportunities for professional growth and the acquisition of technical skills, DECEP offers short courses, seminars and workshops. It also offers courses for credit leading to the Teacher's Certification issued by the Puerto Rico Department of Education. These special programs meet specific training and retraining needs of public agencies and private entities (Appendix 15: Division of Continuing Education and Professional Studies). Also, as a result of funding obtained through Title V Grants, new certifications in Forensic Science: Chemical Applications for Forensic Science and Disturbances Related to Substance Abuse will start in September, 2011 through DECEP.

#### Articulation and Transfer

Articulated transfer programs, established by signed agreements between Chancellors and the President, allows a unit of origin to offer the first two years of an academic program from another unit, to which the student will transfer to complete the degree. UPRCA has established norms and procedures for transfer admissions. The Academic Senate Certification 017, 04-05, and its amended Academic Senate Certification 011, 07-08, set the procedures for readmissions and transfers. These are published on the UPRCA website and other media. At present, there are transfer programs in Education, Social Sciences, Natural Sciences, Allied Programs in Health Science, and Engineering. The Deans of Academic Affairs systemically evaluate articulated transfers programs.

UPRCA has developed various instruments to help students complete their university studies successfully. During the reception for incoming students, the students are given a CD containing the university's catalog. The catalog details policies for academic advancement and norms for complying with retention rates. At the same time, UPRCA's registrar provides additional orientation. Such information is also available on the University's [website](#). Amendments to the norms for retention rates were made during the 2009-2010 academic year (Appendix 16: Norms for Retention Rates). Students who do not fulfill the minimum requirements could face probation or academic suspension.

#### **Standard 12: General Education**

As part of its mission statement, UPRCA "provides a student-centered education that promotes integrity, ethics, and academic excellence with a curricular offering that integrates general and specialized education." The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills. Since the last decennial visit, UPRCA has developed a General Education Program designed to further these goals through

a carefully thought-out program that provides students with a well-rounded balance of knowledge, skills, and life experiences.

The General Education program integrates traditional general education courses such as Spanish, English and Mathematics with co-curricular and concentration courses, and it accounts for 44 of the undergraduate credits for all baccalaureate programs. The students' core general education component, their concentration component, and their co-curricular component have been carefully aligned and integrated to assure the quality and coherence of the university curriculum, regardless of the students' field of study. In addition, General Education goals for preparing responsible, adaptable, and socially committed graduates are reinforced throughout the students' stay in Carolina through courses, assessment, support services and extra-curricular activities. Details about the program follow: see also the standards for assessment of student learning, student support services, and educational offerings for related information.

### Structure

Adhering to the UPR Central Administration's Strategic Plan Diez para la Década 2006-2016 goals, which were established for long-term planning, and UPRCA's mission and vision statements, the Committee of Accreditation, Assessment, Planning, and Budget developed four areas considered relevant to general education. They are as follows:

- To institutionalize a culture of excellence in the institution's community life.
- To foster excellence in both technical and transfer academic offerings through a process of evaluation and revision of existing programs, and the development of new ones, including non-traditional, non-credit courses, designed to better serve the community.
- To keep academic offerings in harmony with changes in the social and academic environment.
- To provide essential support services needed to promote students' academic potential, and to help them obtain a well-rounded education while making the proper adjustments to university life.

These areas, complemented by input from the faculty, students, administrators, alumni, and employers (Office for Academic Affairs General Education Program Proposal, 2008, evidence on site), were used to develop the General Education mission statement and the four broad outcome categories for students studying in a four-year program. The broad outcomes are as follows:

- The development of a trained mind.
- The acquisition of the knowledge necessary to be an educated person.
- The development of personal attributes for adult life.
- The development of a basis for life-long learning.

Core areas of general education that had been identified in all the baccalaureate programs were developed into General Education's twelve goals, the expected outcomes for these goals, and the way these outcomes would be demonstrated (*General Education Proposal*). The goals, listed by topics below, revolve around skills, knowledge, and life experiences students will accrue as a result of their university studies.

- Computer and Information Literacy
- Communication
- Critical Thinking
- Modes of Inquiry
- Qualitative, Quantitative and Statistical Analysis
- Major Disciplines
- Aesthetics: Visual and Performing Arts
- Interdependence and Diversity
- Ethics
- Physical Wellness
- Collaborative and Responsible Participation
- Life Skills

The design for the program was approved by the UPRCA Academic Senate and assessed by the Vice President of Academic Affairs at the Central Administration.

In order to integrate the 12 goals into the curriculum as a whole, a proposal was approved by the UPRCA Academic Senate in 2006 to align General Education goals with the baccalaureate co-curricular and concentration courses. All programs now offer 44 General Education credits. As seen in the alignment chart (Alignment of GENED Goals with BA Co-Curricular and Concentration Courses, evidence on site), each General Education goal is aligned with General Education core courses (the same courses for all programs) and with specific co-curricular and concentration courses with embedded General Education goals for each program. Through core courses from the Spanish, English, Natural Sciences, Social Sciences, and Humanities departments, along with the General Education Interdisciplinary seminars (see below), students become proficient in oral and written communication, scientific and quantitative reasoning, technological competency, and knowledgeable in a body of values, ethics and diverse perspectives. The revised program was implemented for incoming students for the entire institution starting in 2009-2010.

#### Institutional Support

The university community has been supportive of the General Education program since its inception. Responding to a Middle States' recommendation in 2001 to develop a general education core, the Chancellor appointed an Institutional General Education Committee and, in 2005, a General Education Director. The

Office of Academic Affairs has provided time and resources for university staff to prepare the program's structure. The revision of program curricula to align General Education goals with baccalaureate degree courses was done with the input and support of the administration, program directors, and the faculty.

The integration of faculty and students into the development and implementation of the General Education program has been a priority. To familiarize the community with General Education, the program has established a [link](#) on the Institution's website that contains such information as the mission and vision, broad outcomes, and goals, in both Spanish and English.

Workshops, seminars and PowerPoint presentations have been created and used to inform faculty about the General Education Program and the mechanisms used to assess its goals. The program has been designed to have a General Education coordinator for each baccalaureate program who in turn works with a program director. The coordinator acts as the liaison between the program on the institutional level and the faculty members on the departmental level, and coordinates assessment for General Education courses on the departmental level.

#### General Education and Students

The first year a student spends at a university underpins the entire undergraduate experience and in large part determines not only the student's commitment to the institution but also the success of his/her academic goals. All facets of university life need to be clear to the incoming student, and that includes the General Education program. To that end, a student manual was prepared to explain the requirements and other pertinent information for students. The manual includes an overview of the program's goals and objectives and will be made available to new students at the start of the 2011-2012 academic year (Evidence on site).

As part of the General Education Program, interdisciplinary seminars and activities have been developed to strengthen the academic, cultural and critical-thinking competencies of incoming students. The first seminar, the General Education Interdisciplinary Seminar I (INTD 3001, evidence on site), was introduced into the curriculum in 2008-2009 and is offered during the students' first year. The second, the General Education Interdisciplinary Seminar II (INTD 3002, evidence on site), was introduced in 2009-2010. In order to provide for General Education's physical wellness goal, a special course (EDFI 3675, evidence on site) was developed and is being offered by the Education Department. During the academic year, numerous activities ranging from literary competitions to extracurricular lectures to performing arts events are scheduled every quarter term. (See also Standard 9: Student Support Services, and Standard 13: Related Educational Activities.) In their final year, all students take

capstone courses, primarily internships or practicums, related to their program of study: these courses are geared to develop practical job skills.

To ensure the success of the General Education program, it is necessary to assess the achievement levels of incoming and graduating students. General Education has an assessment plan which is clearly defined in the program proposal. Assessment tools described in the plan include pre- and post-tests for core courses, mid-term and exit exams, and scoring rubrics.

Professors have received training in various aspects of assessment. Assessment has been incorporated into the course syllabi and classroom grade evaluations, and most professors use individualized assessment to evaluate specific course objectives. Departmental pre- and post-evaluations are currently being implemented in first-year (pre-basic, basic and intermediate) English courses; in first-year Spanish courses; in physical and biological science and introduction to mathematics courses; and in humanities courses. The Social Sciences Department provided pre- and post-evaluations through 2008 and is currently meeting to identify, revise, and provide assessment for their General Education classes. Programs that are nationally accredited – these currently include Hotel and Restaurant Administration, Business Administration, and Office Systems – use standardized testing on their students that can also benefit General Education courses (see example below). In order to assess the achievement level of final-year students, a General Education exit exam was planned and is partially completed. Rubrics have also been developed to assess program goals, and a General Education assessment manual was completed in 2007-2008 (Rubrics for Goal Assessment, General Education Program).

The final cycle of assessment work – the results of testing which are then used to make changes in courses and curricula – has only been implemented to a limited extent. A recent example of implementation occurred after standardized testing of Office Systems students revealed that many students had deficiencies in English, particularly in speaking. In coordination with Office Systems, the English Department is developing a pilot project to focus on improving speaking and business-related skills starting with Pre-Basic English (INGL 0800), and the project will begin in September, 2011. For additional information about assessment, refer to Standard 14: Assessment of Student Learning.

A testing center was created in 2008 to provide statistical data for the results of multiple-choice tests. Beginning the third term of 2009-2010, the responsibility of assessment testing, scoring and evaluating test results has been assigned to the assessment committees of the individual programs and departments. This simplified approach, although not as detailed in the results, has enabled both professors and students to have easier access and faster results in assessment testing.

The General Education assessment plan also contains provisions for students who need extra help in their studies. Incoming students with low College Board scores in English are required to take a pass/fail Pre-basic English course (INGL 0800), and there is also a remedial course, currently optional, through DECEP for students who want extra help in mathematics. Staff at the Program for Information and Technological Skills has prepared a basic General Education instructional module for writing essays as well as a blog that provides additional information for developing the skills necessary for technological literacy. Both can be found on the library home page. A computer laboratory for mathematics within the Natural Sciences Department is used by professors and students in basic mathematics, pre-calculus, and calculus studies.

### **Standard 13: Related Educational Activities**

The Institution's programs or activities that are characterized by a particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

As part of its mission, UPRCA integrates a commitment to offer students the opportunity to “form professionals with a reflective and creative capacity, a desire for discovery and continuous learning, a regard to aesthetic values, an appreciation for the merits of teamwork, and a high sense of responsibility and social commitment.” The University's related educational activities support the academic programs and widen the experiences of students, preparing them to be more competitive in their jobs and professional lives.

Some of the strategies for preparing students include the practicum within their field, study abroad opportunities, and participation in special projects in collaboration with industry and the community. A great number and variety of activities exist at UPRCA, but we will summarize the most important activities related to Standard 13. The main areas to be considered are those connecting the university community with industry; providing technology to benefit the student population; serving under-prepared students and supporting the high-achievers; offering educational related activities; satisfying community needs; and offering continuing education classes.

The experiences of the students and the faculty are enriched with the input of industry-related consulting committees that help identify the skills the students must master in order to be successful in the working world and which they must display during their practicum experience. An example of active participation in such committees is the School of Hotel and Restaurant Administration (EAHR by its Spanish acronym). This active participation was decisive in the curriculum revision and in the accreditation process, making it the first school of its type in Puerto Rico and the Caribbean to be so accredited.

The educational experiences that UPRCA provides are not limited to our facilities or to Puerto Rico. Arrangements can be made for studies and exchange programs both within and outside Puerto Rico. Some of these studies are degree requirements for which students receive credit while others are courses the students take voluntarily, with or without credit. These programs include the:

- Disney College Program
- Intensive English Program at the State University of New York at Oswego
- International Marketing Trip (EAHR)
- Fernós and Córdova Internship
- Pan-American Confederation of Hospitality, Gastronomy and Tourism
- Intramural Banquet Service Practicum Project
- Exchange programs in Spain and other international studies

Without leaving the university community, students find other sources of rich experiences that motivate them in their study goals and widen their social and cultural development. Student organizations are examples of opportunities for students to participate in activities with professionals and to offer services to the community. The Office of Student Affairs encourages students to organize in interest groups that are accredited by the Institution. The oldest student organizations are those of the students of Hotel and Restaurant Administration, Graphic Arts, and Advertising.

Students have the opportunity to interact with professionals in the industry and also with alumni who are now in the work field. This experience is channeled through the Alumni Office, under the Office of the Chancellor, at the institutional level, and through efforts coordinated within the departments. The Alumni Office organizes symposiums with the participation of experts in the industry, many of whom are alumni who participate as lecturers. These activities provide an opportunity for students, alumni, faculty members and industry professionals to join together and discuss the latest trends in the different fields. Themes that have been covered in the last six years relate to criminal justice, advertising, and graphic media (annual reports of the Alumni Office and records for the symposiums, evidence on site).

Through the University's Individual Title V Grant, two computer labs (one with PCs and the other with Macs) offering free student access were created. Through Individual and Cooperative 1 Title V Grant Projects, 63 classrooms were outfitted for electronics use, and all the computers (507) in the university's laboratories (11) were reconditioned.

Through the Cooperative 2 Title V Project, workshops have been held so that faculty members can learn to incorporate technology skills into their syllabi and courses. In this way, students acquire the necessary skills for their area of study. Trainings are offered to both faculty and students in the use of electronic

portfolios as a learning assessment tool, and students learn to use this tool for self-evaluation.

Students have services and access to information on a 24/7 basis. Two sources of Internet access are the Blackboard and Moodle platforms. These have been used as support for classroom work. Faculty members place materials for their courses on these platforms so that students have easy access to them at any time. There are also online reference services (Virtual Reference) through the Cooperative 1 and 2 Title V Grant Projects; online service for technical help (Online Help Desk); and online counseling through the Individual Title V Grant Project.

Although UPRCA does not currently offer online courses, since 2003 faculty workshops have been held related to online education and to the use of the Blackboard platform and, more recently, Moodle. Over 250 professors have participated in the workshops, which are offered through Title V Grants. CARTEF has 20 computers, printers, a scanner, digital camera and Smartboard: it is for the use of the faculty and offers workshops on a continual basis. Among these workshops are:

- Use of Technology in the Teaching-learning Process
- Use of Blackboard in Courses
- Use of Moodle in Courses
- Designing and Teaching an Online Course
- Use of the Electronic Portfolio
- Incorporation of Information Skills in the Syllabus
- Assessment and the Use of the WEAVEonline Platform
- Designing Online Tutorials

(Tables and details can be found in the Title V Grant digital report, evidence on site).

The Institution has access to Internet Wi-Fi and provides email to the university community through the upr.edu domain. These services are coordinated by the Office of Information Systems. Students can connect their personal computers to the university's Wi-Fi and can also use, for a limited time, laptops available in the library.

Students who start out with and/or maintain an excellent grade point average can apply for participation in the Honor Studies Program. This program provides incentives for the students to maintain their high academic average while offering extracurricular experiences, such as promoting research projects and performing community work, among other options and opportunities (See Table 25).

Exceptional skills in areas such as music, drama, and dance as well as in sports are channeled through specific programs that offer opportunities to develop



students' potentials. These groups include the university chorus, band, dance team, theater circle, cheer leaders, baton twirlers, and sports teams, and they are organized under the supervision of the Office of the Dean of Student Affairs. Members participate in shows and competitions at the institutional, community and national level. Examples of competing groups are the sports teams (Office of the Dean of Student Affairs Annual Reports).

One of the concerns of the academic departments is for students to connect not only with the work and business communities but also with community residents who have specific needs. Both academic departments and individual professors have taken the initiative to enrich the academic experience with community service as part of a course. The departments of Graphic Arts and Advertising; Social Sciences and Criminal Justice; Spanish; Natural Sciences; Business Administration; Technologies in Engineering; and the School of Hotel and Restaurant Administration are some of those which provide practicums related to communities within and outside the Institution (annual reports from individual departments, evidence on site).

Students and faculty of the Department of Graphic Arts and Advertising created the design for two editions of the 2006-2007 magazine *Fashion Week*, which had an international showing in the high-fashion industry. This experience exposed students to the realities of working through an entire creative process in the production of a graphic medium. They also collaborated with the growing fashion design industry that contributes to the island's economy. Other departmental projects include organizing exhibitions of students' artistic works and offering research and publicity services to non-profit organizations.

A grant was also received from the U.S. Department of Housing and Urban Development, Office of University Partnerships, through which the Community Empowerment Program for Economic Development (CEPED) was created. CEPED (2008-2011) offers services to residents of four low-income communities near UPRCA. Its primary purpose is to help residents manage themselves and their communities by offering non-credit courses free of charge to improve employment and self-employment opportunities. In addition, self-management activities are integrated by identifying the communities' needs and looking for resources through writing proposals; increasing community services; and creating printed materials and other communications to promote self-esteem, leadership, and economic development. All the services are based on a study of needs that included a sampling of opinions from residents of the four communities as well as focal groups, interviews, and secondary data.

On the official page of the Office of University Participation, CEPED is summarized as follows:

The University of Puerto Rico at Carolina intends to use its Hispanic-Serving Institutions Assisting Communities (HSIAC) grant to develop a Community Empowerment Program for Economic Development (CEPED) to expand its role and effectiveness in addressing the community and economic development needs of the low-income residents of the San Antón Barrio. CEPED will stabilize its target low-income communities and contribute to its sustainable development, through the implementation of the following four major activities:

1. Implement economic development activities through technical assistance for the establishment, stabilization, and expansion of minority-owned microenterprises.
2. Assist grassroots community-based organizations to carry out community economic development activities.
3. Provide and promote activities that can help stabilize the San Antón community and promote its sustainable development through employment, education, housing counseling, health, job training and placement, and recreation.
4. Promote direct homeownership assistance to low-income persons (<http://www.oup.org/grantee/orgDetail.asp?orgid=561&myHeadID=HSIAC&yr=2008>).

Students and faculty of the School of Hotel and Restaurant Administration participated in the preparation of meals for mothers of patients hospitalized with cancer in the Pediatric Hospital at the Medical Center. Similarly, professors have asked their students to carry out activities in community service, humanitarian aid, and cultural events ("Cultural Event in the Sabana Abajo Sur Neighborhood, November, 2009, with Students from the Spanish Department and the CEPED Program", *Barrio Adentro* newspaper, Abril, 2010).

The position of Artist in Residence has strengthened community relations through art. The creation of the Sculpture Garden has been achieved thanks to the donations of artists and business people who are committed to academics. A series of conferences with prominent national and international participants as well as sculpture workshops offered with and without credit to benefit the talent of the university community are part of an effort to enrich cultural experiences beyond the academic life. All of the workshops culminate with an exhibition at the Learning Resource Center.

UPRCA has an affiliation with a NASA Space Grant through which community education in the sciences is offered. An example of this is a week-long workshop for school teachers, reporters and other professionals in charge of spreading

science-related knowledge. Some of the topics dealt with include global warming and ways to limit its impact (annual reports, evidence on site).

### Related Educational Offerings

Academic offerings without credit cover a wide variety of topics and are offered primarily through DECEP. These courses fulfill both the Institution's mission and vision and those of DECEP, and students range from pre-school children to seniors in their golden years. Kindermusik accepts participants from six months to five years of age. Through music, the program develops basic preparation and skills, early musical stimulation, dance, and exploration, using a variety of instruments in an experience in which the parents participate with the children. In addition, the DECEP catalog includes classes in the culinary arts, crafts, and decoration, and courses that help in the creation of small businesses or certifications in different professions, such as teacher training.

DECEP takes into consideration community requests, service needs, and the Institution's facilities. Offering a course, even one without credit, requires the approval of the Office of the Dean of Academic Affairs and other pertinent offices (DECEP catalog and annual reports, evidence on site).

DECEP's objectives include offering continuing education services to the UPR student body, graduates, and the community-at-large; providing innovative, extensive, dynamic and flexible classes with and without credit that respond to educational needs, skills and abilities; and collaborating with the academic departments in offering academic programs geared to certification or non-traditional grades. A list of these objectives and more information can be found at [http://www.uprc.edu/DECEP/DECEP\\_objertivos.html](http://www.uprc.edu/DECEP/DECEP_objertivos.html).

### Conclusion

UPRCA has a genuine commitment to the education of its students and the development of skills that enable them to adapt to the professional world. As sustained in this document, UPRCA offers a number of academic programs leading to a baccalaureate degree. Individual departments continually review the requirements for the general education of students, revise the requirements, and develop formative assessment tools.

UPRCA has established as part of its mission a commitment to offer and develop academic programs that respond to the needs of the students, the community, and the academic disciplines, and to connect with their fellow programs at the different UPR units.

## **Commendations**

- The Campus academic offerings include unique programs within the UPR System.
- UPRCA has an active International Exchange Program that provides study opportunities at other UPR campuses, and at universities in different countries.
- The Campus has increased its international scope through initiatives by the School of Hotel and Restaurant Administration.
- Students have expressed high levels of satisfaction with the quality of teaching and extracurricular activities.
- In the last three years three academic programs and the Library have achieved professional accreditation.
- The Campus has developed and is implementing a well structured General Education Program as a fundamental part of the student curriculum.
- The General Education Program provides experiences that foster an interdisciplinary approach and encourage individual skills and knowledge acquisition.
- The Campus has formulated a Student Learning Assessment Plan which includes competencies related with general education.
- Related educational activities support academic programs and have a positive impact on student life.

## **Challenges**

- Strengthen program assessment to improve curricular revision procedures.
- Implement an assessment plan that integrates general education competencies.
- Continue the development of interdisciplinary activities that promote interaction with alumni who have been successful in their fields.

## Glossary

AAO	Assessment and Accreditation Office
ABET	Accrediting Board for Engineering and Technology
ACBSP	Association of Collegiate Business Schools and Programs
ACEJMC	Accrediting Council on Education in Journalism and Mass Communication
ACG	Academic Competitiveness Grant
ACJS	Academy of Criminal Justice Sciences
ACPHA	Accreditation Commission for Programs in Hospitality Administration
ACRL	Association of College & Research Libraries
ACUDEN	Spanish acronym for Administration for Comprehensive Childhood Development
ADA	Americans with Disabilities Act
ARPE	Spanish acronym for Environmental Protection Agency, and the Administration of Rules and Permits
CAA	Spanish acronym for Academic Progress Committee – Institutional committee that considers students' academic progress
CARE	Spanish acronym for Student Resource and Assistance Center – Created as part of the Title V Federal Cooperative Proposal, "Enhancement of the Teaching-Learning Process through Integration of Technology and Information Literacy." It offers tutorships and provides mentors who help students improve their academic performance and university life.
CARTEF	Spanish acronym for Faculty Center for Resource and Technology Support
CEPA	Spanish acronym for Learn, Explore and Act
CEPED	Community Empowerment Program for Economic Development
CIAAPP	Spanish acronym for Committee of Accreditation, Assessment, Planning and Budget
CRA	Spanish acronym for Learning Resource Center
CREP	Spanish acronym for Center for Education and Production Resources
CWS	College Work/Study Program
DECEP	Spanish acronym for Division of Continuing Education and Professional Studies
Diez para la Década	Ten for the Decade – Administrative academic plan for the UPR system
EAHR	Spanish acronym for School of Hotel and Restaurant Administration
FERPA	Family Educational Rights and Privacy Act of 1974, Buckley Amendment
FSSE	Faculty Survey of Student Engagement
GenEd	General Education Program
GPA	High school grade point average
HSIAC	Hispanic-Serving Institutions Assisting Communities

IACS	International Association of Counseling Services
IGS	Spanish acronym for General Application Index, a numerical index for entering the university
LAI	Spanish acronym for Inter-University Athletic League
LEAPP	Leveraging Educational Assistance Partnership Program
NATEF	National Automotive Technicians Education Foundation
NSSE	National Survey of Student Engagement
OPEI	Spanish acronym for Office of Planning and Institutional Research
OSEI	Spanish acronym for Office of Student Service for the Disabled
OSP	Operational Strategic Plan – Institutional operational strategic plan
PAAE	Spanish acronym for Student Learning Assessment Plan
PAI	Spanish acronym for Institutional Assessment Plan
PDAC	Spanish acronym for Community Empowerment Program for Economic Development
PDIT	Spanish acronym for Information Literacy and Technology Program
PEAU	Spanish acronym for University Evaluation and Admission Test
RCM	Spanish acronym for Medical Sciences Campus
ROSP	Revised UPRCA Operational Strategic Plan
SEOG	Federal Supplemental Educational Opportunity Grant
SSS	Student Support Services Annual Performance Report
TRIO	Federal TRIO Programs – Federal outreach and student services programs that provide services to individuals from disadvantaged backgrounds
UPR	University of Puerto Rico
UPRC	University of Puerto Rico Central Administration
UPRCA	University of Puerto Rico at Carolina

# Appendixes

**GOVERNMENT TRAINING AND ETHICS ACTIVITIES OFFERED AT THE  
UNIVERSITY OF PUERTO RICO AT CAROLINA**

<b>Year</b>	<b>Name of Activity/Workshop</b>
<b>2005</b>	
January	Labor Union Agreements
January	First Aid and Cardiopulmonary Resuscitation
February 11	Excel Basic Workshop Part I and II
February 28	Conduct at Work
March 3	Science Symposium2005
April 8	First Aid and Cardiopulmonary Resuscitation Workshop for Assistants and Secretaries
April 21	The Wonderful World of Web Quest – Developing e-only activities in the classroom
April 26	Non-verbal Language Workshop
April 27	Conference: One Step toward Excellence
April 28	Free Tools to Design Online Courses
May 5	Instructional Design for Online Courses
May 10	Assessment Strategies in the Classroom
May 17	Osteoporosis Orientation
May 19	Principles of Good Public Administration
May 31	How to Set Your Office with Plants and More
May	Personal Protection Equipment – for Physical Resources Staff.
June	Biomedical Waste Management
June 7	Focus Groups Forum: Using Focus Groups in BlackBoard. Useful tools for course assessment.
June 21	See UPR Carolina Trees
August 2	Protocol to Deal with Domestic Violence Situations on the Workplace
August 18	Outlook Course
August 23 and 24	Introduction to PowerPoint and Application Development
September 15	Healthy Eating – Blue Cross
September 26	Interpersonal Relations and Violence on the Workplace
September 29	Motivation on the Workplace
September 8	Harzardous Waste Management
September 15	Biomedical Regulated Wastes Disposal and



	Management
October 6	Emotional Health – Blue Cross
October 25, 27	PowerPoint Workshop – Dean of Administrative Affairs
October 28	Strategies to Handle Change
<b>Year</b>	<b>Training/Workshop</b>
<b>2006</b>	
March 23	Masculine Health
August 16, 31	Orientation to Physical Resources Office Supervisors
September 15	Physical Resources Office Supervisors Meeting
September 27	Meeting for Directors and Supervisors of Administrative Offices
October 19	WEBMAIL
October 13	Forum on Institutional Assessment of Academic Programs
October 16	Domestic Violence
October 18	Blackboard
November 9	Hepatitis Orientation
November 15	Government Contract Registration System – version 3.1
November 16	Healthy Workplace Environment – Blue Cross
November 17	First Congress of Biotechnology
December 4	Components of a Tutorial
December 4	Windows
December 5	Protocol for Exposition to Blood Carried Pathogens
December 5	Basic Microsoft Word
December 5	Digital Video Edition
December 5	Digital Image Handling
December 6	Basic PowerPoint
December 6	Creating Tutorials in PowerPoint
December 6	Instructional Design – Part I
December 7	Advanced Microsoft Word
December 7	Introduction to Distance Education
December 7	PowerPoint Animations
December 8	Searching the Internet
December 8	Distance Learning Tools
December 8	Basic Microsoft Excel
December 9	Conversational English for Adults

Year	Training/Workshop
<b>2007</b>	
January 12	Domestic Violence Seminar: New Employer Responsibilities: Domestic Violence on the Workplace
February 7	Integration of Ethics in Engineering Courses
February 8	CEMI Training – Conflict Management
February 22	Management and Property Use
March 15	Academic Integrity
March 16	The Supervisor
March 26	Spring Financial Aid Training
March 29	Tools to Increase Workshop Effectiveness
April 11	Disciplinary Processes
April 13	Impact of Law 186
April 18	Recycling and Pollution Prevention
April 18	Integrating Techniques to the Teaching Learning Process
April 25	Writing Workshop
May 9	Domestic Violence Prevention Course
May 10	Microsoft Excel
May 10	Components of a Tutorial
May 11	Advanced Microsoft Excel
May 15	First Meeting of Mental Health Professionals
May 18	Basic Microsoft Word 2003
June 6	Hazards on the Workplace
June 8	Intermediate Microsoft Word
June 29	Advanced Microsoft Word
September 3	Government Fiscal Situation
September 5	Inaugurating the Office of Assistance to Employees
September 11	Diffusion as Strategy and Center Projections
September 16	Public Employer Week
September 21	Microsoft Office Excel 2003
September 21	Rescuing the Planet
September 27	Parliamentary Proceedings
October 17	Assessing Effectiveness of Support Units
October 19	Microsoft Office 2003
October 22	Domestic Violence – Ethics Committee
October 22	Workshop for Financial Aid Administrators
October 31	The Interview Seminar

November 11	Loan Management Workshop
November 9	PowerPoint 2003
November 30	Cycle III Domestic Violence
December 4	Fair Treatment and Sensibility for the Handicapped
December 18	Professional Training: Position Analysis
<b>Year</b>	<b>Workshop/Training</b>
<b>2008</b>	
January 25	Computer Specialists and Technicians
January 25	ABC of Ceremonies or Official Activities
January 22	Art Criticism from a Scholarly Standpoint
February 26	Prevention of Violence against Women UPRC
February 29	Keyboard
February 29	Application Processing
March 7	Verbal and Nonverbal Communication
March 14	Droughts
March 28	IV Annual Conference of Professional Development
March 28	Designing Educational Modules Online
April 15	Prevention Program for Women
April 17	Alternatives to Deal with Depression
April 22	Workshop – A Skill as Challenge
April 25	Course Assessment and Faculty Online
April 30	Property Use, Administration and Procedures
May 14	Suicide Prevention
August 21	Epilepsy: Myths and Realities
August 27	Institutional Property Orientation for Assistant Staff
August 28	Retirement Orientation
September 16	Main Event on Government Ethics
September 17	Being an Effective Public Employee
September 29	Requisition Creation
October 10	TruTime Assistance Registry
October 22	Domestic Violence on the Workplace
October 28	El Dengue
October 31	Symposium on the Future of Education
December 4	Retirement Orientation
December 11	Public Administration in the Digital Era
<b>Year</b>	<b>Workshop/Training</b>
<b>2009</b>	
January 28	Assertiveness and Effective Communication – Blue

	Cross
February 3	Drugs Related to Incidents
February 11	If Babies Could Talk – Conference
February 17	Conflict Management on the Workplace
February 20	Training: Use of the Conference Room
February 24	Blood Donation – Sponsored by the Quality of Life Office
February 25	Xerox Machines Orientation for Human Resources Staff
March 5	Review of Government Ethic Cases and Opinions – City of Carolina
March 6	Workshop: Laughing as an Effective Remedy
March 12	Escape Plan for Domestic Violence
March 17	Masculine Health – Blue Cross
March 19	Safe Handling of Explosive Substances
March 26	Transformation Leaders
March 26	Impact of Representative Ramos Proposal – Retirement System
March 31	Ethics in Labor Mediation – Office of Government Ethics
April 17	Ergonomics on the Workplace - OPASSO
April 21	Ethics and Fundamental Rights – City of Carolina
April 23	Special Communication at the Office
April 28	Swine Flu Conference
April 29	Parliamentary Procedure
April 30	Conference: Reasonable Placement in Universities
May 11	First Congress of Funeral History in Puerto Rico
May 12	Educate Yourself about Diabetes
May 13	Moral Harassment, an Issue about Dignity
May 19	Sleep Apnea – Blue Cross
May 28	VI Workshop on Domestic Violence
May 21	Handling of Chemical and Experimental Substances in Laboratories
June 16	Positive Answers to Difficult Situations – Department of Labor – Office of Government Ethics.
August 11	Orientation: Leadership Development
August 21	Video Streaming Equipment
August 21	Integration of Information Literacy Skills
August 27	Workshop: Google Applications for the UPR

September 17	Anxiety Disorders – Triple SSS
October 1	Ethics Act Dispositions that Apply to Contracts – UPR Río Piedras – Office of Government Ethics
October 6	Moodle Workshop
October 9	Home Gardening – Panoramic Ornamentation
October 24	Microsoft Publisher Skills
October 30	Educating for a Culture of Peace
November 2	Lazo Dorado Ceremony – Government Ethics Office
November 4	Conference: Towards a Practical Approach on Government Ethics
November 5	Puerta Cerrado Theatre Presentation – Government Ethics Weeks
November 6	Moodle Workshop
November 12	Self-Esteem: What It Is and How to Reinforce It – Triple SSS
December 7	Workshop: Psychosocial Aspects of Women Victims of Violence
December 9	Taking Advantage of the Institutional Email System
December 9	E-Portfolio
December 10	Research at the Library
December 10	Style Manuals
December 11	Moodle
December 11	New Online Tools and Their Use
December 11	Second Life
<b>Year</b>	<b>Workshop/Training</b>
<b>2010</b>	
January 29	Galileo, Darwin and Metaphysical Changes
February 9	Disciplinary Board
February 16	How to Prepare in Case of Earthquake and Fire Situations – OPASSO, Quality of Life Office and the Human Resources Office
February 16	Inventory and Public Document Retention Plan – Central Archive
February 16	The Importance of Planning and Development to Achieve Institutional Efficiency
February 17	Win, Win, and You Can Win – OPASSO, Quality of Life Office and the Human Resources Office
February 18	Prevention of Cardiovascular Illness – Triple S
February 18	Relevance of Planning Development to Achieve

	Institutional Effectiveness
February 19	Managing the Learning Process in Transcription
March 4	Sexual Assault
March 5	Integrating Information Literacy
March 5	Improving Hispanic Student's Learning
March 9	Menopause – Triple S
March 17	Inventory and Public Document Retention Plan
March 25	Services at the Employee Assistance Program by Aspira
March 29	Battle at the Workplace between Men and Women – Practice at the Office Systems Program
April 9	System Encounter
April 9	How to Develop a Strategic Plan
April 9	Medical Emergency Plan – Triple S
April 16	Library Week – Remembrance of Great Times
Workshop 16 and 21	Handling Emergency Situations – OPASSO
April 22	Workshop Outlook 2007 – Office Systems Department
April 22	Science 2010 Symposium; Department of Natural Science
July 22	Workshop: Aromatherapy and Aromatherapy for Stress Management - PAE
July 29	Workshop: Anger Management – PAE

Certification Number 24 (2006-07)

I, Carmen Ovidia Torres, Secretary of the University of Puerto Rico at Carolina Academic Senate, certify that:

The Academic Senate, in a general meeting held February 8, 2007, took into consideration the Academic Affairs Committee report related to the request of the Office of Academic Affairs to amend Academic Senate Certification Number 15 (2003-04), Institutional Policy for Authorizing the Creation of an Individualized Class for a Regular Course."

After a careful study of the certification, the Senate amended it. Among the amended points, the student requesting an individualized class must be a bona fide UPRCA student; courses with laboratory components, practicums, and other courses decided upon by the departments or academic affairs cannot be authorized for individualized study; the student has never failed or withdrawn from the course; the course is not being offered during the requested term and the student can justify why he/she cannot take the course in the correct sequence; and the student cannot take courses that are prerequisites (such as INGL 3101 and 3102) at the same time.

MSCHE Survey; Standard 6 Mission and Integrity

Introduction

The goal of this survey is to identify the extent to which UPR Carolina faculty is aware of institutional rules and regulations at both Campus and System levels of the University of Puerto Rico. Participation is strictly voluntary and confidential.

1. Academic Department (optional):

2. Type of contract:

- a. Service
- b. Temporary
- c. Substitute
- d. Tenure-track
- f. Tenure

3. Academic rank

- a. Instructor
- b. Assistant Professor
- c. Associate Professor
- d. Full Professor
- f. Researcher

Other (please specify)

4. The following questions refer to the University of Puerto Rico System. Choose only one alternative.

a. Are you familiar with the rules and procedures of the University of Puerto Rico System?	<ul style="list-style-type: none"><li>• Highly aware</li><li>• Somewhat aware</li><li>• A little aware</li><li>• Not aware at all</li></ul>
b. Are you familiar with the University of Puerto Rico By-Laws?	<ul style="list-style-type: none"><li>• Highly aware</li><li>• Somewhat aware</li><li>• A little aware</li><li>• Not aware at all</li></ul>
c. Do you consider that the Board of Trustees procedures to inform faculty members about rules and regulations at the UPR System are	<ul style="list-style-type: none"><li>• Highly aware</li><li>• Somewhat aware</li><li>• A little aware</li><li>• Not aware at all</li></ul>



adequate?	
d. Have you been informed about the University of Puerto Rico Strategic Plan?	<ul style="list-style-type: none"> <li>• Highly aware</li> <li>• Somewhat aware</li> <li>• A little aware</li> <li>• Not aware at all</li> </ul>

5. The following questions refer to the University of Puerto Rico at Carolina. Choose only one alternative.

a. Are you familiar with the rules and procedures of the University of Puerto Rico at Carolina?	<ul style="list-style-type: none"> <li>• Highly aware</li> <li>• Somewhat aware</li> <li>• A little aware</li> <li>• Not aware at all</li> </ul>
b. Are you familiar with the 2007 revision of the Faculty Manual of the University of Puerto Rico at Carolina?	<ul style="list-style-type: none"> <li>• Highly aware</li> <li>• Somewhat aware</li> <li>• A little aware</li> <li>• Not aware at all</li> </ul>
c. Do you consider that Chancellor and other administrative entities procedures to inform faculty members about rules and regulations at UPRCA are adequate?	<ul style="list-style-type: none"> <li>• Highly aware</li> <li>• Somewhat aware</li> <li>• A little aware</li> <li>• Not aware at all</li> </ul>
d. Have you been informed about the University of Puerto Rico at Carolina Strategic Plan?	<ul style="list-style-type: none"> <li>• Highly aware</li> <li>• Somewhat aware</li> <li>• A little aware</li> <li>• Not aware at all</li> </ul>

6. Please choose how you have been informed about rules and procedures of the University System and this Campus.

- Memoranda
- Academic Department
- Orientations
- Workshops
- University Website
- Email
- Other (please specify)

7. Do you think that UPRCA rules and procedures promote an atmosphere of courtesy and mutual respect within the university community?

8. Information made public at UPRCA is clear and accurate.

- Agree
- Somewhat agree

- c. A little agree
- d. Do not agree

9. How frequently have you participated in procedures to establish rules and regulations at UPRCA?

- a. A lot
- b. Sometimes
- c. Never

10. Do you consider that UPRCA policies and procedures have been effective ones?

- a. Agree
- b. Somewhat agree
- c. A little agree
- d. Do not agree

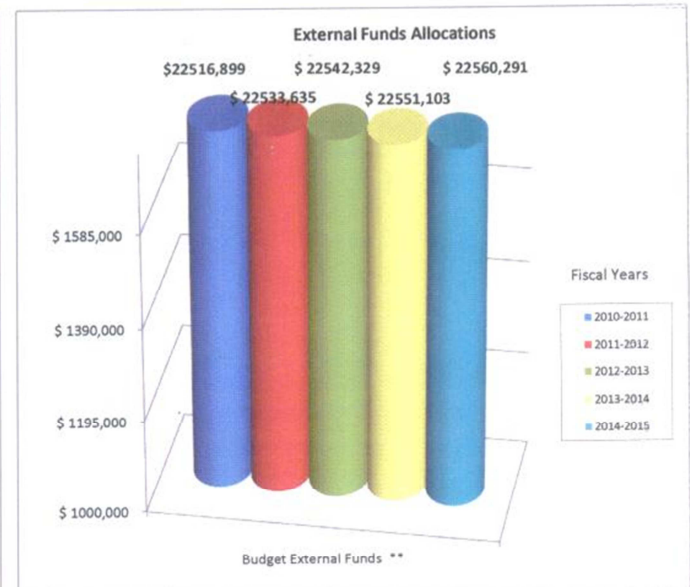
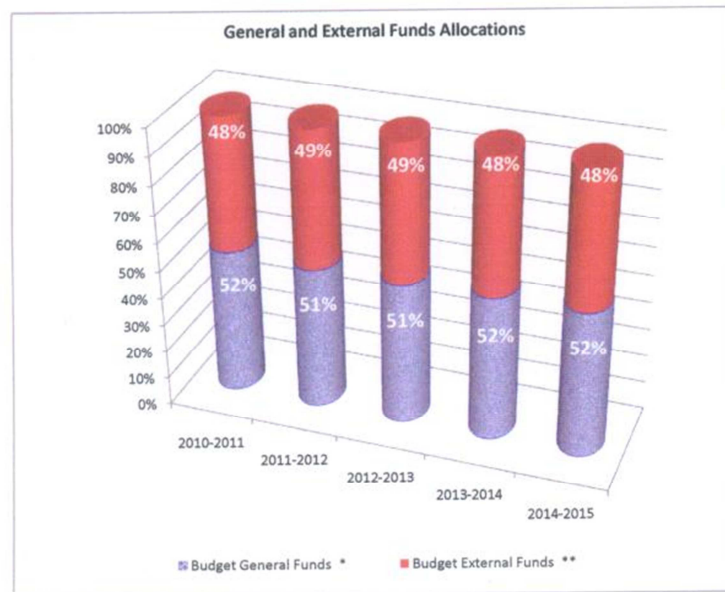
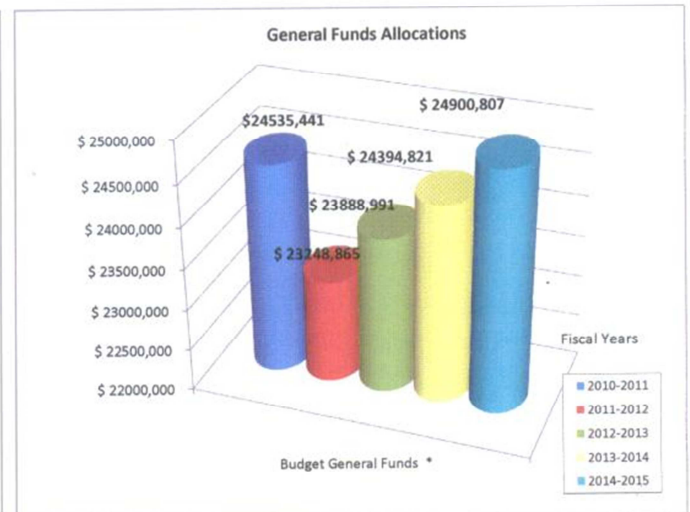
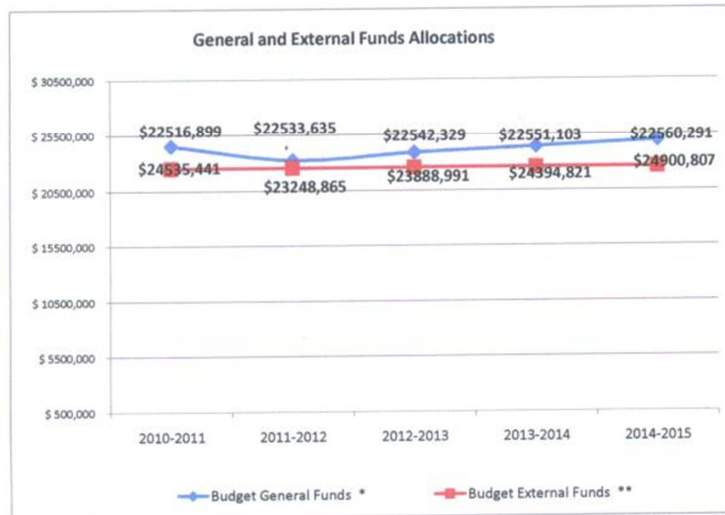
Thank you very much!

## General and External Funds Allocations

Academic Years 2010-2011 to 2014-2015

Campus: UPR CAROLINA

Description	Actual Budget	Budget Projections			
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Budget General Funds *	\$ 24535,441	\$ 23248,865	\$ 23888,991	\$ 24394,821	\$ 24900,807
Budget External Funds **	\$ 22516,899	\$ 22533,635	\$ 22542,329	\$ 22551,103	\$ 22560,291



## Legend:

\* Actual Budget: Budget approved by the Board of Trustees for the Fiscal Year 2010-11 ( Operating Fund 110 - Certification 135, 2009-10), Budget Projections: Follow the institutional policy established for the period (See guide issued).

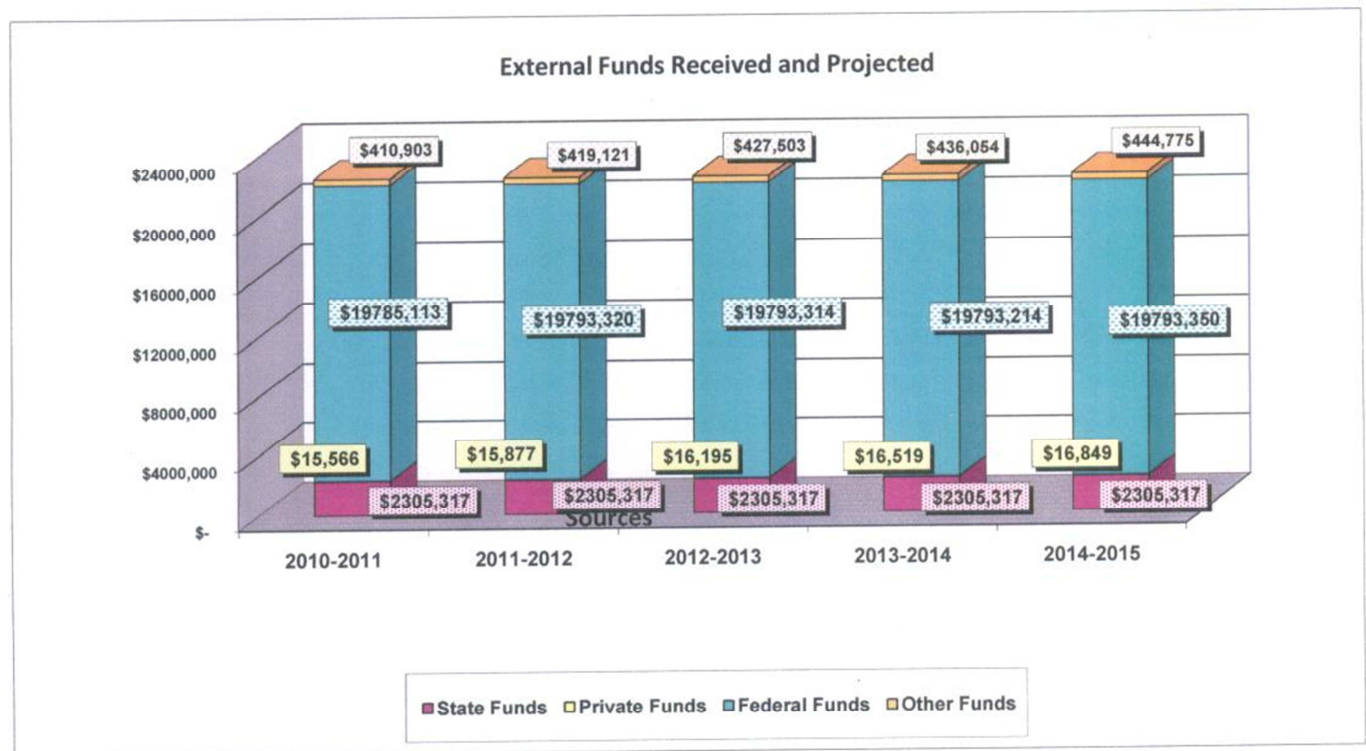
\*\* Include: State Funds, Private Funds, Federal Funds and Other Funds - Approved

# External Resources Received and Projected

Academic Years 2010-2011 to 2014-2015

Campus: UPR CAROLINA

Sources	Funds Received	Projected funds			
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
<sup>1/</sup> State Funds	\$ 2305,317	\$ 2305,317	\$ 2305,317	\$ 2305,317	\$ 2305,317
<sup>2/</sup> Private Funds	\$ 15,566	\$ 15,877	\$ 16,195	\$ 16,519	\$ 16,849
<sup>3/</sup> Federal Funds	\$ 19785,113	\$ 19793,320	\$ 19793,314	\$ 19793,214	\$ 19793,350
<sup>4/</sup> Other Funds	\$ 410,903	\$ 419,121	\$ 427,503	\$ 436,054	\$ 444,775
Total	\$ 22516,899	\$ 22533,635	\$ 22542,329	\$ 22551,103	\$ 22560,291



**Legend:**

- <sup>1/</sup> State Funds: Includes States and Municipal Funds (241-260)
- <sup>2/</sup> Private Funds: Private Funds sources from special events, Alumni Donations and Gifts (270)
- <sup>3/</sup> Federal Funds: Federal Funds is the strongest external funding (211-229, 231-235), includes Title IV Funds.
- <sup>4/</sup> Other Funds: The institution is committed to seeking external funding that could provide additional resources (311-312, 370, 380 & 399)

## External Resources

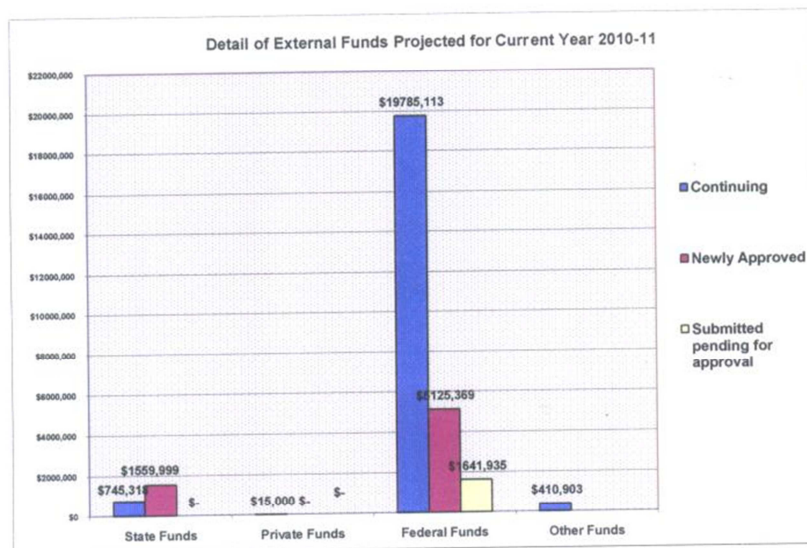
Campus: UPR CAROLINA

External Resources Received and Projected  
Academic Years 2007-2008 to 2010-11

Sources	Funds Received			Projected funds
	2007-2008	2008-2009	2009-2010	2010-2011
<sup>1/</sup> State Funds	\$ 744,166 22%	\$ 21,000 1%	\$ 21,000 1%	\$ 2305,317 10%
<sup>2/</sup> Private Funds	\$ 163,821 5%	\$ 150,374 5%	\$ 133,269 6%	\$ 15,566 0%
<sup>3/</sup> Federal Funds	\$ 2058,266 61%	\$ 2012,435 70%	\$ 2035,348 86%	\$ 19785,113 88%
<sup>4/</sup> Other Funds	\$ 403,501 12%	\$ 710,588 25%	\$ 165,805 7%	\$ 410,903 2%
Total	\$ 3369,754	\$ 2894,397	\$ 2355,422	\$ 22516,899

## Detail of External Funds Projected for Current Year 2010-11

Source	Continuing	Newly Approved	Submitted pending for approval	Total
State Funds	\$ 745,318	\$ 1559,999	\$ -	\$ 2305,317
Private Funds	\$ 15,000	\$ -	\$ -	\$ 15,000
Federal Funds	\$ 19785,113	\$ 5125,369	\$ 1641,935	\$ 26552,417
Other Funds	\$ 410,903			\$ 410,903
Total	\$ 20956,334	\$ 6685,368	\$ 1641,935	\$ 29283,637



## Legend:

- <sup>1/</sup> State Funds: Includes States and Municipal Funds (241-260)  
<sup>2/</sup> Private Funds: Private Funds sources from special events, Alumni Donations and Gifts (270)  
<sup>3/</sup> Federal Funds: Federal Funds is the strongest external funding (211-229, 231-235), includes Title IV Funds.  
<sup>4/</sup> Other Funds: The institution is committed to seeking external funding that could provide additional resources (311-312, 370, 380 & 399)

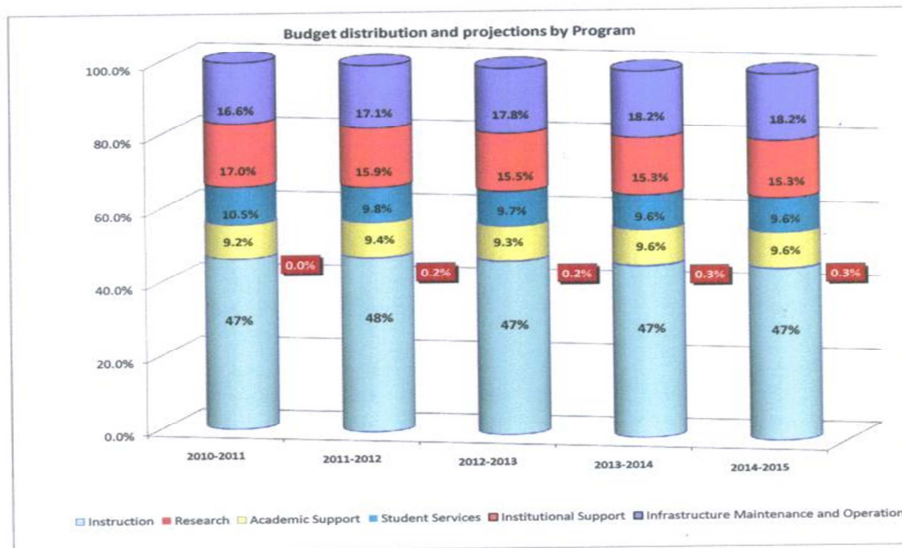
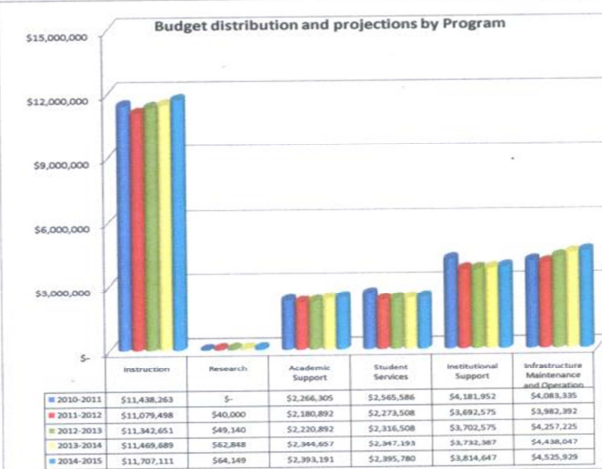
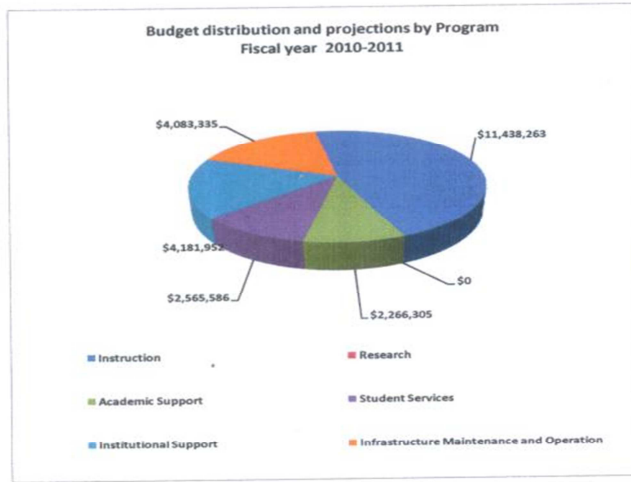


## Budget distribution and projections by Program

Summary of Operating Expenses allocated budget by Program  
For five fiscal years from 2010-2011 to 2014-2015

Campus: UPR CAROLINA

Program	Actual Budget	Budget Projections			
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
1/ Instruction	\$ 11,438,263	\$ 11,079,498	\$ 11,342,651	\$ 11,469,689	\$ 11,707,111
2/ Research	\$ -	\$ 40,000	\$ 49,140	\$ 62,848	\$ 64,149
4/ Academic Support	\$ 2,266,305	\$ 2,180,892	\$ 2,220,892	\$ 2,344,657	\$ 2,393,191
5/ Student Services	\$ 2,565,586	\$ 2,273,508	\$ 2,316,508	\$ 2,347,193	\$ 2,395,780
6/ Institutional Support	\$ 4,181,952	\$ 3,692,575	\$ 3,702,575	\$ 3,732,387	\$ 3,814,647
7/ Infrastructure Maintenance and Operation	\$ 4,083,335	\$ 3,982,392	\$ 4,257,225	\$ 4,438,047	\$ 4,525,929
Totals	\$ 24,535,441	\$ 23,248,865	\$ 23,888,991	\$ 24,394,821	\$ 24,900,807



Legend:		
	Programs	Expense Function Codes
		Summary by Activity, as described by NACUBO
_1/	<b>Instruction:</b> Academic Programs	100-160
_2/	<b>Research:</b> Research and Developments Center	200-260
_3/	<b>Community Services:</b> Community and Extension Services	300-350
_4/	<b>Academic Support:</b> Support Services	400-490
_5/	<b>Student Services:</b> Administratives Services at Students	500-580
_6/	<b>Institutional Support:</b> Executives Administration	600-650
_7/	<b>Infrastructure Maintenance and Operation:</b> Maintenance of Facilities	700-780
_8/	<b>Auxiliary Enterprises:</b> Rentals and Students Aids	800-962

Segment Function			
Structure = UPR Accounting Flexfield			
Description			
Instrucción	100	Instrucción Académica General	110
		Instrucción Técnica-Vocacional	120
		Educación a la Comunidad	130
		Cursos Preparatorios o Remediales	140
		Tecno de Info-Instrucción	150
		Adiest NO relacionado con Invest	160
Investigación	200	Institutos y Centros de Investig	210
		Investigaciones Individuales	220
		Tecno de Info-Investigación	250
		Adiest Relac CON Investig	260
Servicios a la Comunidad	300	Servicios Gen a la Comunidad	310
		Servicios de Ext Cooperativa	320
		Servi Público de Difus y Transm	330
		Tecno de Info-Serv a la Comunidad	350
Apoyo Académico	400	Bibliotecas	410
		Museos y Galerías	420
		Recursos de Apoyo Educativo	430
		Tecno de Info-Apoyo Académico	450
		Otros Servicios Auxiliares	460
		Administración Académica	470
		Des Profesional Pers Docente	480
		Desarrollo de Currículo	490
Servicios a Estudiantes	500	Adm de Servicios Estudiantiles	510
		Desarrollo Cultural y Social	520
		Consej & Orient Profesional	530
		Administ de Asistencia Económica	540
		Tecno de Info-Serv al Estudiante	550
		Admisiones	560
		Expedientes Acad de Estudiantes	570
		Servicios Médicos a Estudiantes	580
Apoyo Institucional	600	Administración Ejecutiva	610
		Operaciones Fiscales	620
		Administ y Serv Generales	630
		Relaciones Públicas y Des Institu	640
		Tecno de Info-Apoyo Institucional	650
Oper y Mant de la Planta Física	700	Administración Planta Física	710
		Reparaciones Menores (No Capitaliz)	720
		Limpieza y Mantenimiento Regular	730
		Ser Púb y Gen Plant Fis (Utilities)	740
		Tecno de Info-Oper y Mant Plant Fis	750
		Mant de Terrenos y Paisajes	760
		Rep y Remod Mayores (Capitaliz)	770
		Seguridad y Protección	780
Becas y Ayudantías	800	Becas y Ayudantías-Subgraduado	801
		Becas y Ayudantías-Graduado	811
Empresas Auxiliares	830	Empresas Auxiliares Estudiantiles	831
		Empresas Aux-Facultad y Gerencia	832
Operaciones Independientes	900	Operaciones Independ Institucional	901
Hospitales	930	Cuidado Directo de Pacientes	931
		Servicios Auxiliares de Salud	932
		Administración de Hospitales	933
		Funcionam Planta Física Hospitales	934
Transferencias Mandatorias	950	Otras Transferencias Mandatarias	951
Otras Transferencias	960	Transferencias Recurrentes	961
		Transferencias No Recurrentes	962

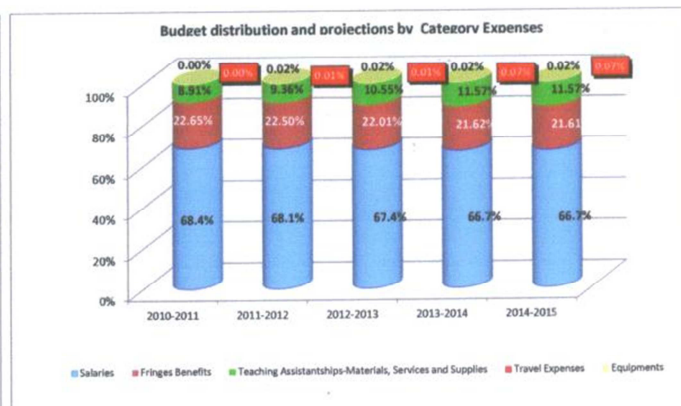
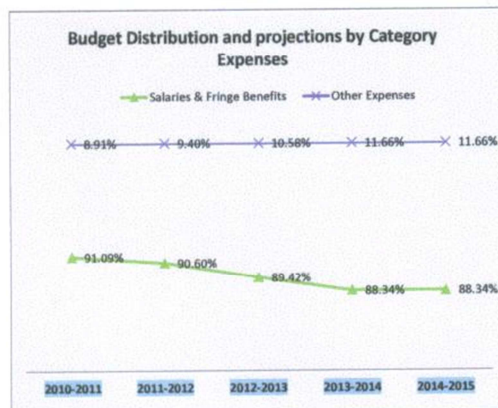
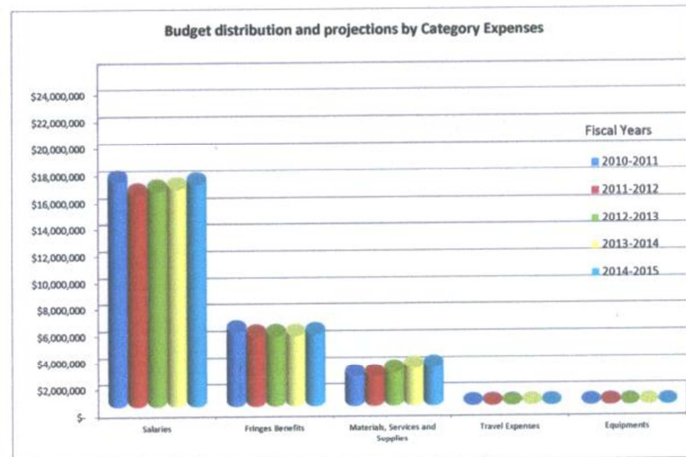
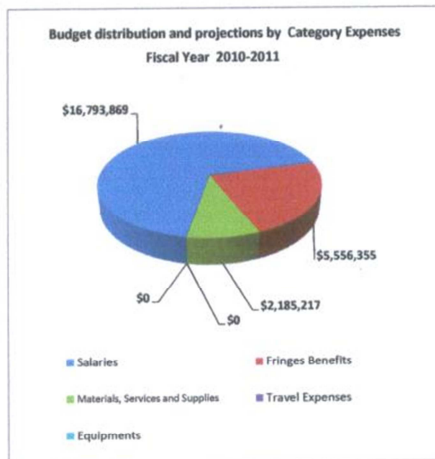


## Budget distribution and projections by Category Expenses

Summary of Operating Expenses allocated budget by Category  
For five fiscal years from 2010-2011 to 2014-2015

Campus: UPR CAROLINA

Expense	Actual Budget	Budget Projections				
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
1/ Salaries	\$ 16,793,869	\$ 15,831,697	\$ 16,103,943	\$ 16,277,943	\$ 16,614,898	
2/ Fringes Benefits	\$ 5,556,355	\$ 5,231,951	\$ 5,256,998	\$ 5,273,006	\$ 5,382,158	
3/ Materials, Services and Supplies	\$ 2,185,217	\$ 2,177,217	\$ 2,520,050	\$ 2,821,872	\$ 2,881,399	
4/ Travel Expenses	\$ -	\$ 3,000	\$ 3,000	\$ 17,000	\$ 17,352	
5/ Equipments	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	
Totals	\$ 24,535,441	\$ 23,248,865	\$ 23,888,991	\$ 24,394,821	\$ 24,900,807	



Legend: Summary by Object Code of Expenses (Parents)

1/ Salaries: 5020,5040,5060,5100,5130,5150,5160,5180,5190, 8031-8053

2/ Fringes Benefits: 5200,5260,5273,5340,5300

3/ Materials, Services and Supplies:

5350,6020,6080,6100,6140,6200,6205,6300,6314,6318,6334,6365,6370,6364,6383,6385,6600,7700,9020,9040,9100,9200,9210,9225,9220,9240,9270,6381,6382,6384,6171,6274,6070,7110, 9010,9980 al 9985, 9988, 9989,8010,9940,6160

4/ Travel Expenses: 6400,6500,6530

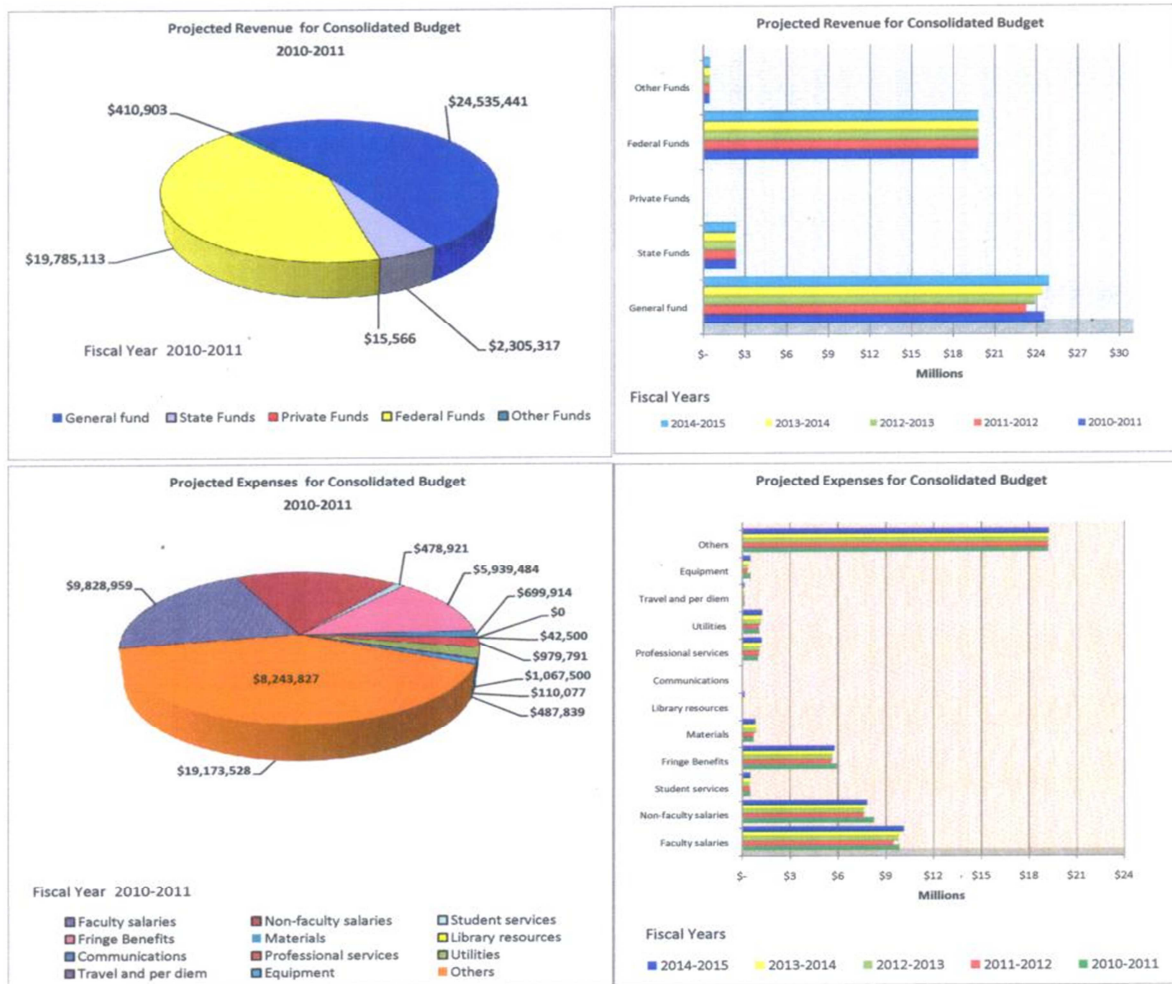
5/ Equipments: 7300, 7500

## Statement of Projected Revenue and Expenses for Consolidated Budget

**Summary of Revenue and Expenses**  
**For five fiscal years from 2010-2011 to 2014-2015**

Campus: UPR CAROLINA

<b>Revenues</b>					
<b>Program</b>	<b>Budget 2010-2011</b>	<b>Budget 2011-2012</b>	<b>Budget 2012-2013</b>	<b>Budget 2013-2014</b>	<b>Budget 2014-2015</b>
_1.a/ <b>General fund</b>	\$ 24,535,441	\$ 23,248,865	\$ 23,888,991	\$ 24,394,821	\$ 24,900,807
_1.b/ <b>State Funds</b>	\$ 2,305,317	\$ 2,305,317	\$ 2,305,317	\$ 2,305,317	\$ 2,305,317
_1.c/ <b>Private Funds</b>	\$ 15,566	\$ 15,877	\$ 16,195	\$ 16,519	\$ 16,849
_1.d/ <b>Federal Funds</b>	\$ 19,785,113	\$ 19,793,320	\$ 19,793,314	\$ 19,793,214	\$ 19,793,350
_1.e/ <b>Other Funds</b>	\$ 410,903	\$ 419,121	\$ 427,503	\$ 436,054	\$ 444,775
<b>Total Revenues</b>	\$ 47,052,340	\$ 45,782,500	\$ 46,431,320	\$ 46,945,924	\$ 47,461,098
<b>Expenses</b>					
<b>Expenses</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
_2.a/ <b>Faculty salaries</b>	\$ 9,828,959	\$ 9,494,209	\$ 9,772,613	\$ 9,918,823	\$ 10,117,883
_2.b/ <b>Non-faculty salaries</b>	\$ 8,243,827	\$ 7,623,463	\$ 7,624,613	\$ 7,671,594	\$ 7,809,421
_2.c/ <b>Student services</b>	\$ 478,921	\$ 478,921	\$ 478,921	\$ 478,921	\$ 482,968
_2.d/ <b>Fringe Benefits</b>	\$ 5,939,484	\$ 5,616,646	\$ 5,643,307	\$ 5,663,576	\$ 5,773,043
_2.e/ <b>Materials</b>	\$ 699,914	\$ 728,729	\$ 895,207	\$ 898,529	\$ 807,640
_2.f/ <b>Library resources</b>	\$ -	\$ 40,000	\$ 40,000	\$ 120,000	\$ 122,484
_2.g/ <b>Communications</b>	\$ 42,500	\$ 42,500	\$ 42,500	\$ 42,500	\$ 43,380
_2.h/ <b>Professional services</b>	\$ 979,791	\$ 1,074,009	\$ 1,108,623	\$ 1,176,731	\$ 1,194,303
_2.i/ <b>Utilities</b>	\$ 1,067,500	\$ 1,067,500	\$ 1,151,500	\$ 1,231,500	\$ 1,256,992
_2.j/ <b>Travel and per diem</b>	\$ 110,077	\$ 110,077	\$ 110,077	\$ 110,077	\$ 110,077
_2.k/ <b>Equipment</b>	\$ 487,839	\$ 316,700	\$ 371,130	\$ 409,944	\$ 504,546
_2.m/ <b>Others</b>	\$ 19,173,528	\$ 19,189,746	\$ 19,192,829	\$ 19,223,729	\$ 19,238,361
<b>Total Expenses</b>	\$ 47,052,340	\$ 45,782,500	\$ 46,431,320	\$ 46,945,924	\$ 47,461,098
<b>Net revenue</b>	\$ -	\$ 0	\$ 0	\$ 0	\$ 0



Reminder: To elaborate the Revenue Section it is very important the collaborative efforts from Finance, Budget and External Resources offices at all levels (Personnel in charge for: Grants, Proposals and Other sources of income). Please identify any other office that generate request of proposals, to insure all the additional resources.

#### Reference for Revenues:

- Budget approved by the Board of Trustees for the Fiscal Year 2010-11 ( Operating Fund 110 - Certification 135, 2009-10), Budget Projections: Follow the institutional policy established for the period (See guide issued).
- \_1.a/ State Funds: Includes States and Municipal Funds
  - \_1.b/ Private Funds: Private Funds sources from special events, Alumni Donations and Gifts
  - \_1.c/ Include: Grants Approved and Grants schedule for the actual fiscal year (Newly approved). In addition following years must include proposals pending of approval and planning stage. Remarks: Federal Fiscal Year ends on October.
  - \_1.d/ Other Funds: The Institution is committed to seeking external funding that could provide additional resources.

#### Reference for Objects Codes included in the Operating Expenses:

- 2-a Faculty salaries: 5020,5035,5040,5060,5160
- 2-b Non-faculty salaries: 5100,5130,5150,5160,5180
- 2-c Student services: 5200,5220,5240,5260,5273,,5300,5320,5330,5340
- 2-d Fringe Benefits: 5190,6317,6364,6460,6470,6480,8010,8300,9010,9100
- 2-e Materials: 6020,6070,6080
- 2-f Library resources: 7110
- 2-g Communications: 6160,6171
- 2-h Professional services: 6200,6205,6260,6300
- 2-i Utilities: 6381,6382-6385,6390
- 2-j Travel and per diem: 6341,6410,6400,6420,6430,6440
- 2-k Equipment: 6100,6140,6334,7000,7300,7500
- 2-l Others: 6270,6314,6318,6360,6364,6365-6369, 6370,6500,6520,6530,6600

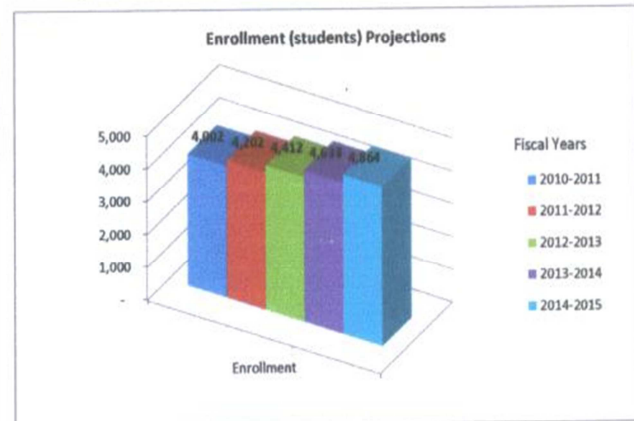
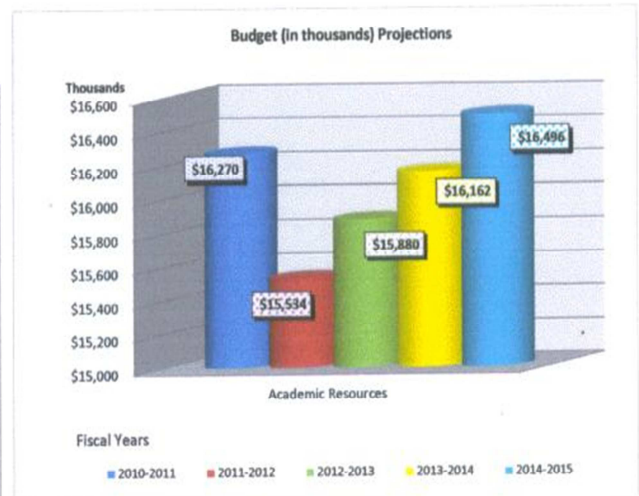
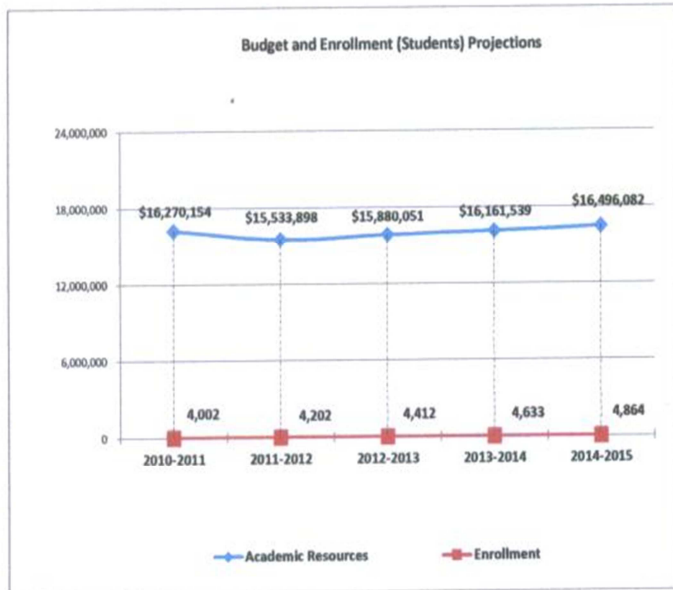


## Academic Resources and Enrollment (students) Projections

Academic Years 2010-2011 to 2014-2015

Campus: UPR CAROLINA

Description	Actual	Projections			
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
1/ Academic Resources	\$ 16,270,154	\$ 15,533,898	\$ 15,880,051	\$ 16,161,539	\$ 16,496,082
2/ Enrollment	4,002	4,202	4,412	4,633	4,864



## Legend:

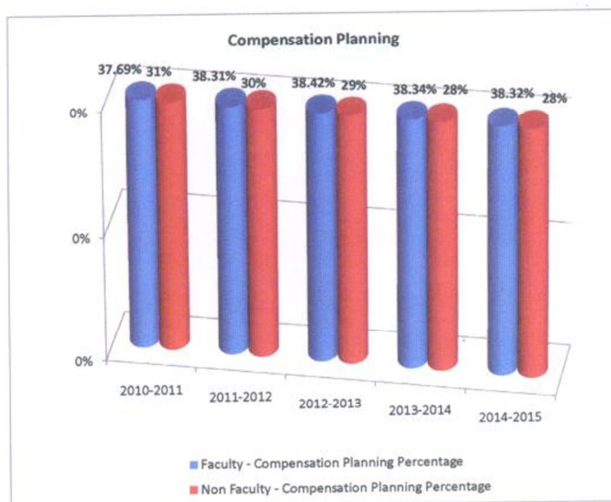
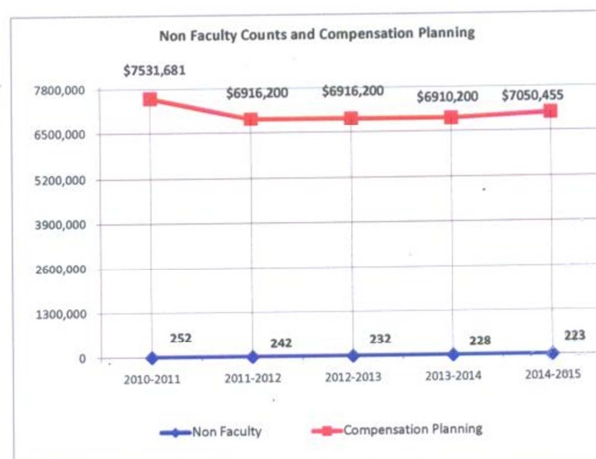
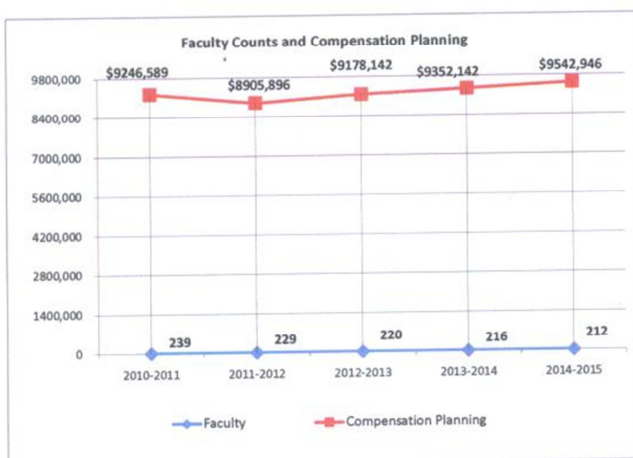
- 1/ Includes resources from: Instruction, Academic Support and Student Services from General Fund and External Funds.  
 2/ Statistical Information for Students Enrolled - 1st. Semester.

## Personnel Counts and Compensation Planning

Academic Years 2010-2011 to 2014-2015

Campus: UPR CAROLINA

	Description	Actual Budget	Budget Projections			
		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
3/	Faculty	239	229	220	216	212
3/	Compensation Planning	\$ 9246,589	\$ 8905,896	\$ 9178,142	\$ 9352,142	\$ 9542,946
	Faculty - Compensation Planning Percentage	38%	38%	38%	38%	38%
3/	Non Faculty	252	242	232	228	223
4/	Compensation Planning	\$ 7531,681	\$ 6916,200	\$ 6916,200	\$ 6910,200	\$ 7050,455
	Non Faculty - Compensation Planning Percentage	31%	30%	29%	28%	28%



## Legend:

- 1/ Base on last statistical data submitted - Academic Personnel Head Count  
 2/ Include Objects Codes: 5020,5035,5040,5060,5160 (excluding fringe benefits codes)  
 3/ Base on last statistical data submitted - Non Academic Personnel Head Count  
 4/ Include Objects Codes: 5100,5130,5150,5160,5180 (excluding fringe benefits codes)

Administrative Personnel- Academic Preparation and Continuity

Name	Position	Academic Preparation	Year of appointment to current position
Ana Falcón	Dean of Academic Affairs	Doctorate	2009
Gerardo Perfecto	Dean of Student Affairs	Doctorate	2009
Rafael Gierbolini	Dean of Administrative Affairs	MA	2007
Miguel Pérez	Dean of the School of Hotel and Restaurant Administration	MA	2008
Awilda Vélez	Director of Student Support Services	MA	1995
Stanley Portela	Director of the Library	MLS	2002
Walbert Marcano	Director of Automotive Technology and Industrial Maintenance	MA	2006
Gloria Oliver	Director of the Counseling Department	Doctorate	2007
Abelardo Martínez	Registrar	MA	2008
Kathryn Robinson	Director of English Department	MA	2009
Awilda Núñez	Director of Education Department	Doctorate	2009
Orlando Torres	Director of Graphic Arts and Business Advertising Department	MA	2009
Marisol Rodríguez	Director of Natural Sciences Department	MA	2009
Tomás R. Clemente	Director Office Systems Department	MA	2009

Selected Assessment Results for Program Learning Outcomes  
2009-2010 Academic Year

Program	Program Learning Outcome	Indicators	% of Success of Indicator	Courses and/or Activities	Assessment Method(s)	Achieved Success
<b>Mechanical Engineering Technology</b>	Every graduating student shall be able to function effectively in teams	Behavior among teammates	75%	MAIN 2071	Simulation rubric, Self-evaluation	100%
		Availability for the team	75%	MAIN 2017		90.9%
		Attitude for work	75%	MAIN 2017		81.8%
		Amount of workload	75%	MAIN 2017		90.9%
<b>Hotel and Restaurant Administration</b>	Students will be able to develop, implement and evaluate methods, procedures and controls of the hospitality operations.	Develop procedures & controls	70%	ADHO 3107	Pre & post test	72.6%
		Implement procedures & controls	70%	ADHO 3132		78.2%
				ADHO 3435		68%
		Evaluate procedures & controls	60%	ADHO 3105 (L06)		78.2%
				ADHO 3105 (L09)		57.7%
			70%	ADHO 3135 (L06)		78%
				ADHO 3135 (M06)		78%
<b>Tourism Culture</b>	Students will be able to use efficiently their interpersonal, leadership, and teamwork skills in solving problems.	Recognize efficiently the work that a tourism guide realizes and the customer service techniques needed to assist tourists with courtesy and consideration.	70%	TURI 3005	Rubric	100%
		Adequate management of touristic groups	70%	TURI 3107		100%

<b>Business Administration</b>	Analyze financial activities and organizational behavior of enterprises	Financial competencies	80%	FINA 4050	Rubrics, Case study, Embedded standardized tests	92%
	Analyze critical problems faced by the enterprise and create business solutions to those problems	Information system competencies	75%	ESTA 3001, ESTA 3002	Rubrics, Standardized tests	78%
<b>Office Systems</b>	Apply knowledge and skills of information systems and technology essential to the discipline.	Mastering of 75% or more of technical skills and concepts	85%	SOFI 3067	Pre & post test	81%
<b>Spanish</b>	Every student leaving the department of Spanish shall be able to write and speak correctly in the Spanish language.	Describe the communication process	80%	ESCO 3001	Pre/post test	77%
		Writing expository argumentative and narrative texts	75%	ESPA 3101	Portfolio rubric	77%
		Writing and editing documents	70%	ESCO 3001	Portfolio rubric	83%
		Speaking fluently	70%	ESCO 3001	Oral presentation rubric	87%
<b>English</b>	Students will be able to write correctly in English	Paragraphs Essays	70%	INGL 3103, INGL 3104	Rubric, Pre & post test	77% 67% 95%
<b>Interior Design</b>	Students will demonstrate a	Evidence the historical	85%	DINT 1006	Portfolio	99%



	cultural, ethical, civic, and professional knowledge and will be aware of the role and responsibilities of a designer.	evolution of floor coating and materials.				
<b>Humanities</b>	Students will be able to write a book review	Critical analysis	70%	HIST 3242	Rubric	81.3%
		Research	70%	HIST 3242		81.3%
		Writing and communicating in Spanish	70%	HIST 3242		81.3%

Self-Assessment of Program Learning  
University of Puerto Rico at Carolina - July 2009

Indicator	ADEM	ADHO	JUST	SOFI	MAIN	TURI	Success (Achievement/6)
1. Department's mission consistent with UPRC's mission	Achieved	Achieved	Achieved	Achieved	Achieved	Achieved	100%
2. Program's mission consistent with Department's mission	Achieved	Achieved	In Process	Achieved	Achieved	Achieved	83%
3. List of Instructional objectives	Achieved	Achieved	In Process	Achieved	Achieved	Achieved	83%
4. Consistency among instructional objectives, and UPRCA's Department's and Program's mission described	Achieved	Achieved	No	Achieved	No	Achieved	67%
5. Instructional objectives approved by advising committee	Achieved	Achieved	In Process	In Process	Achieved	Achieved	67%
6. Instructional objectives approved by faculty of program/department	Achieved	Achieved	In Process	Achieved	Achieved	Achieved	83%
7. Instructional objectives received at the Academic Dean's Office	Achieved	Achieved	No	No	No	Achieved	50%
8. Instructional objectives published in institutional catalog	In Process	Achieved	No	Achieved	No	In Process	50%
9. Instructional objectives published on UPRCA official webpage	Achieved	Achieved	No	No	No	In Process	33%
10. Instructional objectives published in any other way	Achieved	Achieved	No	No	No	Achieved	50%
11. List and description of program constituencies	Achieved	Achieved	No	No	No	No	33%
12. Description of process used to define instructional objectives	Achieved	Achieved	In Process	Achieved	In Process	No	50%

Indicator	ADEM	ADHO	JUST	SOFI	MAIN	TURI	Success (Achievement/6)
1. Description of process used to evaluate instructional objectives periodically	Achieved	Achieved	In Process	Achieved	In Process	No	50%
2. Description of constituencies' role in objective definition process	In Process	Achieved	No	Achieved	In Process	No	33%
3. Description of constituencies' role in assessment of objective	In Process	Achieved	No	Achieved	No	No	33%
4. Assessment evidence of the alumni level of success in achieving educational objectives; alumni and employers surveys and focal groups	In Process	In Process	No	Achieved	No	In Process	17%

5.	List of program/department expected outcomes	Achieved	Achieved	No	Achieved	Achieved	Achieved	83%
6.	Description of how the PLOs contribute to the achievement of the program educational objectives	Achieved	Achieved	No	No	In Process	No	33%
7.	Description of the process used to achieve each PLO	Achieved	Achieved	In Process	In Process	In Process	No	33%
8.	List of criteria or performance indicator for each PLO	Achieved	In Process	No	In Process	In Process	No	17%
9.	Evidence of the levels accomplished by students in achieving the PLO, as stated in the selected criteria or performance indicator	Achieved	Achieved	In Process	No	In Process	No	33%
10.	Description of the process used to establish and revise the program/department PLOs	Achieved	Achieved	No	In Process	No	No	33%
11.	Evidence of the assessment student level of success, using local or commercial tests	Achieved	No	In Process	Achieved	No	No	33%
12.	Evidence of the assessment student level of success, using indirect methods: students survey (self-assessment)	Achieved	Achieved	No	Achieved	In Process	No	50%
13.	The program/department has an assessment plan of student learning	Achieved	Achieved	In Process	Achieved	In Process	Achieved	67%
<b>% Success (Achievement/6)</b>		<b>84%</b>	<b>88%</b>	<b>4%</b>	<b>60%</b>	<b>24%</b>	<b>40%</b>	

Legend:

ADEM - Business Administration Program  
 ADHO - School of Hotel and Restaurant Administration  
 JUST - Criminal Justice Program  
 SOFI - Office Systems Program  
 MAIN - Industrial Maintenance (Mechanical Engineering Technology since January 2010)  
 TURI - Tourism Culture

Faculty survey on issues related to the process of assessment of student learning  
in the last five years (N = 77)

Issues surveyed	GOOD & EXCELLENT
Your knowledge on the assessment process	81.5%
Your knowledge on the assessment model of UPR Carolina	60.1%
Your understanding on each phase of the assessment process	63.3%
Effectiveness and adequacy of the assessment model of UPR Carolina	44.2%
Assigned time for each assessment phase	39.0%
Orientation, workshops, and conferences received by UPR Carolina on assessment of learning	62.0%
Departmental faculty participation in the development of the assessment plan	42%
Importance and necessity of the assessment process	91.3%
Satisfaction with the assessment process of my department	55.6%
My participation in the development of the assessment plan	73.8%
My commitment with the assessment process	92.5%
Effectiveness of the assessment process	61.5%
Effectiveness of the means used in the assessment	58.7%
Adequacy of the success indicators used to assess student learning	53.8%

Section IV – Project Performance Outcomes (PO42A020624)

**Number Funded to Server**

In 2005-06, this project is funded to serve 300 participants.

Please indicate if this number is correct: Yes

**Sector of Grantee Institution**

A public 4-Yr

Please indicate if this sector type is correct: Yes

**Prior Experience Objective(s):**

Criteria	Proposed Percent	Proposed Number	Actual Percent	Actual Number	Objectives
Persistence	85	255	90	272	of eligible participants who will persist toward completion of the academic programs in which they were enrolled.
Good Academic Standing	65	195	93	279	of eligible participants who met academic performance levels required to stay in good academics standing at the grantee institution.
Graduation	25	62	61	150	of eligible participants who will graduate each year.
Transfer	40	155	57	223	of eligible participants who will transfer each year.

## EVALUATION OF INDIVIDUAL COUNSELING SERVICES

Name of Counselor: \_\_\_\_\_

\_\_\_\_\_ ( ) Counselor ( ) Psychologist

Evaluation date: \_\_\_\_\_

This survey will provide you an opportunity to express your level of satisfaction with the counseling services you have received. Your feedback will help us improve them. Answers are confidential and no signature is required.

I. Choose the best option with a checkmark (✓).

1. Genre: \_\_\_\_\_ Female \_\_\_\_\_ Male

2. Number of sessions you have attended:  
( ) 1-3 ( ) 4-6 ( ) 7-10 ( ) Más de 11

3. Mention the reason for requesting counseling services. You may choose more than one option.

\_\_\_\_\_ Educational (Ex. Study skills, time management, anxiety taking tests)

\_\_\_\_\_ Vocational (Ex. Major of study, career selection, future planning)

\_\_\_\_\_ Personal (Ex. Emotional, human relations, family situations)

4. The counseling process ended: \_\_\_\_\_ Yes \_\_\_\_\_ No  
If you answered **NO** please go to question 5.

Please mention the reason for termination.

\_\_\_\_\_ The treatment plan was completed; my situation has improved.

\_\_\_\_\_ I feel that I can solve the situation on my own.

\_\_\_\_\_ The counseling process **did not** help me.

\_\_\_\_\_ On that moment I was not willing to deal with the situation.

\_\_\_\_\_ I can't attend the appointments.

Explain \_\_\_\_\_

\_\_\_\_\_ I was referred to an external professional.

\_\_\_\_\_ I will transfer to another UPR unit or private university.

\_\_\_\_\_ I will do a full withdraw.

\_\_\_\_\_ Other reasons (explain): \_\_\_\_\_

5. How did you find out about counseling services?

\_\_\_\_\_ Students

\_\_\_\_\_ Academic Department Director

\_\_\_\_\_ Professor

\_\_\_\_\_ UPRCA website

\_\_\_\_\_ Counselor

\_\_\_\_\_ Department written materials  
(brochure, looseleaves, other)

\_\_\_\_\_ Student Council

\_\_\_\_\_ Other (specify): \_\_\_\_\_

II. Choose the best option with a checkmark (✓).

The profesional who served you:	Totally Agree	Agree	Do not Agree	Not Applicable
1. Showed interest during the interview				
2. Kept an environment of respect.				
3. Expressed himself/herself properly and clearly.				
4. Asked relevant questions				
5. Assigned tasks accurately.				
6. Demonstrated knowledge on the topic we talked about.				
7. Listened to my worries and concerns.				
8. Showed me alternatives to find needed information.				
9. The therapist and I agreed on how counseling was conducted.				
10. I felt accepted during the process.				
11. Encouraged me to continue with the counseling process.				
12. I would recommend him/her to another student.				
<b>Counseling helped you to:</b>	<b>Totally Agree</b>	<b>Aggre</b>	<b>Do not Agree</b>	<b>Not Applicable</b>
13. Improve communication skills with other people.				
14. Develop better university adjustments skills.				
15. Acquire skills to achieve goals.				
16. Deal more effectively with personal problems.				
17. Acquire skills to establish good interpersonal relations.				
<b>Counseling helped you to:</b>	<b>Totally Agree</b>	<b>Aggre</b>	<b>Do not Agree</b>	<b>Not Applicable</b>
18. Learn better strategies to deal with stress more effectively.				
19. Know oneself better				
20. Develop the better decision-making skills.				



III. Circle the best alternative.

Choose only one alternative	Bad	Regular	Good	Very Good	Excellent	Not applicable
21. How would you evaluate yourself at the beginning of the counseling process?						
22. How would you evaluate yourself after completion of the counseling process?						

Choose only one alternative	Did not help	Helped a little	Help to certain extent	Helped me	Helped me a lot	Not Applicable
23. Did counseling help you stay at the Institution?						
24. Did counseling help you to improve academic performance?						
25. Did counseling help you as an individual?						

IV. Comments:

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April 23, 2010

## NOTICE TO THE UNIVERSITY COMMUNITY

Gerardo Perfecto Rivera  
Dean of Students

### REVISION: OFFICES OF STUDENT SERVICE HOURS

A comprehensive analysis was carried out to improve our student services. As a result it has been decided to maintain extended hours for the following offices:

Office	Days	Hours
Financial Aid	Monday and Tuesday Wednesday – Friday	8:00 am to 12:00 m – 1:00 to 5:30 pm 8:00 am to 12:00 m – 1:00 to 4:30 pm
Library	Monday – Thursday Friday Saturday	6:30 am to 8:45 pm 6:30 am to 4:30 pm 9:00 am to 11:00 am
Counseling Department	Monday – Thursday Tuesday	8:00 am to 12:00 m – 1:00 to 4:30 pm 5:00 to 9:00 pm
Payments	Monday – Friday	8:00 am to 4:30 pm
Collection	Monday – Thursday Friday	8:30 am to 5:30 pm 8:30 am to 11:45 am – 1:15 to 4:00 pm
Registrar	Monday – Thursday Friday	7:30 am to 5:30 pm 7:30 am to 4:30 pm
Office of Services for the Handicapped, Law 51 Veterans	Monday – Thursday Friday	8:00 am to 12:00 m – 1:00 to 4:30 pm 5:00 to 7:00 pm 8:00 am to 12:00 m – 1:00 to 4:30 pm
Medical Services	Monday – Thursday Friday	8:00 to 12:00 m – 12:30 to 8:30 pm 8:00 to 12:00 m – 1:00 to 4:30 pm
Gymnasium	Monday – Friday Saturday	8:00 am to 8:00 pm 9:00 am to 12:00 m

All other service offices will continue their regular hours from Mondays to Fridays 8:00 am 4:30 pm. A copy of this letter will be sent to concerning offices.

Truly yours,

vt

Vo.Bo. Prof. Trinidad Fernández-Miranda, Interim Chancellor

## STUDENT ORGANIZATIONS

University of Puerto Rico  
**CAROLINA**

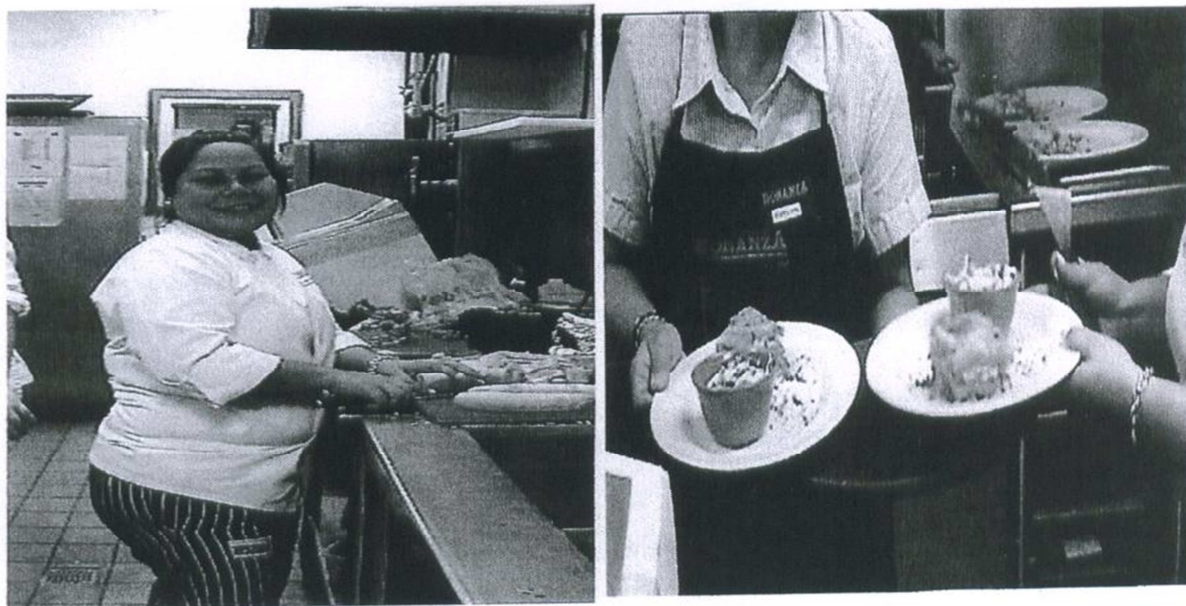
Activities or creative initiatives -- extracurricular, intramural or extramural -- to stimulate students to offer their services to society in general, in separate component phases.
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### Distinguishing Project

*Select an outstanding project that your unit has realized as part of its services to student organizations or a project realized by any student organization. Present a brief description of the project (no longer than a page). Include a photo.*

A group of twelve students in the Advanced Food Production course, offered by Prof. Wanda Pantojas of the School of Hotel and Restaurant Administration, participated in the culinary competitions sponsored by the Bonanza Restaurant chain on the opening of their new restaurant in Los Colobos. Some of the participating students belong to the

The dish selected and prepared by Desiree Bonilla, a student in the School of Hotel and Restaurant Administration, won first place in the competition and was included in the Bonanza Restaurant menu. The winning dish consisted of a ripe plantain chicken pie with salad. As rewards, the UPR at Carolina received a \$1,000 donation and the student received the right to eat free of charge at the Bonanza Restaurant chain for a year.



Report of Student Services and Extracurricular Affairs 2006-07  
Student Office / Central Administration



BOARD OF TRUSTEES  
UNIVERSITY OF PUERTO RICO

CERTIFICATION 138  
2003- 2004

I, Luis M. Villaronga, Executive Secretary of the Board of Trustees of the  
University of Puerto Rico, CERTIFY THAT:

The Board of Trustees, in its ordinary meeting held Saturday, June 26 2004, (Dr. Gloria  
Butrón Castelli, Secretary of the Board of Trustees, was absent during the discussion of this  
issue) according to the by-laws of the General Rules of the University of Puerto Rico, and  
with the endorsement of the President of the University of Puerto Rico, approved:

**INSTITUTIONAL POLICY ON THE ACCREDITATIONS OF THE SERVICES  
AND ACADEMIC PROGRAMS RENDERED BY THE  
UNIVERSITY OF PUERTO RICO**

- Whereas: The University of Puerto Rico is engaged with an evaluating culture of its  
academic programs, as with the specialized services that it offers;
- Whereas: The academic community, both national and international, has adopted the  
accreditation processes to channel the revision of services and academic  
programs through external peers and, in that way, strengthen and improve  
the quality of such services and programs;
- Whereas: It has been the tradition of this institution to look for the accreditation of the  
services and programs that it offers, which are susceptible to such  
accreditation, and this tradition has strengthened the programs, increasing  
the prestige of the University and expanding the academic and professional  
possibilities of its graduates.
- Therefore: The Board of Trustees resolves:
1. That it is the institutional policy of the University of Puerto Rico to keep  
the accreditation of the already accredited academic programs and to





promote the meritorious accreditation of such services and academic programs which are susceptible of it; and

2. The President of the University of Puerto Rico, along with the Deans, will work on a plan with its due calendar to reach the goal of the institutional policy hereby established and that they will inform the Board of Trustees of the progress of such plan.

IN ORDER TO BE REGISTERED, this Certification is issued, in San Juan, Puerto Rico, today, July 6, 2004.



  
Luis M. Villaronga  
Executive Secretary

The Faculty Resource and Technology Center (CARTeF for its Spanish Acronym) is a unit that provides faculty with support on the use of technology. It was developed as part of services from Title V Grant P031S030009 "Strengthening Educational Hispanic Institutions" of the US Department of Education. The Proposal "Improving Academic Achievement and Development Skills through the Establishment of the State of the Art University Comprehensive center for the Enhancement of Students Success (SUCCESS)", was approved for a five-year period from October 2003 – September 2008.

CARTeF also supports two other approved cooperative Title V Grants between UPRCA and the Medical Sciences Campus:

- Enhancement of the Teaching-Learning Process through Integration of Technology and Information Literacy (2005-2010, grant P031S050055)
- Improving Student Learning Outcomes Through Extensive Assessment, Faculty Development, and Improvement of Library and Telecommunications Infrastructure (2006-2011, grant P031S060003).

### **Mission**

Foster academic excellence in the Institution supporting the development of a professional faculty that promotes and integrates technologies, assessment, and research in the teaching-learning process.

### **Goals**

Provide faculty members diverse educational strategies using the appropriate technological equipment as a tool to achieve academic excellence and improve student academic progress.

### **Workshops**

- Software programs like Word, PowerPoint, Excel, PhotoPlus y Captivate
- Online courses using Moodle
- Assessment
- E-Portfolio and Blogs
- Integration of Information Literacy in the curriculum.
- Integration and application of technology in courses.
- Creation of online courses and tutorials.

### **Available Resources**

- Computer equipment: 19 PCs and 1 MAC
- Scanner
- Digital camera

- Faculty laptop loan to develop online courses and tutorials
- Printers (for course and committee work)

**Contact information**

- By phone (787) 257-0000 Ext. 3202
- Title V Grant physical facilities next to Automotive Technology Department

Division of Continuing Education and Professional Studies  
How Effective are the Departments/Programs and Institutional Practices and Policies in  
Meeting the Needs of Adult Learners

SHORT COURSES	Course Title	2006-2007 Participants	2007-2008 Participants	2008-2009 Participants
	Graphic Design Administration		3	
	Basic Flash Animations	6		
	AutoCAD I	8	9	16
	Wedding and Fifteen-year-old Laminated Cake Making			14
	Cooking for Beginners		15	
	How to Begin and Administrate your Own Business	5	5	
	Meat and Seafood Preparation	11		
	Starters Preparation	49	28	13
	Activity Coordination	18	19	27
	Comprehensive Culinary Course	20	72	21
	Drawing I	12		
	Designing Information and Graphics using Indesign	2	6	
	Web Page Design	5		
	Design for Multimedia and Web Pages		3	
	Interior Design and Decoration I	35	11	12
	Digital Video Editing	19	14	
	Puff Pastry	56	15	
	Gift Wrapping	15	16	6
	Electronic Medical Billing		24	10
	Medical Insurance Billing	28	30	70
	Florist I	9		
	Comprehensive Chocolate Seminar	23	31	
	Basic Conversational English for Adults	21	19	64
	Basic Conversational English for Young Adults	10		
	Basic Conversational English for Children	7	19	
	Internet, Outlook, and PowerPoint	10		
	Introduction to College Math	80	110	98
	Introduction to Computers	33	17	50
	Introduction to Graphic Design	14	12	
	Kindermusic	35	73	59
	Computers in the Workplace	12		24
	Communication in Sales Insurance	323	326	332
	Handling Images with Photoshop	9	8	
	Peachtree 2007	5		6
	Photoshop I			10
	Creative Processes: Vector Graphics in Illustrator	12	13	
	Interior Design and Decoration Final Exam Review			8
	College Board Review	160	153	143
	Pastry making		32	15
	Sushi	9		12



	Nail Technician	9		
	Using Digital Cameras	14	8	20
Credit Courses	Calculus I (Mate 3031)		15	35
	Human Growth and Development (EDFU 3001)	15	12	
	Human Growth and Development (EDFU 3002)	20	14	
	Interior Design III (DINT 2001)			7
	Interior Design IV (DINT 2002)			17
	Basic Spanish II (ESPA 3102)	9		
	Business Statistics I (ESTA 3001)		16	19
	Business Statistics II (ESTA 3002)			18
	Evaluation of Learning (EDFU 3017)	15	16	
	Biological Science I (CIBI 3001)			21
	Biological Science II (CIBI 3002)		14	11
	Philosophical Foundations in Education (EDFU 4019)	18	17	
	Social Foundations in Education (EDFU 3007)	14	12	
	Strategic Management ADMI 4007)	23	24	
	US History (HIST 3115)	24	30	
	History of Puerto Rico (HIST 3245)	32	33	13
	Basic English I (INGL 3101I)	26		34
	Basic English II (INGL 3102)	13		16
	Conversational English (INCO 4015)	14	6	
	Pre-Basic English (INGL 0080)	85	109	140
	Int. to Social Sciences I (CISO 3121)	10	77	45
	Int. to Social Sciences II (CISO 3122)		22	15
	Int. to Computers in Education (TEED 4018)	24	24	
	Principles of Food Production Lab. (ADHO 3012)	15		
	Principles of Food Production Lab. Advanced (ADHO 3028)	15		
	Introductory Mathematics I (MATE 3001)	12	25	15
	Quantitative Methods II (MATE 3012)	8		10
	Quantitative Methods III (3013)	13	26	
	Needs and Nature of the Exceptional Student (EDES 4006)	17	39	
	Pre-calculus I (MATE 3171)	10	32	26
	Pre-calculus II (MATE 3172)	9	45	28
	Principles of Economics I (ECON 3021)			5
	Principles of Economics II (ECON 3022)			10
	Principles of Food Production (ADHO 3011)	15		
	Advanced Production of Food (ADHO 3027)	15		
	Management Theory (ADMI 2005)		27	
	Travel Study (HUMA 3005)		10	
	Writing Workshop (cosponsored)	99		
	Course: Dealing with Ulcers and Skin Care (cosponsored) Organized by the City of San Juan Home and Health Services	15		
	2007 Science Symposium (cosponsored) Organized by the Department of Natural Sciences UPR Carolina	496		
	First Biotechnology Congress: Biotechnology as	165		

Cosponsored Activities Seminars Workshops cont.	a Revolutionary Tool in Puerto Rico			
	Curricular Integration of Social Studies with other Fields	101		
	The Classroom as a Lab: Research Skills in Field Work	105	57	
	Research and Community Service	106		
	Test Construction	103	58	
	Assessment and Software Use	110	57	
	Training the Trainers		101	41
	Conference: ABC of an Official Ceremony (cosponsored) Organizer: Alumni Office UPR Carolina		150	
	Research Interuniversity Seminar in Science, Mathematics (SIDIM 2008) (cosponsored) Organizer: Department of Natural Sciences UPR Carolina		154	
	Second Biotechnology Congress		165	
	Curriculum Integration		47	
	Credit Unions in School Communities: Precedents and Pertinence within a Neoliberal Context		48	
	Cooperative Strategies for the Socio-economic Development of School Communities		44	
	Caudillismo in Latin America		46	
	Latin America in the Caribbean: Current Remnants and Alternatives		46	
	Academic Progress Test Development I		43	
	Academic Progress Test Development II		46	
	Academic Progress Test Development III		45	
	Instructional Objectives		45	
	Objective Academic Progress Test Development		51	
	Workshops on Peaceful Coexistence		7,101	
	Workshop: Administering Pilot Social Studies Tests			35
	Database Technical Report Presentation on Social Studies Items			23
	Sixth Symposium of Forensic Pathology			126
	Science Symposium 2009 (cosponsored)			352



## Academic Senate Secretary's Office



Tel. 257-0000  
Exts. 4602, 4604

### **CERTIFICATION 037 (2004-05)**

I, Carmen Ovidia Torres, Secretary of the Academic Senate of the University of Puerto Rico in Carolina, **CERTIFY THAT:**

The Academic Senate, in its ordinary meeting held on June 9, 2005 considered the report presented by the Students Affairs Committee regarding the revision of the norms and the table of the retention index, contained in the Certification 03 (1986-87) of the Academic Senate of the Regional Colleges Administration.

After an analysis, this body approved by unanimous decision to adjust such Certification to the necessities of the Institution:

### **NORMS FOR THE RETENTION INDEX OF THE UNIVERSITY OF PUERTO RICO IN CAROLINA**

1. A retention index is adopted in agreement with the number of credits approved by the student, according to the following table:

<b>Table for Retention Index Effective from Academic year 2006-07</b>	
<b>Credits</b>	<b>Accumulated Academic Index</b>
<b>0-24</b>	<b>1.70</b>
<b>25-30</b>	<b>1.80</b>
<b>31-35</b>	<b>1.90</b>
<b>36-up</b>	<b>2.00</b>

2. At the end of each four-month period, if the accumulated academic index is lower than the corresponding minimum retention index, the concerned student will be warned through the grades report and his advisor will be notified about it.
3. At the end of the academic year, there will be a comparison between the accumulated academic index and the corresponding minimum retention rate.
  - a. When the accumulated academic index is lower than the minimum retention rate by margin not higher than two tenths (0.20), the student will be notified, through the grades report, that he/she is suspended, and that he/she can apply for a probation for the following academic year.

- b. The application for probation will be initiated through a written petition of the student before the Academic Achievement Committee. This committee will evaluate the petition and will notify the student of its decision, through the Registrar's Office. If the student is not satisfied with the action taken in his/her case by the Committee, he/she can appeal to the Dean.
  - c. When the accumulated index is lower than the retention index by a margin higher than two tenths (0.20), the student will be notified through the grades report and will be automatically suspended during the following academic year.
  - d. The student who only studies for a four-month period, and who does not reach the minimum retention index, will be suspended at the end of the current academic year. For readmission, clauses 3(a), 3(b), or 3(c) will be applied, according to the deviation curve of its minimum retention index.
4. The student that is suspended for academic deficiencies will have to remain separated from the University of Puerto Rico during the following academic year before being considered eligible for readmission in probation and no courses taken in another institution will be credited during this period. At the end of the year, the student can apply for probation following the procedure stipulated in clause 3(b).
  5. The probation period will be an academic year. The academic or professional advisor, will structure the academic program of the student following the directives indicated by the Academic Achievement Committee.
  6. The program of the student in probation will be adjusted according to the following:
    - a. The student will repeat as many courses with "D" or "F" as necessary to reach the minimum retention index after the authorization of the Academic Achievement Committee or the Dean of Academic Affairs.
    - b. The student will only take a maximum of 12 credits and a minimum of 9.
    - c. The student will have to pass those credits with a minimum average of 2.00 or reach the minimum retention index.
    - d. The student will have to pass a minimum of 75% of the total credits registered for the four-month period.
    - e. The student will not withdraw partially or totally without the previous authorization of the Academic Achievement Committee or the Dean of Academic Affairs.
  7. To compute the academic index of the students who repeat courses, the best grade will be the only one considered.


8. When under special circumstances the Academic Achievement Committee authorizes the student a total withdrawal, the student will be relieved of fulfilling clause 6(d) and will be able to ask for the restitution of his/her probation. The probation will be for two four-month periods if the total withdrawal took place in the first four-month period. When the total withdrawal happens in the second four-month period, the restitution will be for a four-month period, if the Academic Achievement Committee authorizes it.
9. The regular student in probation, who in spite of fulfilling the stipulated in clause 6, has not reached the minimum retention index, will continue in probation while the Academic Achievement Committee authorizes it.
10. The regular student in probation who does not fulfill Clause 6, will be suspended again in the following four-month period.
11. If there is a second suspension, the student has the choice of studying in probation, after the passing of an academic year.
12. If there is a third suspension, this will be for a three year period, at the end of which the student can apply for readmission in probation.

**The norms and the table for the retention index will not apply to the admitted students in or before the 2004-05 academic year.**

This certification is issued to the corresponding academic authorities on June 17, 2005.

  
Carmen Ovidia Torres  
Academic Senate Secretary

Appvd. by

  
Víctor Borrero Aldahondo, Ph. D.  
Chancellor and President