



SELF-STUDY REPORT 2016

UNIVERSITY OF PUERTO RICO AT ARECIBO

Prepared for the Reaffirmation of
Accreditation Self-Study

Middle States Commission on
Higher Education (MSCHE)



Submitted February 2016

EXECUTIVE SUMMARY

For the past three years, the University of Puerto Rico at Arecibo (UPRA) Steering Committee and sub-committees have been working to develop the comprehensive Self-Study for the Middle States Commission on Higher Education (MSCHE). The goal of this Self-Study is to analyze UPRA's compliance with the 14 standards of excellence as stated by the Commission. This way the Institution takes advantage of the opportunity to identify its strengths and areas of improvement.

The Steering Committee and sub-committees engaged in an extensive analysis of a) the alignment between the mission, budget, and resource allocation; b) the governance structure, its transparency and communication with its constituents; c) its budget, auditing, distribution of human resources, facilities, infrastructure, and allocation of resources; d) its assessment practices, procedures, policies, and cycle; d) student, faculty and administrative surveys; e) ethical practices; f) its institutional plans, policies, and procedures; g) its academic offerings, curricular revisions, faculty preparation and professional development program, resources for research, commitment to the external community, specialized accreditations, retention, admission, persuasion and graduation rates, among others.

Findings

As a result of this analysis, UPRA found that it complies with the 14 standards of excellence because it is an institution that:

1. Is guided by its mission, committed to research, students, and the external community it serves. The mission is the point of departure for planning, student learning assessment, institutional assessment, administrative processes, allocation of resources, and human resource distribution, among others.
2. Has developed a growing culture of planning, and it is committed to strengthening it through the Institutional Strategic Plan along with the Framework for Physical Planning.
3. Undergoes a process of designing and aligning its strategic plan with the mission and budget to ensure proper distribution of resources and compliance with its mission to provide students with a high quality of education, encourage research, promote socio-cultural activities, and establish close ties with its external community.
4. Has undergone transformation in the governing board and leadership. The processes have always been participative, open, and transparent. The Institution is guided by the University of Puerto Rico Law and the *General Regulatory Handbook of the University of Puerto Rico* to ensure ethical practices, transparency and uniformity in the processes, and representation of faculty and student in governing bodies.
5. Has an administrative structure that is qualified and that promotes effective communication, achievement of its mission, goals and objectives, and active participation among constituents.

6. Acts with clarity, fairness, and integrity when developing policies and procedures, and attending grievances.
7. Has an ongoing and cyclical culture of institutional assessment and assessment of student outcomes which has strengthen student services, academic offerings, retention, graduation and persistence efforts, and curricular revision, among others.
8. Is dedicated to providing students with the necessary tools for their advancement. This evidences its efforts to strengthen student retention and persistence through tutoring and mentoring services, student services, athletic program internships, experiential learning, research and creative endeavors, while safeguarding their rights through the Ombudsperson and the Service Office for Disable Students.
9. Has a committed faculty who is highly qualified and engaged in providing a high quality education. It has been strengthening its research projects and creative work and is highly supportive of students' research and creative endeavors. Moreover, the Institution as mechanisms to evaluate faculty by means of peer, student and administrative evaluations.
10. Has 12 programs (11 Bachelor and 1 Associates) that have been accredited by prestigious accrediting agencies such as ACBSP, ABET-CAD, ACEJMC, CAPE, ACEN, and, ABET-ETAC.
11. Has strengthen its general education program and has a General Education Policy.
12. Has strengthen its experiential learning, internship program, and professional development programs to support academic departments and the external community through the Division of Continuing Education and Professional Studies (DECEP).

Recommendations

UPRA complies with the 14 standards of excellence as stated by the Commission. Through this self-study process, we have identified areas of improvement such as: the need to identify and allocate funds for faculty development, continuously improve our laboratories, and institutionalize distance education.

ACRONYM INDEX

Academic Senate (AS)

Academically Outstanding High School Students (PREAS)

Administrative Board (AB)

Board of Government (BG)

Board of Trustees (BT)

Center for Academic Support and Development (CADA)

Center for Professional Development (CDPD)

Center for Professional Development of Faculty (CPDF)

Center for Research and Creative Endeavors (CIC)

Center for the Development of Language Skills and Informatics (CDCLI)

Center of Development and Technological and Academic Support (ADTS)

College Entrance Examination Board (CEEB)

Committee of Academic Research and Creation (CARC)

Council of Education of Puerto Rico (CEPR)

Department of Continuing Education and Professional Studies (DECEP)

Department of Education of Puerto Rico (DEPR)

Department Personnel Committee (DPC)

Early Warning System (SITA)

Evaluation Test for College Admissions (PEAU)

External Resources Office (ERO)

Faculty Personnel Committee (FPC)

General Admissions Index (GAI)

General Admissions Index, (IGS for its Spanish acronym)

General Education Program (GEP)

General Education Program (GEP)

General Regulatory Handbook of the University of Puerto Rico (RGUPR)

Information Technology Center (CTI for its Spanish acronym)

Institutional Assessment Committee (CAI)

Institutional Assessment Plan (PAI)

Institutional General Education Committee (IGEC)

Institutional Strategic Plan (PEI)

Institutional Strategic Planning Committee (ISPC)

Institutional Student Retention Committee (CIRE)

Integrated Postsecondary Data (IPEDS)

Integrated Science Multi-use Laboratory (ISMUL)

Inter collegiate Athletic League (LAI for its Spanish acronym)

Key Performance Indicators (KPI)

Leading Aerospace Education Development (LASED)

Leading Aerospace Education Development (LASED)

Library Information Skills Program (PDI for its Spanish acronym)

Minimum Admissions Index (IMI)

Planetary Habitability Laboratory (PHL)

Planetary Habitability Laboratory (PHL)

Puerto Rico Water Agency (PRWA)

Service Office for Disabled Students (OSEI)

Student Exchange Program (PIE)

Student Information System (SIS)

Student Retention Institutional Plan (PIRE)

Student Support Services Program (PSE)

The Center of Development and Technological and Academic Support (CDATA)

The Division of Continuing Education and Professional Studies (DCEPS)

The Honor Studies Program (PREH)

The Information Technology Center (CTI)

The Office of Planning and Institutional Research (OPIR)

University Board (UB)



UNIVERSITY OF PUERTO RICO
UPR

UNIVERSITY OF PUERTO RICO AT ARECIBO INSTITUTIONAL PROFILE 2015-16

OFFICIAL NAME

- University of Puerto Rico at Arecibo
- Certification Num. 103 y 103A (1999-2000), Board of Trustees
- Certification Num. 2000-205 PRCHE

FOUNDATION

- Established in 1967.

INSTITUTIONAL ACCREDITATION AND LICENSE

- Accredited by the Middle States Commission on Higher Education (MSCHE) since 1967.
- Last Reaffirmed: June 23, 2011
- Next Evaluation: 2015 - 2016
- Licensed by the Puerto Rico Council on Higher Education (PRCHE) since 1997 (Certification Num. 2007-097 PRCHE).

PROFESSIONAL ACCREDITATIONS

- Association of College and Research Libraries (ACRL),
- Council for the Accreditation of Educator Preparation (CAEP), formerly (NCATE)
- Accreditation Commission for Education in Nursing (ACEN), formerly (NLNAC)
- Association of Collegiate Business Schools and Programs (2) (ACBSP)
- Engineering and Technology Accreditation Commission (ABET-ETAC)
- Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)
- Computing Accrediting Commission (ABET-CAC)
- Association for Children Education International (ACEI)
- National Association for Sports and Physical Education (NASPE)

CARNEGIE CLASSIFICATION Baccalaureate—Diverse Fields

COMPARABLE INSTITUTIONS

- West Virginia University at Parkersburg
- SUNY College of Technology at Canton
- Dalton State College

INSTITUTIONAL INDICATORS

2015-16

• Total Faculty:	269
• Teaching Faculty:	249
• Administrative Personnel:	267
• Freshmen Enrollment (first year students):	946
• Total Enrollment:	3,923
• Fulltime Enrollment:	3,643
• Part time Enrollment:	280
• Degrees Conferred:	596
• Undergraduate Retention Rate (Cohort 14)	83
• Undergraduate Graduation Rate (Cohort 09)	43

REFERENCES

- <http://carnegiefoundation.org/>
- <http://nces.ed.gov/IPEDS/>

FRESHMEN DEMAND BY

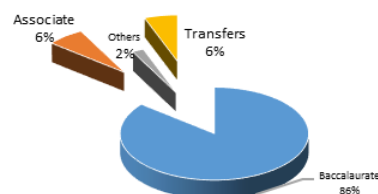
MUNICIPALITY

Municipality	Frequency	%
Arecibo	217	20.2
Camuy	99	9.2
Hatillo	91	8.5
Vega Baja	83	7.7

ENROLLMENT FUNNELS

	Freshmen	Transfers
Applications	1,925	70
Admits	1,006 (52%)	39 (56%)
Enrolled	946 (94%)	34 (87%)

DISTRIBUTION OF TOTAL ENROLLMENT BY PROGRAMS



ENROLLMENT BY BACCALAUREATE PROGRAMS

(Bachelor's Degree)	Total 2015-16
Sciences with a Major in Microbiology	504
Television and Radio Communications	397
Business Administration-Accounting	382
Nursing	328
Arts Industrial Organizational Psychology	311
Computer Science	276
Technology of Industrial Chemical Process	240
Business Administration / Management	196
Office Systems	167
Arts in Elementary Education	155
Education with a Major in Physical Education	151
Social Science with Major in Ibero-American Studies	102
Business Administration-Marketing	100
Business Administration-Finance	61

FIRST FIFTEEN FEEDER SCHOOLS

PUBLIC	PRIVATE
ANTONIO LUCHETTI (VOC.)	COLEGIO EVANGELICO CAPITAN CORREA
LUIS F. CRESPO	HOGAR COLEGIO LA MILAGROSA
DOMINGO APONTE COLLAZO	COLEGIO DE LA INMACULADA
PADRE ANIBAL REYES BELÉN	COLEGIO SAN FELIPE
ABELARDO MARTINEZ OTERO	ESC. PRIVADAS DE P.R.
FERNANDO SURIA CHAVEZ	ACAD. ADVENTISTA DEL NORTE
JAIME A. COLLAZO DEL RIO	COLEGIO PENTECOSTAL ARECIBO
PETRA CORRETT JER DE O'NEILL	COLEGIO DEL ROSARIO
JUAN PONCE DE LEON	COLEGIO SAN JUAN BOSCO
LADISLAO MARTINEZ	COLEGIO DEL CARMEN
JUAN QUIRINDONGO MOREL	PIAGET BILINGUAL ACADEMY
JOSEFA DEL RIO GUERRERO	CHRISTIAN MILITARY ACADEMY
MIGUEL F. SANTIAGO ECHEGARAY	COLEGIO MARISTA EL SALVADOR
JUAN ALEJO DE ARIZMENDI	COLEGIO HISPANOAMERICANO
MANUEL RAMOS HERNÁNDEZ	COLEGIO SAGRADA FAMILIA

Office of Planning and Institutional Research
February, 2016.

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Introduction

Overview

The University of Puerto Rico at Arecibo (UPRA) is part of the University of Puerto Rico System which is the state supported university and consists of eleven campuses ([Public Law No. 1 of January 20, 1966, known as The University of Puerto Rico Law as amended](#)). UPRA began operation in 1967 as the Arecibo Regional College responding to the need for providing access to higher education to the citizens of the North-Central area of Puerto Rico. On July 1, 1998, by virtue of [Certification No. 157- 1997-1998 BT](#), the Board of Trustees of the University of Puerto Rico bestowed institutional autonomy. In March 9, 2002, the UPR Board of Trustees authorized the change of the name to University of Puerto Rico at Arecibo by virtue of [Certification No. 103-1999-2000 BT](#).

Since its earlier beginnings as a technological college in the Buenos Aires residential area in downtown Arecibo, the University of Puerto Rico at Arecibo (UPRA) has evolved to become a powerful educational agent for social change, cultural awareness, and technological progress. Arecibo is a small city of approximately 110,000 inhabitants located one hour west of San Juan. It is one of the oldest towns in Puerto Rico, and it houses the regional offices of the Commonwealth government for the northwestern region of the Island. The economy of the region is centered mostly on manufacturing plants and agriculture. Seven institutions of higher education operate in Arecibo.

In the course of almost fifty years it has graduated generations upon generations of dedicated students who in turn have gone on to become leading professionals in their field of expertise. UPRA has consistently met the standards required by the highest accreditation agencies for each major. An UPRA student graduate is one whose academic credentials are distinguished in the business and industrial world of the region it serves, opening the doors of opportunity in a competitive job market where only the most competent succeed. This impact in the region is due to UPRA's firm commitment to meet and surpass MSCHE standards of educational excellence, attainable thanks to a committed faculty and administration, counseling and information systems faculty, in addition to the reliable and effective support of its non-teaching workforce.

Our college is also the site for some of the most impacting academic and cultural projects. Week in and week out our university is the host for a variety of academic activities, fairs, theater events, prospective student orientations, theme conferences or workshops, field trips, varsity/intervarsity sports events, art exhibitions, musical cantatas, competitions, and science-related projects. The number of community, educational or business-related organizations and special interest groups that choose our campus as their meeting place of choice belies the size of our campus and its midsize student enrollment.

UPRA's outreach not only serves the interests of the local surrounding community: its student and teaching body have also made their mark on the national and international front. Scores of students and teaching faculty have transcended local demographics and made a noticeable impact in national student exchange programs and/or cultural, science, and sports competitions, in addition to Higher Education seminars and conferences for professors covering

California to Spain, and New York City, New York to Buenos Aires, Argentina. These outreach ventures are in line with UPRA's Mission and General Education goals—the successful linking of theory and praxis, aimed at expanding a culture of research and investigation in its faculty and student body alike. In the light of its past and present success, the University of Puerto Rico in Arecibo looks forward to continue its mission as an educational beacon to a challenging and bright future.

The University of Puerto Rico at Arecibo is currently classified as a general baccalaureate and associate degree institution. It offers 17 programs conducive to a degree, 14 bachelor degrees, three associate degrees, and over 30 articulated transfer programs. Through its Division of Continuing Education and Professional Studies, it also offers a variety of credit and non-credit courses and Certificate programs both to the university and external communities. Enrollment at UPRA is close to 3,900 students, 60% of which are female. Although they come from all over the island, the majority is from the region originally served.

The Self Study Process

The self-study process initiated in 2013 when the Interim Chancellor, Dr. José Rodríguez, appointed a Steering Committee to prepare the Self-Study Design and Self-Study. This process was coordinated by the Office of Accreditation and the Office of Planning and Institutional Research (OPIR). The Standards of Excellence were assigned to members of the Steering Committee according to their experience or expertise, and the working group represented the spectrum of UPRA's constituencies including a student representative.

The committee selected the comprehensive self-study format because this model allowed the committee to establish connections between academic programs, student support programs, and administrative units. It also granted the opportunity to do a thorough evaluation of UPRA's governance, assessment process, resources, support services, planning, and educational programs and reflected on how the Institution complies with its mission of helping students achieve educational excellence.

During 2013-2015, the Steering Committee, composed of twelve members, and the sub-committees, composed of 78 constituents including students, drafted the research questions based on the Standards of Excellence, collected and analyzed data and wrote the narrative for the self-study report as scheduled.

During the fall semester of 2015, the campus community had several opportunities to provide input through faculty meetings, focal groups, and presentations. In January 2016, the Academic Senate and Administrative Board received and discussed the findings and recommendations that appeared at the final draft of the self-study report.

The process for preparing the Self-Study laid the foundation to attain the following outcomes:

- To identify UPRA's strengths, challenges, and opportunities for improvement relative to each accreditation standard within the context of the university's mission, goals and educational priorities.

- To identify obstacles that are present in the Institution and present strategies that can be implemented to overcome these obstacles.
- To evaluate the teaching and learning process in light of UPRA's mission, goals and objectives, and its plans for assessment and for general education
- To assess the extent to which UPRA complies with its mission, goals, and objectives, the relevance and effectiveness of UPRA's support services to teaching and learning, and the adequacy of the UPRA's resources (human, technological, physical and financial) in relation to its stated goals and objectives.
- To continuously enhance our culture of both institutional assessment and assessment of student learning.

This self-study report covers the Standards of Excellence as follows:

Standard 1: Mission and Goals

Standard 2: Planning, Resource Allocation and Institutional Renewal

Standard 3: Institutional Resources

Standard 4: Leadership and Governance

Standard 5: Administration

Standard 6: Integrity

Standard 7: Institutional Assessment

Standard 8: Student Admissions and Retention

Standard 9: Student Support Services

Standard 10: Faculty

Standard 11: Academic Offerings

Standard 12: General Education

Standard 13: Related Educational Activities

Standard 14: Assessment of Student Learning

This self-study coincided with the creation of the current [Institutional Strategic Plan 2015-2020: Horizon 2020](#). Both processes supported each other and provided ample opportunity for introspection and evaluation of the Institution's processes, procedures, and policies.

This comprehensive self-study presents the achievements in relation to each standard of excellence since the last evaluation visit by the Middle States Commission on Higher Education in 2005.

Standard 1- Mission, Goals, and Objectives

Introduction

UPRA's mission statement was approved in 2002 through Academic Senate [Certification No. 2002-2003-32 AS](#) and amended during the academic year 2013-14 through Academic Senate [Certification No. 2013-2014-13 AS](#). In 2013 the Institutional Strategic Planning Committee (ISPC), recommended to the Academic Senate some changes to the wording of the mission statement to make it more precise and concise. Therefore, the mission was amended but its essence remains unaltered.

The mission statement clearly expresses UPRA's nature as an educational institution. It is dedicated to the dissemination of knowledge, the development of a rich research culture, and the strengthening of its ties with the external community. Moreover, the Institution is committed to students by providing them a network of services to help them succeed academically and personally. Finally, it promotes socio-cultural enrichment through an array of activities both inside as well as outside the Institution.

This standard addresses how the mission is used by all of UPRA's constituents in their decision making processes, its relation to external and internal contexts and constituencies and the alignment between UPRA's mission, goals, student learning outcomes and institutional improvements.

Mission and Decision Making

UPRA is a mission driven institution. The mission serves as a guide to the achievement of UPRA's goals and objectives as stated by [Certification No. 2002-2003-32 AS](#), as amended by [Certification No. 2013-2014-13 AS](#). All decisions whether academic, administrative or related to student service, are taken in compliance with the mission of the Institution. The programs offered and degrees conferred (associates and bachelors) correspond to what we are, a four year institution, Baccalaureate College of Diverse Fields in the arts, sciences and technology. UPRA is committed to provide a network of student services so that students can achieve their academic goals. The Institution provides its students a quality education with updated equipment in a safe environment, allowing them to have an authentic learning experience.

The mission is the starting point in the development of institutional plans, policies and procedures (Standard 2), the recruitment of faculty and non-teaching staff, professional improvement plans (Standard 5), and resource allocation and distribution (Standard 3), among others. Some examples of how the mission is ingrained in the Institution's planning and decision making processes are the following: Institutional Strategic Plan 2008-2014; UPRA 2015 and Institutional Strategic Plan 2015-2020; Horizon 2015-2020, the Institutional Student Retention Policy (Certification 2011-12-16 SA), the Institutional Retention Plan 2011-16, the Classroom and Laboratory Updating Plan, Academic Development Plan, General Education Plan, Framework for Physical Planning, and Permanent Capital Improvement Plan.

Scholarly Activities and Faculty

One of the key components of UPRA's mission is research. To promote this, in 2004 the Administrative Board ([Certification No. 2005-2006-108 AB](#)) approved the model for the development of the Center for Research and Creative Endeavors (CIC for its Spanish acronym). The center assists professors and student collaborators in three areas: research, creative endeavors, and dissemination. CIC was created as an initiative to provide support to professors from different academic departments. It manages a seed funds program designed to encourage research among faculty members. These funds are requested through a Request for Proposals document and the funds allow faculty members who are interested in starting a research project to obtain release time for their research, and financial aid to acquire materials and to attend outreach events. CIC also assists professors in disseminating their academic work, drafting external research proposals and complying with IRB requirements.

The student COOP Program was created as an initiative of CIC. COOP promotes experiential learning with government agencies or private companies through a foundation or internships. Students who meet the required academic background and participating agencies requirements may take advantage of these opportunities (Standard 13).

Students have also been engaged in research and creative endeavors. The *Comité Institucional para el Fortalecimiento de Cursos Relacionados con Investigación y Creación* was created in 2008-2009 to strengthen academic offerings by identifying research courses or courses that included a research or creative endeavor component. This committee identified 34 research related courses from the catalog. The departments with the most research related courses are Physics-Chemistry department with six sections (QUIM 4999 and FISI 4985), Biology with seven sections (BIOL 3108), Social Sciences with three courses that cover three areas of research which are Research Seminar, Research Technique, Research Methods (SOSI 4187, SOSI 3265, and ESIN 4011), Marketing (MERC 4007) and Computer Science (CCOM 3985). Other departments have research or creative endeavor components integrated to various courses.

Other experiences combine experiential learning, field trips and research. Some examples of these experiences include but are not limited to: courses by the Social Sciences and Humanities departments in which elements of Puerto Rico geography are combined with an environmental and educational experience in which students walk a natural trail (*Sendero Ecoturístico*) between Arecibo and Utuado; a course related to Ibero-American Studies which includes a trip to Latin America; and on-site research in Caño Tiburones (Arecibo's wetlands), collaborative efforts between the Physics-Chemistry and the Biology Departments. In addition, several students attend national and international conferences to present their research.

The mission has served as a point of departure for curricular revisions. The academia has successfully revised its curriculum to include competitive academic offerings and enhance its learning assessment process.

The faculty is committed with the mission of imparting quality education that promotes the formation of students as citizens and professionals. Therefore, UPRA's faculty has helped strengthen the general education component to develop professionals who have knowledge, skills, values and who are independent, creative, critical thinkers, self-learners, sensitive, and able to continue their professional development with a high degree of ethical and social responsibility to contribute to a better quality of life (Standard 12).

Moreover, the faculty is also actively participating in outreach activities essential to their professional development as well as research, creation, and dissemination of their work both locally and internationally. It has also received International recognition for the work performed and created in the Planetary Habitability Laboratory (PHL) where a community of scientists meet to study life on other planets. In addition, it has continued with its initiatives to conduct research through the *Centro de Investigación y Creación* (CIC- Research and Creation Center), and develop professionally through workshops sponsored by *Centro de Desarrollo del Personal Docente* (CDPD- Center for Professional Development) (see Standard 10).

External Context and Constituents

Community relations are fostered through the Public Relations Office, under the purview of the Chancellor. UPRA's mission is committed to promoting interaction with the community by providing opportunities for professional development and continuing education. The Division of Continuing Education and Professional Studies (DCEPS) provides opportunities for professional development, continuing education, and promotes interaction with the external community (Standard 13).

UPRA has developed strong ties with the community through the UPRA Alumni Office, the Jaime Benítez Foundation, Friends of the Library, *Centro de Vinculación Comunitaria* ([Certification No. 2014-15-88 AB](#)), the academic departments such as Social Sciences, Education, Nursing, and Tele-Radial Communication, among others, and several student associations

The mission guides the institution in the promotion of socio-cultural enrichment as well as respect for the plurality of values of contemporary society and Puerto Rican heritage and legacy to future generations. Some of the most prominent activities are:

- *Third International Spanish Congress: Writing, the Individual and Society in Spain, the Americas and Puerto Rico* on November 16 through 18, 2006: This event, which brought international attention and hundreds of visitors to our university, was dedicated to Luis Rafael Sánchez and Mario Vargas Llosa (Nobel Prize in Literature), two authors of international prestige, who were conferred honorary doctorates. The *Fourth International Spanish Congress: Writing, the Individual and Society in Spain, the Americas and Puerto Rico a Tribute to Elena Poniatowska (Mexico), Mayra Montero (PR) and Rosa Montero (Spain)* on November 18-20, 2010. The [Fifth International Spanish Congress: Writing, Individual and Society in Spain, the Americas, and Puerto Rico](#) on March 18-20, 2015. This event was dedicated to Ana Lydia Vega who was conferred an honorary doctorate).

- UPRA participated in the celebration of 500 years of Arecibo and offered plays, recitals, exhibitions, social and sporting events, conferences and symposia of interest to various sectors of the community. Some of these activities included: (a) *UPR: Ruta Cultural Rodante de la UPR*. (b) Concert *Vientos del Sur: Nueva Trova y Jazz*, and (c) *La Noche Flamenca* sponsored by the Jaime Benítez, Foundation.

Other activities that foster ties with the community as stated in our mission include:

- Agreement with the Puerto Rico State Agency for Emergency and Disaster (*Agencia Estatal de Manejo de Emergencia y Administración de Desastres*) to train the first group of rescuers as part of the Community Emergency Response Team training. This consisted of a group of 70 students and employees, called the UPRA Team.
- Health prevention projects such as March for a Cause with the American Cancer Association, Health Prevention Clinics by the Nursing Department, Annual Red Cross Blood drive, and Veterinary Sterilization Clinics, programs to support schools through the Division of Continuing Education and Professional Studies (DCEPS by its Spanish acronym) tutoring services, community relations campaigns by the Department of Tele-Radial Communication (COMU), organization of community-based groups by Social Sciences (CISO), talks about entrepreneurship by Business Administration (ADEM), and free tutoring program to local schools by students from the Department of Education.

UPRA has also established several collaborative projects and consortia. Some of these projects are the Science, Technology, Engineering, and Mathematics (STEM) summer camp for middle school students through the Integrated Science Multi-use Laboratory (ISMUL) and the Leading Aerospace Education Development (LASED) proposal sponsored by NASA, ROTARACT (Rotary in Action) and collaborative agreements with local TV, local radio production companies, and government agencies such as the Water and Sewer Company in Puerto Rico. UPRA also has a radio program titled *El Sur También Existe*, an academic-themed program that provides service to the public. UPRA Web Radio also serves the external community by providing a space for the dissemination of communal activities. Additionally, it has established consortia with the Buenos Aires community in Arecibo.

Moreover, UPRA has formally defined its relations with the surrounding community through the Good Neighbor Policy ([Certification No. 2006-2007-18 AB](#))

The Mission, Student Learning Outcomes and Institutional Improvements

UPRA's mission clearly defines its purpose within the context of higher education and defines who does the institution serve and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education clearly specify how it institution will fulfill its mission. The mission and goals were developed and recognized by the institution with the participation of its constituents and governing body. These goals are used to develop and shape its programs and practices and to evaluate institutional effectiveness.

UPRA's mission is the starting point for the creation of institutional plans. Using the results of the external and internal environment reports as reference of the changes that occur in the external and internal community, the mission is revised so that it is consonant with these changes and reflects who we are, what we do, and how we do it. (Standards 2 & 3)

Table 1.1 below shows how UPRA's goals are aligned with its mission, student learning outcomes and institutional improvements as stated in its strategic plan.

Table 1.
Integration of Mission, Goals and Institutional Strategic Plan 2015-2020

UPRA's Mission	Mission's Goals	UPRA Institutional Strategic Plan: Horizon 2015-2020 Goals
<p>Dedicated to the dissemination and production of knowledge.</p> <p>Imparts quality education that promotes the formation of the student as a citizen and professional.</p> <p>It offers a variety of academic programs supported by a network of student services and faculty committed to keeping abreast of developments in knowledge and the techniques to improve the teaching-learning process.</p>	<p>Promote the integral development of its students by enriching their intellectual, emotional, social and ethical values, so that they can attain self-fulfillment and actively contribute to the development of society.</p> <p>Ensure the efficient and effective use of the available human, fiscal and physical resources for the optimal development of the academic offerings.</p>	<p>Goal I: Offer competitive academic curricula, updated and supported by the different types of teaching-learning.</p> <p>Goal III: Promote enrollment strategies and provide students with the best quality of services and an environment that promotes their integral development from their admission to their graduation.</p>
<p>It is dedicated to the production and dissemination of knowledge through teaching and research in the areas of arts, science and technology.</p>	<p>Stimulate in students their capacity for life-long learning, responsibility for their own growth, and awareness of their potential as a contributing members to the development of our country and of the international community.</p> <p>Support creative and investigative endeavors.</p> <p>Foster the application of the knowledge generated by the creative and investigative activities to the solution of society's problems.</p> <p>Respond to society's changing needs by incorporating the advances in knowledge in the arts, the sciences and technology.</p>	<p>Goal II: Promote a culture of research and creative endeavor</p> <p>Goal IV: Foster technological upgrade to meet the needs of various sectors of the community.</p>
<p>The organization promotes interaction with the community by providing opportunities for professional development and continuing education.</p>	<p>Make the Institution's physical and human resources available to the community.</p>	<p>Goal V: Strengthen the communication and services offered to the external community.</p> <p>Goal VII: Update, maintain, and expand the infrastructure, equipment, and spaces from campus.</p>

UPRA's Mission	Mission's Goals	UPRA Institutional Strategic Plan: Horizon 2015-2020 Goals
It is dedicated to the production and dissemination of knowledge through teaching and research in the areas of arts, science and technology.	<p>Stimulate in students their capacity for life-long learning, responsibility for their own growth, and awareness of their potential as a contributing members to the development of our country and of the international community.</p> <hr/> <p>Support creative and investigative endeavors.</p> <hr/> <p>Foster the application of the knowledge generated by the creative and investigative activities to the solution of society's problems.</p> <hr/> <p>Respond to society's changing needs by incorporating the advances in knowledge in the arts, the sciences and technology.</p>	<p>Goal II: Promote a culture of research and creative endeavor.</p> <p>Goal IV: Foster technological upgrade to meet the needs of various sectors of the community.</p>

The Mission and Student Learning Outcomes

The mission and goals of the Institution provide direction and trace the path of academic, student and administrative affairs. The Assessment of Student Learning Outcomes (Standard 14) is complemented by a network of support services (Standards 7, 8 and 9) established to maximize institutional effectiveness through a process of continuous improvement. This is how the institutional renovation and development is regulated.

The institutional goals are aligned with the mission, student learning outcomes, and institutional improvements. Student learning outcomes are drafted in the Institutional Assessment Plan. This plan is aligned to UPRA's mission, goals and objectives, UPRA's Strategic Plan 2014-2020, the Institutional Assessment Policy ([Certification No. 2002-2003-42 AS](#)), and the outcomes assessment criteria stated by the special accreditation agencies.

To achieve and evidence institutional effectiveness, UPRA undergoes a continuous assessment process. This process was designed to improve services and academic programs as stated in the Institutional Assessment Policy ([Certification No. 2002-2003-42 AS](#)). The alignment of the Institutional Assessment Plan with the mission of the Institution is established in the course of this certification in premise No.1 which reads: "It is related to the mission and goals of the institution." Also it is stated in premise No. 3 which reads: "...It is based on the goals and objectives of each academic program."

Mission and Dissemination

UPRA's mission was approved in 2002 and revised in 2013 through [Certification No. 2013-2014-13 AS](#). The Office of Planning and Institutional Research (OPIR) along with UPRA's Department of Tele-Radial Communication developed several campaigns to disseminate the mission to all its constituents, internal and external. In addition to these campaigns, several resources have been used to ensure that faculty, non-teaching staff and students are knowledgeable of the Institution's mission. Some of the mechanisms used for dissemination include e-mails through *El Cartero El Lobo*, bulletin boards, flyers, brochures, faculty and non-teaching staff meetings, student dissemination activities, UPRA Radio, and [Institutional Annual Reports](#) available in print and on the OPIR webpage.

The mission is also posted at heavily institutional traffic areas such as the Library, main lobby, classrooms, deanships, and academic departments. Incoming students receive a copy of the mission during orientation week and it is discussed as part of the course titled Personal Development Guidance Seminar (EDFU 3005).

Although the mission statement is well disseminated by a variety of communication strategies, UPRA doesn't have a formal mechanism that periodically determine level of knowledge and perception of its constituents. However, an effort has been made to disseminate the mission to incoming students through the course EDFU 3005.

Findings

The Mission:

- Explains whom it serves, what it intends to accomplish and how it will fulfill its mission.
- Guides the Institution in the decision making processes.
- Serves as the point of departure for the Institution's planning, student learning outcomes and administrative processes.
- Serves to evaluate institutional effectiveness.
- Ensures accreditation processes, reviews and updates curricula.
- Establishes links between UPRA and the outside community.

Standard 2 – Planning, Distribution of Resources, and Institutional Renewal

Strategic planning at UPRA is a dynamic process that involves the collaboration of its constituents. They work together in the implementation and evaluation of operational plans that stem from the outcome of both formal and informal assessment practices. The strategic planning model covers three areas: academic, financial or budgetary, and physical facilities planning. The institution's mission statement provides a sense of purpose and direction for institutional planning and decision making processes.

The Office of Planning and Institutional Research (OPIR), institutionalized in the academic year 1980-81, coordinates and assists all planning processes at UPRA and assists in the development of an institutional strategic plan. For the past ten years, the institution has had three strategic plans (2003-2008, [2008-2014](#), [2015-2020](#)). Each of these plans has played a leading role in the planning efforts and has integrated UPRA's mission, goals and objectives. These plans were prepared based on an extensive evaluation of documents such as strategic planning compliance reports, institutional assessment reports, academic development plans, and reports of internal and external environment, among others.

Strategic Planning at UPRA

Planning at UPRA is a transparent and participative process. The process of developing the Institutional Strategic Plan initiates with an analysis of its strengths, weaknesses, opportunities, and threats (SWOT) by its Institutional Strategic Planning Committee (ISPC). This Committee has representation of the faculty, students, and non-teaching staff, and it is presided by the OPIR director. The ISPC is divided by area of expertise and decisions are mostly achieved by consensus.

UPRA relies on strategic planning to achieve its mission, goals and objectives as stated in [Academic Senate Certification No. 2002-2003-32 as amended](#) and *UPR's Strategic Institutional Plan titled Ten for the Decade 2006-2016: An Agenda for Planning* ([Diez para la Década: Agenda para la Planificación Sistémica 2006-16](#)) ([The Board of Trustees Certification No. 123-2005-2006](#)).

The process to operationalize the strategic plan begins by identifying the academic and administrative priorities ([Administrative Board Certification No. 2005-2006-14](#)) that will be aligned with institutional resources. The Chancellor and the OPIR director appoint two committees that collaborate in the process of aligning planning with budget. The ISPC is the committee in charge of identifying institutional priorities for each academic year. These priorities are identified after the committee evaluates compliance with the objectives of the Institutional Strategic Plan, analyzes institutional research reports, and assesses the data on institutional effectiveness, among other data.

The second committee is the Committee for Budget Analysis, Allocation and Distribution of Resources (Budget Committee) under the purview of the Budget Office. This committee is in

charge of analyzing the budget and allocation of the institution's resources according to the goals delineated in strategic plan (see figure 2.1). This collaborative work guarantees that the budgetary assignment is aligned with the goals and objectives of the Institutional Strategic Plan and serves as a guideline for identifying institutional priorities for each fiscal year. Figure 2.1 shows the participation process of strategic planning and budgetary distribution and assessment.

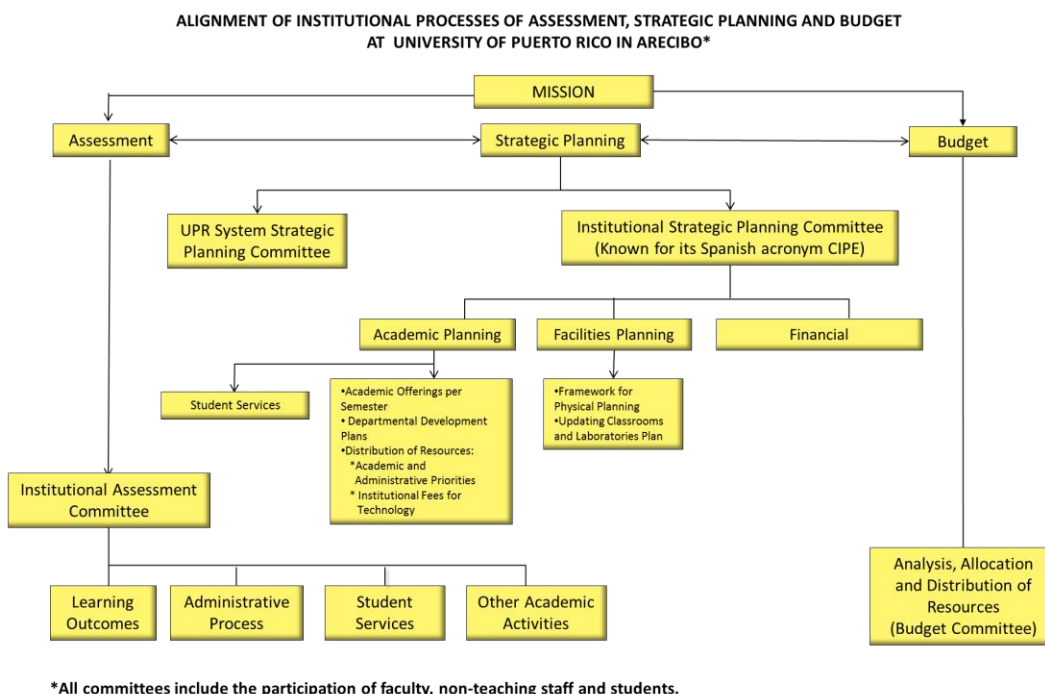


Figure 2.1

Alignment of Institutional Process of Assessment, Strategic Planning, and Budget with the Mission.

The integration of planning, budget and assessment evidence how the operational funds required for each priority are addressed annually. The [Distribution and Budget Allocation by Priorities](#) document illustrates how the institution distributed the academic and administrative priorities for the academic year 2015-16 and how these were distributed on the general fund, permanent improvements, federal or state funds, or other nonrecurring funds.

Since MSCHE's last visit two strategic plans have been implemented, 2003-2008 and 2008-14. The new Institutional Strategic Plan 2015-2020: Horizon 2020 started in January 2015. All these plans have been aligned to the *Ten for the Decade 2006-2016: An Agenda for Planning* of the UPR system (*Diez para la Década*) and UPR's mission goals and objectives. Table 2.1 shows an example of this alignment.

Table 2.1

Extract of UPRA's mission and its alignment with the Institutional Strategic Plan 2008-2014: UPRA 2014, UPR and UPRA's goals (G), objectives (O)

Extract UPRA's Mission	Diez para la Década (Ten for the Decade)		Institutional Strategic Plan: UPRA 2014	
	Spheres of Action	G - O	Strategic Area	G - O
...it is dedicated to the production and dissemination of knowledge through teaching...	E19: Academic Processes	4.6 2.10	Academia	1.9
...supported by a network of student services...	E14: Recruitment and Services	1.3	Student Services	3.3
	E06: Spaces	8.3	Administrative Support	10.1
...promotes the socio-cultural enrichment...	E2: Enrichment	7.5	Academia and Community Relations	5.2

Institutional Strategic Plan 2008-2014: UPRA 2014

All the goals drafted in the [2008-2014 Institutional Strategic Plan](#) provided the basis for all academic and administrative endeavors. The plan addressed four critical areas that constitute the essence of the services provided by this Institution: academics (including teaching and research), student services, community outreach, and administrative support.

Integrated to the Institutional Strategic Plan is an [Action Plan](#). The Action Plan is used as a guide to identify the activities to be completed each academic year and thus, ensure compliance with the institutional plan at the end of the six years. Two action plans were developed for the 2008-2014 period. One action plan covered the period of 2008-2011 and the other the period of 2011-2014. These actions plans include the following: institutional goals, objectives, activities, date of each activity, budgetary impact, managerial responsible for the activity, and performance indicators. Each year the Institution identifies academic and administrative priorities and assigns the budget to address these priorities. Each institutional dependency must submit an annual report to maintain a steady focus on the mission, goals, and objectives of the strategic plan and their respective operational plans. [The Annual Report](#) is used to evidence compliance with the Institutional Strategic Plan (PEI for its Spanish acronym). The information presented in these reports show that the Institution complied ([Compliance with PEI](#)) with more than 80% of the activities proposed in the 2008-2014 plan.

Some of the most significant achievements obtained from the implementation of the Institutional Strategic Plan 2008-2014 titled UPRA 2014 are:

Academic Planning

- **Accomplished the specialized accreditations.** Of the 14 academic programs susceptible to accreditation, 12 are accredited (objective 1.9 of the PEI 2008-2014 and

- objective 4.7 of the *Ten for the Decade 2006-2016: An Agenda for Planning*) by prestigious accrediting professional agencies. Along with these accreditations, several curricular revisions and diversified academic offerings were completed (Standard 11).
- **Strengthened the culture of learning outcomes.** Along with these accreditations, the Institution strengthened its learning outcomes assessment culture with emphasis on several curricular revisions such as the bachelor in Science with concentration in Microbiology, and Technology in Tele-Radial Communication (objective 1.11 of the strategic plan), Business Administration and diversified academic offerings with several articulated programs.
 - **Implemented the Institutional Student Retention Plan.** The retention plan helped increase the retention rate from 73.5% (Cohort 2006) to 83% (Cohort 2014). This plan articulated all retention efforts by academic departments and student service offices (Standard 8). The Institution has managed to improve and facilitate the adaptation of incoming students, promote their participation in various co-curricular activities, and integrate them and faculty giving students a feeling of engagement.
 - **Developed and structured General Education.** The General Education Policy was implemented and integrated to learning outcomes assessment (Standard 12).
 - **Promoted Community Outreach Initiatives.** Since 1995, the Integrated Science Multi-use Laboratory (ISMuL) has developed significant activities for teachers and students of all levels and has maintained its relationship with the external community by promoting advancement of education in science, mathematics, and technology for middle school students. In 2010, the Institution improved ISMuL with the renovation of the Aerospace Education Laboratory (AEL).
 - **Implemented Academic Developmental Plans.** Since 2007, the departments are guided by a developmental plan, which feeds from the results of the departmental assessment.
 - **Strengthened and Maintained effective open communication channels.** Articulated system-wide efforts have been developed, implemented, and continuously evaluated with campus participation to optimize the flow and exchange of timely and accurate information. This includes dissemination of academic and socio-cultural activities through various media such as *El Cartero el Lobo*, UPRA web page, UPRA Web TV, re-launching of the cyber radio station, known as UPRAWeb Radio, *El Cartero El Lobo Bulletin* (a simpler, more concise format to announce activities), Lobo Digital (Digital Wolf), *Tinta Digital* (Digital Ink), NOTIOPEI, social networks, and periodic surveys to assess the efficiency of academic, student and administrative services, among others. All of these mechanisms have helped to maintain a climate of collaboration and commitment of all sectors of the University with the institution's mission.

Physical Planning

UPRA developed and implemented the Framework for Physical Planning ([Certification No. 2006-2007-27 AB](#)). This plan includes 11 goals related to the development and maintenance of buildings and grounds including classrooms, auditoriums, offices, laboratories, the Library and research centers, areas of student socialization and leisure, meeting spaces and other spaces, management and development of land including facilities, streets and sidewalks, parking lots,

parks, and areas assigned to athletic activities. The fulfillment of this Plan is evaluated every two years by the Framework for Physical Planning Committee. Despite the challenges due to budgetary constraints and the deferred maintenance surfeit, UPRA has successfully completed the following projects:

- **Updating classrooms and laboratories.** This plan allowed departments to identify their needs and upgrade their laboratory facilities and equipment as well as classrooms facilities. In 2014-15, 28 classrooms (60%) and 19 laboratories (41%) were remodeled or improved to attend with greater efficiency and effectiveness academic tasks. This has been achieved through the implementation of the *Plan de Puesta al Dia de los Salones y Laboratorios* (*Updating of Classrooms and Laboratory Plan*). These efforts are evident in the results of the graduating student surveys, which show that 43% of the students were satisfied with the improvements. This represents an increment of 20% from the 2012-2013 graduating student survey.
- **Optimizing Technology.** The Institution optimized 100% of the technological infrastructure including re-wiring all academic and administrative offices, acquired servers, replaced the mainframe from HP Alpha to Integrity, which improved processing time for data and reports and improved the security on the databases, management information systems, and online services. Additionally, the Information Technology Center (CTI for its Spanish acronym) was remodeled.
- **Updating the Infrastructure.** The distribution of electricity and air conditioning systems was improved and solar panels were installed to reduce the cost of electricity. These solar panels were acquired with support from the UPR Central Administration. Additionally, the cafeteria and student center were remodeled and spaces were redistributed in several academic departments.

Other Achievements

- Diverse academic and administrative processes were created, reviewed, implemented, and disseminated. Some examples are the implementation of NEXT to automate attendance and grade submission and the Emergency Message System (*Sistema de Mensaje de Emergencia*), which sends an alert to UPRA's constituents' cell phones in the event of an emergency.
- The Institution strengthened official and internal communication channels such as: the content and access to UPRA's webpage, the official electronic mail, *El Cartero El Lobo*, social networks, and [UPRA Web Radio](#), among others. On August 2014, UPRA designed and implemented a blog called [El Lobo Digital](#) (The Digital Wolf)
- The Institution improved its financial management systems with the implementation of the computerized system UFIS-Oracle to process financial affairs.
- An online service called [NORMATECA](#) was created to systematically disseminate norms and policies online.

Institutional Strategic Plan 2015-2020: Horizonte 2020

In the fall of 2013, the Institutional Strategic Planning Committee began to work on the elaboration of a new strategic plan. The analysis of compliance with the strategic plan 2008-

2014, as well as reports of Internal and External Environment and SWOT analysis prepared by the Institutional Strategic Planning Committee and several subcommittees, helped develop the new [Institutional Strategic Plan 2015-2020: Horizon 2020](#). The goals and objectives drafted by the committee were approved by the [Certification No. 2014-2015-12 AS](#) and [Certification No. 2014-2015-46 AB](#). The plan was implemented in January 2015. The detailed elaboration of the Strategic Plan 2015-2020 process is presented in Appendix 2.A

The 2015-2020 *Institutional Strategic Plan* has laid the foundation to continue strengthening academic and physical planning. The strategic areas and goals addressed in the new Institutional Strategic Plan are shown in table 2.2.

Table 2.2
Institutional Strategic Plan: Strategic Areas and Goals 2015-2020

Strategic Areas	Goals
Curriculum, Teaching And Learning	Goal 1: Offer competitive and current academic curricula supported by the various teaching modalities.
Research And Creative Endeavor	Goal 2: Promote a University culture of academic research and creative work.
Recruitment, Retention And Student Services	Goal 3: Promote recruitment strategies and provide students the best quality of services and environments for their well-rounded development, from admission to graduation.
Community And Institutional Image	Goal 4: Strengthen effective communication and services to the external community.
Planning And Resource Management	Goal 5: Promote efficiency in administrative processes through strategic planning and the management of fiscal and human resources supported by a continuous evaluation and improvement of programs and services at all levels.
Technological Development	Goal 6: Foster technological updating according to the needs of the of the University community.
Physical Infrastructure	Goal 7: Update, maintain and expand the buildings, equipment and spaces of the campus.
Safety and Security	Goal 8: Ensure a safe work and study environment for the entire university community.

Assessment of Institutional Strategic Plans

For the past ten years, UPRA has successfully developed a culture of institutional assessment which begins with the Institutional Assessment Plan ([Certification No. 2002-2003-42 of the Academic Senate](#)). To assess compliance with the institutional Plan, OPIR collects results from the following sources: UPRA Annual Reports, Institutional Effectiveness Reports (since 2006), Institutional Strategic Plan Compliance Reports, Profiles and institutional studies, Internal and External Environmental Reports, Fact Books, Report of Needs of Classroom and Laboratory Updates, and Reports to the Middle States Commission on Higher Education (MSCHE) and the Puerto Rico Council of Education (CEPR).

All these reports provide evidence of compliance with the goals, objectives and activities of the current strategic plan. The information is collected and analyzed continuously and systematically. Furthermore, OPIR gathers feedback from presentations to the Administrative

Board, the Academic Senate and department chairs to publicize the achievements in the implementation of the planning and budget process. Students and non-teaching staff are represented in these activities. OPIR coordinates meetings with all constituents and prepares most of the documents used by the institution's administrators to identify issues that require corrective actions in order to improve the quality of the services and academic programs. The data gathered from this assessment is based on the strategic plan, and it is used by the Institution to allocate its resources. When the data from these reports are collected, OPIR prepares reports on compliance with the strategic plan, annual reports, and reports to the Comptroller's Office.

The results of the assessment on key issues are used in the decision-making process and presented to Academic Senate, Administrative Board, and academic department directors. It is important to note that the survey to managerial personnel revealed that 84% believe that the effectiveness indicators aptly measure compliance with the *Institutional Strategic Plan*.

To integrate the strategic planning and institutional assessment process, the Institution aligns the goals and objectives of the strategic plans with the evaluation of the effectiveness obtained from these documents. UPRA has identified Key Performance Indicators (KPI) that were collected through various reports gathered by the OPIR. In addition, the Institution has collected 30 indicators that measure the operationalization of the goals and objectives set in the *Agenda de Planificación Sistémica: Diez para la Década (Ten for the Decade 2006-2016: An Agenda for Planning)*. ([Certification No. 3, 2009-2010 BT](#)). As an example of this process Table 2.3 shows how the objectives and activities are linked with the indicator of effectiveness.

Table 2.3
Sample Indicator of Performance or Effectiveness of Institutional Strategic Plan: UPRA 2008-2014

Objectives	Activities	Indicator
Objective 3.3: Facilitate the adaptation of new students	3.3.1 comply with the activities under the Retention Plan. 3.3.2 Keep a Retention Coordinator, as stated by the Retention Plan. 3.3.3 Strengthen and maintain the Integration to University Life week. 3.3.4 Facilitate the tuition process, ID card delivery, parking permit procedures, and other student endeavors during the registration process. 3.3.5 Provide all first year students the course Personal Development Guidance Seminar (EDFU 3005).	Retention Rate

Participation and Dissemination of the Strategic Planning Process

OPIR, along with the administration, ensures that everyone has access to the planning process and participates by disseminating all documents related to planning, institutional assessment and research, accreditation, and license through the [UPRA webpage](#). Also, print materials are sent to the community to promote the plan and report its success. Other mechanisms for the dissemination are the NOTIOPEI bulletin, *El Cartero El Lobo* (an institutional e-mail service), meetings and other presentations.

OPIR organizes an annual management forum where academic and administrative officers report on the level of compliance with the priorities set for the previous academic year of their respective areas. In this activity, core issues that must be strengthened by the institution for the following academic year are also addressed. This activity takes place both at the institutional level, under the leadership of OPIR, and at the departmental and office level, and includes participation of all its constituents. The Management Forum has been held every academic year since 2003-2004. Other activities for dissemination of and participation on the *Institutional Strategic Plan* include the Directors Academy, faculty meetings, Assessment Day, General Education Day, and Institutional Assessment Forum.

Findings

The Institution has:

- continued developing a growing culture of planning. Planning and assessment have been strengthen through the *Institutional Strategic Planning and Framework for Physical Planning*.
- aligned planning process to budgetary distribution that has served to redirect institutional resources toward the areas in most need.
- strengthen the technological and physical infrastructure.

Standard 3- Institutional Resources

Introduction

UPRA's budgeting process and resource allocation are connected to the strategic plan to ensure compliance with its mission. As one of eleven campuses in the UPR System, UPRA receives direct allocations from the Central Administration Offices for its operating budget. The UPR System receives the majority of its funds from legislative appropriations as stipulated in UPR's [Act No. 1 of January 20, 1966](#), as amended.

Each year approximately 9.6% of the average of several government revenues of the two previous years is assigned to the University System. The economic constriction has had an impact on Puerto Rico's overall operational budget which in turn has affected UPR System and UPRA. Financial problems of the Commonwealth have had a recurring impact in the allocation of funds to the University of Puerto Rico since at least 2008. This represents a challenge in the allocation of resources from the UPR Central Administration to UPRA. Against this backdrop, the Institution has continued to adopt different strategies to improve the efficiency in the use of public funds and generate new operational economies to meet the budgetary challenges without impairing the Institution's commitment to its mission. The Office of Planning and Institutional Research (OPIR) and Budget Office continuously revises the priorities of the Institutional Strategic Plan to guarantee that academic offerings and student services are not affected by any budget cuts. Additionally, to cope with budgetary reductions, in 2008-2009, Central Administration implemented attrition measures ([Circular No. R-0809-16](#)) and regulations, which are reviewed annually.

The Institution plans to continue to make adjustments to its budget by reducing expenses and maintaining cautionary and attrition measures adopted first in 2009. Moreover, it will continue to search for new sources of income while it adopts reengineering strategies aimed at reducing costs. In this scenario, the Institution remains fully committed to its mission, goals and objectives, and to upkeep the continuous institutional and specialized accreditation processes.

Allocation of Resources

UPRA's budgeting process and resource allocation are aligned to the strategic plan to ensure compliance with its mission. On average the UPR System's Operating Budget is \$1,344 million ([Certifications No. 152 2013-2014](#), [51 2012-2013 BG](#); [93 2011-2012](#), [141 2010-2011](#), [135 2009-2010](#), [93 2008-2009](#), [83 2007-2008](#), [75 2006-2007](#), [138 2005-2006](#), [110 2004-2005 BT](#)) which is then distributed among the eleven campuses based on the academic and administrative priorities identified by each campus ([Certification No. 100 2005-2006 BT](#)). UPRA undergoes a process in which it must clearly identify how its resources will be allocated in order to support its goals and objectives.

On average over the reporting period, UPRA's Operating Budget is \$32.1 million (see Table 3.1). ([Certification No. 2005-2006-3](#), [2005-2006-58](#), [2006-2007-59](#), [2008-2009-2](#), [2011-2012-40](#), [2010-2011-26](#), [2011-2012-02](#), [2012-2013-01](#), [2013-2014-05](#), [2014-2015-03 AB](#)). Table 3.1 shows the operating budget for the past 10 years.

Table 3.1

Approved Budget for the Academic Years 2005-2015

Academic Year	Budget	Academic Year	Budget
2005-06	\$30,299,192	2010-11	\$30,388,984
2006-07	\$32,226,359	2011-12	\$30,740,794
2007-08	\$32,487,936	2012-13	\$30,749,139
2008-09	\$33,768,822	2013-14	\$31,248,299
2009-10	\$35,168,288	2014-15	\$33,860,755

On February 17, 2009, *The American Recovery and Reinvestment Act of 2009* ([111th Congress Public Law 5](#)¹) was signed into law. This economic stimulus package resulted in an injection of over \$2.3 billion to Puerto Rico's economy² which impacted the government's overall operational budget. This resulted in an increase in the approved budget for the 2008-09 and 2009-10 periods. However, approved budgets later decreased by 2010-11 as ARRA funds needed to be spent by June 2011.

Process of Allocating and Aligning Resources to the Institutional Strategic Plan

As stated on Standard 2, the process of allocating resources begins in the fall semester when the Committee for Budget Analysis, Allocation and Distribution of Resources develops the Academic and Administrative Priorities Document. This document outlines the institutional needs by taking into account the goals, objectives and activities of the *Institutional Strategic Plan*. The activities drafted in the strategic plan emanate from the results of the institutional assessment processes and are framed within the provisions of the Institution's mission and goals. ([Certification No. 2005-2006-14 AB](#)).

In the academic year 2005-2006, the University of Puerto Rico Central Administration revised the procedures for budgeting in all units of the system. Subsequently, in that same year, the Central Administration revised the *Guidelines for Budget Formulation* in an effort to ensure a more active participation of the university community and strengthen the integration between planning and budget. The revision of this procedure is framed within the [Budget Regulations](#) document, and was approved by the Board of Trustees of the University of Puerto Rico ([Certification No. 100-2005-2006, BT](#)). Conversely, UPRA revised its budgetary assignment and distribution procedures by virtue of [Certification No. 2005-2006-14, AB](#). The new procedure allows the institution to allocate its resources based on a strategic plan and data gathered from its assessment strategies.

The budgetary distribution and allocation of resources is completed through the collaborative effort of the Institutional Strategic Planning Committee, the Office of Planning and Institutional Research (OPIR) and the Committee for Budget Analysis, Allocation and Distribution of Resources (Budget Committee) as stated in [Certification No. 2010-2011-53 AB](#) which revoked ([Certification](#)

¹ <http://www.gpo.gov/fdsys/pkg/PLAW-111publ5/html/PLAW-111publ5.htm>

² <http://www.recovery.gov/arra/Pages/default.aspx>

[No. 2005-2006-14 AB](#)). The Institutional Strategic Planning Committee identifies institutional priorities based on UPR's and UPRA's strategic plans, an analysis of the institutional research reports and the assessment data results on institutional effectiveness.

Using the institutional priorities identified by the Institutional Strategic Planning Committee, the Budget Committee analyzes the budget and recommends allocations and distribution of resources for each fiscal year. This collaborative process has served to direct institutional resources toward high-need areas.

To assess this process, at the end of each fiscal year, a final report is drafted describing how the resources were allocated and distributed and how this distribution allowed or limited the development and implementation of academic and administrative activities. This report is sent to the Chancellor and the Institutional Strategic Planning Committee for their perusal and projections for the next fiscal year. Finally, the OPIR disseminates the priorities for the next fiscal year to all constituents.

For Capital Improvements that are aligned to the *Institutional Strategic Plan* special purpose goals, UPRA drafts a proposal requesting funds from the Board of Governors through the Office of Physical Development and Infrastructure. After the Governing Body certifies that the request is merited and aligned with the Institution's mission and goals, the request for funds is submitted. If granted, the accounts created by the UPR Board of Governors for these purposes are used for permanent structural improvements as stated in certifications [66-2008-2009 BT](#), [115-2010-2011 BT](#), [88-2013-2014 BG](#).

When there is a need for special resources, UPRA writes a letter requesting emergency funds justifying the need for them. These funds are set apart from the general budget on special accounts. Additional funds needed to achieve the priorities outlined in the *Institutional Strategic Plan* are acquired through external resources. To preserve its prestigious academic and research standing and build on its own strengths, the Institution looks for external resources. External funding comes from different sources such as municipal funds, state funds, federal grants, alumni, and endowment or private donations. Since federal funds are the principal source of external funding and the priority, the Institution is developing more strategies to find and obtain external funds.

In the last 5 years, the Institution has received over \$10.7 million in external federal funds from the American Recovery and Reinvestment Act and agencies such as the National Aeronautics and Space Administration and the Department of Education. The external resources have funded the infrastructure, technological upgrade, academic curricular revisions, and helped develop new research projects.

Some of the most significant projects that stem out from federal funds include the construction of the CDATA building where students have access to up-to-date computers, mentorship and a tutoring center; two interdisciplinary research laboratories were created through a (MSEIP) grant from the Federal Department of Education; and the construction of the Library's learning Commons facility, an extension to the Library which is currently in its initial stages; and the Student Support Services through TRIO grants. The Institution is currently in the process of strengthening the external funding availability for research.

The institution also provides startup grants for new research projects developed by the faculty. The funding is available through the Center for Research and Creative Endeavors

(CRCE). Since 2004, this office has contributed startup funding and administrative personnel to help the faculty start new research projects and non-investigative creations (i.e. musical composition, books, theater plays, among others).

The Division of Continuing Education and Professional Studies (DCEPS) and External Resources Office (ERO) identify external resources opportunities and increase opportunities for external funding (see Table 3.2). Both of these offices developed strategies to obtain and maintain operations using federal and private funds. Although municipal and state funds are limited, UPRA has been awarded funds for small projects like water waste commercials for the Puerto Rico Water Agency (PRWA).

Table 3.2
External Funds for the Academic Years 2005-2014

Academic Year	External Funds	Academic Year	External Funds
2005-06	\$2,661,322.00	2010-11	\$5,365,330.93
2006-07	\$4,116,717.00	2011-12	\$1,625,070.70
2007-08	\$1,918,816.00	2012-13	\$138,859.84
2008-09	\$1,862,417.96	2013-14	\$3,301,905.00
2009-10	\$2,039,354.89	2014-15	\$319,794.10

The systemic fundraising strategies are coordinated by the Office of the President of the UPR for all units of the system with various levels of success. At UPRA there is a coordinator of Alumni Affairs which coordinates relations with alumni and fundraising activities. Proceeds from these activities are mostly used for scholarship funds.

To fulfill UPRA's mission and goals, the budget for scholarly activities was increased from 37% in 2005 to more than 50% (2006 - present, averaging 52%). In addition, to achieve its research goals, the Center for Research and Creative Endeavors (CRCE) was created to train faculty through workshops and conferences, seek for external funds, provide assistance with the writing of research grants and allocates institutional startup funds for selected grant writers. Since 2005, the institution has committed over \$170,000, to creative endeavors and research CRCE's startup funds.

Auditing Process

Externally audited financial statements are prepared by the University of Puerto Rico as a system. Financial information is available for UPRA in its Finance Office and in the IPEDS Finance Reports completed by the Central Administration. There are different types of auditing processes: internal auditing performed by the Board of Governors, external auditing performed by the Puerto Rico's Office of the Comptroller, and additional auditing performed by private firms contracted by the Central Administration and other state and federal agencies.

Most auditing processes begin when the Chancellor receives a communication from one of the three entities and meets with the Audit Coordinator to organize an initial meeting with the auditors and directors of the offices being audited. The Chancellor appoints an Institution's Audit Coordinator who serves as a liaison between the auditors and the Institution's offices by gathering the documents required by the auditors. The reports are continuously subject to scrutiny by the relevant agencies channeled through the Office of Internal Auditors and all the

recommendations are addressed. These reports are not finalized until all recommendations are addressed and all corrective action plans are implemented and accepted by auditors. ([Certification No. 101 2009-2010 AB](#))

These auditing processes have been modified over the years through the Institution's own assessment. Among other measures, an external firm with expertise in government accounting processes has assisted the units and the UPR Central Administration in reconciling and verifying information for external auditors. The Central Finance Office, in collaboration with the Vice Presidency of Research and Technology, developed an implementation schedule, which is now part of the UPR Information System Renewal Plan ([Certification No. 7-2011-2012 BT](#)), organized a Task Force with key representatives from the System to address the findings and recommendations of the firms, expedited the necessary processes, and implemented the subsidiary modules to streamline the performance of the UFIS accounting system. This led UPR to significantly improve the financial processes at the system and unit levels with the updating of the UFIS accounting system. This update, during the 2011-12 fiscal year, ensures that: unit income and expense reports are now being produced to monitor their monthly and quarterly performance; reports such as "Statement of Net assets", "Expenses vs. Budget", and "Statements of Revenues and Expenses" have been incorporated to UFIS to facilitate generating reports required by the Integrated Postsecondary Data System (IPEDS) and the Government Development Bank; manuals were developed to guide units in accounting processes; and, revision of the accounts receivable processes was approved by Board of Trustees ([Certification No. 18 2011-2012 BG](#)), facilitating collection of accounts receivable from federal and private entities. The Auditing Coordinator ensures compliance with the auditing process, so that it is completed in an efficient and timely manner ([Certification No. 9 2014-2015 BG-UPR](#), [Certification No. 102 2009-2010 BT](#), [Certification No. 35 2008-2009 BG](#)). These changes have resulted in a more expeditious and transparent auditing process. ([Certification No. 125 2013-2014 BG](#))

Distribution of Human Resources

UPRA has a commitment to excellence in education to over 3,900 students each academic year. To achieve this, on average 91.23% of its operating budget is dedicated to staff salaries (see Table 3.3). Of this personnel budget an average of 61.23% is applied directly to teaching staff. This includes fringe benefits that have been negotiated through the reporting period with both the workers syndicate and workers union.

Table 3.3
Distribution of Resources for the Academic years 2005-2014

Academic Year	% Operating Expenses	% Non-Teaching	% Teaching
2005-06	7.47%	37.06%	55.48%
2006-07	8.77%	37.45%	58.95%
2007-08	10.66%	36.83%	55.15%
2008-09	10.27%	36.95%	55.69%
2009-10	11.14%	32.00%	56.86%
2010-11	7.76%	33.15%	59.09%
2011-12	8.93%	34.87%	56.21%
2012-13	8.92%	34.87%	56.22%
2013-14	9.02%	36.78%	54.20%

Academic Year	% Operating Expenses	% Non-Teaching	% Teaching
2014-15	10.11%	33.93%	55.97%

¹Table percentages based on total budget per year.

²2014-15 Percentages have been estimated since this is our current operating year.

To ensure that the Institution acquires highly qualified faculty who is committed to the mission, the academic departments update the Faculty Profile (*Perfil Departamental del Profesor*) periodically to align them with the institution's mission and goals and describes the required qualifications that each faculty member must have.

The Institution is committed to cultural diversity and fosters a sense of community and a welcoming campus environment ([Certification No. 58- 2004-2005 BT](#)) and the Office of Human Resources supports this commitment. The highest earned degree in the respective discipline (Ph.D., Ed.D. or other doctoral-level degrees) is the first consideration in seeking new tenured-track qualified faculty ([Sec. 42.1.2 RGUPR](#)).

UPRA is an Equal Opportunity/Affirmative Action, Higher Education Institution dedicated to achieving and maintaining a professional, highly trained and diverse staff. (Certification [No. 58-2004-2005 BT-UPR](#), [Art. 31 RGUPR](#)). Classified and Non-classified job vacancies are posted on designated bulletin boards throughout campus and on the institutional website.

Quality of Classrooms and Innovative Teaching and Learning Technologies

The Institution keeps with current innovative teaching and learning technologies by allocating both external and internal resources for this purpose. Academic departments' individual specialized accreditations serve as evidence of this since teaching, learning technology and the current state of the classrooms are evaluated and implemented at the departmental level. The Information Technology Center (CTI for its Spanish acronym) oversees the acquisition and installation of software, hardware, telephony equipment and maintains the current equipment. One of the most significant projects to be implemented with external resources is the implementation of learning communities with the recent grant titled "Improving Students Learning Outcomes through the Implementation of Learning Communities and Enhanced Academic Support Services" with the Title V program of the Federal Department of Education. This project involves regular and virtual learning communities. This project will allow the creation of a center for UPRA's learning communities. Moreover, the Institution is currently in the process of implementing the pilot long distance learning project ([Certification No. 2012-2013-34 AB](#)) with internal resources.

A technology fee charged to students along with their tuition also allows the Institution to continually update teaching and learning technologies. Every semester, including summer sessions, students pay a \$25.00 technology fee as stated in [Certification No.70-2004-2005 BT](#). The funds generated by the technology fee are deposited in the Technology Funds of the University of Puerto Rico in Central Administration. This fee was established in order to defray expenses related to technological resources that impact students. The procedure of assigning these funds requires that academic programs and departments submit a proposal each semester, following a specific format stated in the *Guía y Procedimiento para la Utilización de la Cuota de*

Tecnología en los Recintos de la Universidad de Puerto Rico (R-1415-28), requesting funds for equipment, software licenses, upgrading local computer and communications infrastructure, among others. These proposals are then evaluated by a committee constituted by the Chancellor, the director of the Information Technology Center (CTI) and representatives from the faculty, Library, and the student body. On average, \$160,000 from these funds has been directly committed to improving technology. These funds have already provided various academic departments and the Library with equipment and specialized software to cater to the needs of the different academic programs.

Students taking science courses that include a laboratory component are charged a \$33.00 fee per semester for each laboratory. The funds generated by this fee go to the UPR general funds and the Budget Office in Central Administration distributes it among the 11 units of the UPR system for their laboratories. There is currently no certification that establishes a method of distribution for the funds generated from the laboratory fees. The amount received by each unit varies each year. However, Faculty and students have expressed their wish for the laboratory fee to be distributed to academic departments proportionally to the number of laboratory courses it offers.

Every year the Office of Budget requests information from each academic department about their facilities and existing necessities for their classrooms and laboratory spaces. The information is requested through the Dean of Academic Affairs who asks each Department to submit the Updating of Classrooms and Laboratories (*Puesta al Día de Salones y Laboratorios*) document detailing specific equipment, materials or services required to upgrade their classrooms and laboratory facilities in such a way as to keep up with the demands of our students and the rapidly changing educational environment.

Based on this planning strategy, the funds from laboratory fees have been used to remodel some teaching facilities to mimic the workplace. For instance, the Nursing Department laboratory was recently upgraded and remodeled to resemble the work environment and thus, provide students with experiential learning. Moreover, the Department of Tele-Radial Communication production facilities are now equipped with digital technology and the Physics-Chemistry, Office Systems and Veterinary Technology Laboratory, Computer Sciences and Business Administration departments were upgraded.

Facilities and Infrastructure's Maintenance

As with any institution where space is limited, existing spaces have to be optimally configured and used to match the Institution's needs and objectives, especially classrooms and laboratories. As each academic director programs the courses in the department's regular assigned classrooms, the unused timeslots are then shared with other departments to be utilized for their courses. Moreover, some laboratories are also shared by departments. For instance, the two Interdisciplinary research laboratories created through the MSEIP grant with the Federal Department of Education are utilized by Biology, Chemistry and Physics students as well as faculty researchers. These two laboratories provide students and faculty the opportunity to work with different research methodologies and ideas to strengthen their research experience for the benefit of the research community.

As part of UPRA's commitment to providing operational and academic excellence and to become the best university in the northern region, the *Framework for Physical Development* was developed ([Certification No. 2006-07-27, AB](#)). This framework serves as a guide to identify the institution's infrastructural needs and develop a yearly plan for systematic improvement ensuring that the Institutional priorities are met.

Based on the Management Priorities and Preventive and Deferred Maintenance Plans some of the recent major areas impacted have been: the asphalt in the students' parking lots, the tennis court, the Library and main building roundabouts, 30 classrooms and several laboratories, air conditioning units replacements of several areas, filtrations of several areas, phase I cooling system replacement, new laboratory hood and extracting systems, new electrical substation, electrical distribution system, chiller improvement for the Library's air conditioning system.

In 2014 the Information Technology Office was fully refurbished. This office oversees the acquisition and installation of software, hardware, telephony equipment and maintains the current equipment in optimal conditions. The institution keeps with current innovative teaching and learning technologies by allocating both external and internal resources for this purpose. An example of this is our recent awarded grant for the project "Improving Students Learning Outcome through the Implementation of Learning Communities and Enhanced Academic Support Services" with the Title V program of the Federal Department of Education which not only involves regular student communities but also virtual learning communities.

Renovations to the Physics-Chemistry, Office Systems and Veterinary Technology Laboratories, and upgrading of the Computer Sciences and Business Administration departments serve as a recent example of the Institution's well keeping of facilities. Moreover, some projects that have currently been worked on are: improvements to the indoor basketball and volleyball courts, construction of DCEPS second level, replacement of windows in the north wing rooms, main building restrooms and Library's Learning Commons facility (planning stages).

Findings

The Institution:

- undergoes a process in which it must clearly identify how its resources will be allocated in order to support its goals and objectives.
- has implemented a procedure for the identification and distribution of funds. This responds to the relationship between the process of institutional planning and budget allocation.
- acquires funds by developing proposals like "Improving Students Learning Outcome through the Implementation of Learning Communities and Enhanced Academic Support Services" with the Title V program of the Federal Department of Education.

Recommendation

- The Institution should evaluate strategies for the allocation of laboratory fees that emulate the distribution mechanisms used for the technological fee.

Standard 4- Leadership and Governance

Introduction

The university governance structure consists of two operational levels of management: a systemic level and the institutional level. This structure distributes the governance and the leadership between both levels. The resulting governance structure of UPR depends on the proper integration of the systemic and the institutional level of management.

The systemic governance level at the Central Administration is comprised by the Governing Board, the primary governing body of the University, and the President of the University and his principal collaborators, among them, the Vice-president for Academic Affairs, the Vice-president for Research and Technology and the Vice-president for Student affairs. The president and his staff supervise, coordinate, and maintain a coherent operation of the university system. For the entire UPR System, the main source of rules is the *General Regulatory Handbook of the University of Puerto Rico* or [*Reglamento General de la Universidad de Puerto Rico*](#) (RGUPR by its Spanish acronym).

At UPRA, the institutional level management is exercised by the Chancellor and his staff. The institutional leadership is supported by other university officials such as the academic department directors and the administrative or student support office directors. Moreover, the Chancellor has two advisory boards, the Academic Senate and the Administrative Board.

In order to understand the Institution governance structure and the effectiveness of the institutional leadership, the Institution has to be considered part of a system, in which, each unit has administrative and academic autonomy. However, all of them are interrelated and their operations are coordinated by the Central Administration. Any decision or change at the systemic management level may have an impact on each component of the university system.

Changes in Central Administration Leadership

Since Middle State's last visit, the University of Puerto Rico has gone through various changes on the governance leadership at systemic level. In the last five years, the university primary governing body composition has changed twice. Under [Public Law No. 65 of June 21 of 2010](#), the government modified and increased the number of members of the Board of Trustees from thirteen (13) to seventeen (17). On April 30, 2013, Act No. 65 was repealed by [Public Law No. 13](#). By virtue of this new law, the former Board of Trustees is named as the Governing Board and is now the current primary governing body of the University of Puerto Rico (UPR). The Board is currently composed of thirteen (13) members: the Puerto Rico Secretary of Education (ex officio), eight (8) citizens from the public university educational community with specific professional background, of which at least three must be UPR alumni; two (2) must be tenured professors in the UPR system and two must be UPR student representatives (one a full-time UPR student, who must be at least a sophomore in the UPR system and the other, a graduate student). In comparison with the composition of the former Board of Governors, the amendment to the statute increased the number of faculty and student representatives and proportionally their vote is more decisive in the board's decisions than before the recent amendment. In the last ten years, two faculty

members of UPRA were elected to represent the faculty of UPR System in the Board of Trustees, former governing body, first in 2004-2005 and then in 2011-2012.

It is important to note that despite the changes in the composition and leadership of the primary governing body, the university's mission and governance structure have remained unaltered. None of these changes have altered the mission, goals and objectives of neither the university system nor its administrative structure as established in the University of Puerto Rico Law ([Public Law No. 1 of 1966 as amended](#)).

Furthermore, the Governing Board has maintained its statutory responsibilities of formulating policies and guidelines for the UPR System, allocating budget, approving new educational programs and appointing the university president. Since MSCHE's last visit, the Board has designated four presidents. Table 4.1 summarizes the changes in leadership in UPR Presidency from 2005 to 2014.

Table 4.1
UPR Presidents from 2005 to 2014

Years in Office	Name	Designation
2001-2009	Lcdo. Antonio García	President
2010-2011	Dr. José R. de la Torre	President
2011-2013	Dr. Miguel Muñoz	President
2014- to present	Dr Uroyoán Walker	President

Traditionally, the process for selecting the president has been systemic and consultative as stated in [article 3 section \(h\) number 7 of the Act No. 13 of 2013 and section 14.2 of RGUPR](#). The former Board of Trustees and the current Governing Board have always maintained open communication with their constituents regarding the selection of a new president by making it a participative process. The Governing Board ensures that members of the university community are consulted prior to appointing a president. The process of selecting a president is announced in a written document ([Certification No. 11 2009-2010 BT](#)) which is circulated to the internal university community by email (*Cartero AC*), the Governing Board web page <http://sindiccos.upr.edu> , and in national newspapers.

The number of appointed presidents in the past 10 years was a challenge that the UPR successfully met. This process has become part of the Institution's past and present organizational culture and has not compromised its commitment to comply with the Institution's mission and objectives. Furthermore, those changes did not impact the UPR governance structure, important procedures and / or policies, nor was the integrity or the academic excellence of the Institution compromised.

UPRA Leadership

Changes in the presidency sometimes translate into administrative changes of high officials into selected positions of trust at UPRA, which include the chancellor and his staff; the deans for Academic, Student and Administrative Affairs. The consultative processes for the selection of a new UPRA chancellor and the eventual selection of the new deans are very rigorous, and every

component of the community (faculty, students and non-teaching staff) forms a search committee to identify qualified candidates for these positions.

The composition and responsibilities of the consultative committees for searching academic officials such as the deans and the department directors are spelled out in [Article 20 of RGUPR](#). The UPRA Academic Senate has established an academic and professional profile for candidates to become deans for Academic, Student, and Administrative Affairs ([Certification 2010-2011-15 AS](#)). All candidates for deans must have administrative experience and leadership. However, since 2010 it is mandatory for the Dean for Academic Affairs to have a doctoral degree and to be at least an associate professor.

These committees are committed to search for qualified candidates with a strong academic and administrative background to fulfill their responsibilities. The Academic Senate also has certified a professional and academic profile for the ideal candidate for chancellor of the institution ([Certification No.2009-2010-17 AS](#)). This profile is then used by the committees to search for a candidate with proven administrative and academic leadership, excellent communicative and interpersonal skills, committed to the external community and someone who can demonstrate his/her abilities allocating external resources. Additionally, all candidates who run for office at UPRA are required by the consultative committees to align their academic and administrative plan for UPRA to [the Diez para la Década Plan 2006-2016 \(Ten for the Decade 2006-2016: An Agenda for Planning\)](#) and to the UPRA *Institutional Strategic Plan*. Both plans serve as guidelines for planning and decision making at the management and academic level. This alignment ensures the continuity of UPRA's development regardless of changes in leadership.

The university community is invited to participate in forums, debates, and public hearings where candidates explain the academic and administrative plans. The consultation processes are well documented and copies of the final recommendations and / or reports by the faculty are saved in the UPRA Senate Administrative office.

UPRA has had three chancellors appointed by the Governing Board (or by the Board of Trustees) in the past 10 years. All the administrative and academic processes have run efficiently with no significant changes. This is because every designated chancellor is a member of the UPRA faculty, all of them know the Institution and have been committed to provide high quality education, support its constituents with clearly defined roles and responsibilities, and pursue the institution's mission. Therefore, transition from one administration to the next has run smoothly as the former chancellors have been available for consultation. Table 4.2 summarizes the chancellors designated by the governing board as recommended by the presidency from 2005 to 2014.

Table 4.2
UPRA chancellors from 2005 to 2014

Chancellors	Academic Rank and Academic Department	Years in Office
Dr. Edwin Hernández-Vera	Professor, Biology	2003-2009
Prof. Juan Ramírez-Silva	Professor, Biology	2010-2013
Dr. Otilio González-Cortés	Professor, Tele-Radial Communication	2014- to present

Shared Governance and Governing Bodies

[The University of Puerto Rico Law](#) has clearly established a collegial governance structure or shared governance. Since 1993, when the Board of Trustees was institutionalized by law, it was established as a public interest to assure student and faculty representation throughout the university governance structure. The University of Puerto Rico Law recognizes the importance of the faculty (Article 9) and students (Article 10) as members of the academic community and welcomes their contributions and collaboration in pursuing the university's mission and objectives (Article 9, RGUPR). Therefore, both the statute and the RGUPR ensure the faculty and student representation in the governance structure of the university. As representatives of the academic community, they are responsible for looking out for the best interest of the Institution beyond their personal aspirations or particular interests.

The university governing bodies promote the higher values of democracy and their decisions are ruled out by the majority of their membership. Each governing body in its bylaws has established how they conduct their work sessions and how they use parliamentary procedures to facilitate discussions and ensure equal time for members to express their points of view. For example, the [Academic Senate Bylaws](#) in Article 1.5 state the use of Reece B. Bothwell's *Manual of Parliamentary Procedures*.

University Board

As stated in [Article 6 of the University of Puerto Rico Law](#), the President has an advisory board known as the University Board. The University Board functions are focused on the integration and coordination of the university system and the coherent planning of academic, administrative, and financial matters among the eleven autonomous units. The University Board is composed of three designated members of the President's staff and the executive financial officer, eleven chancellors, eleven elected academic representatives, and eleven student representatives of the university system.

UPRA, as well as other units, has three representatives before the University Board: the chancellor, a faculty member elected by the Academic Senate from within its members, and a student elected from the UPRA Student Council. The faculty representative is the spokesperson for the Academic Senate as established in Article 6.6 of the Academic Senate Bylaws, and, as a member of the board, he or she represents the Academic Senate's point of view. Meanwhile, the student representative is the spokesperson for the Student Council and speaks on behalf of UPRA students as established in the UPR [Student Bylaws](#).

UPRA Advisory Boards

The Chancellor has two advisory or governing boards, the Academic Senate and the Administrative Board. As established in the Law of the University of Puerto Rico and in the RGUPR, the UPRA governing bodies have a transparent policy of academic and fiscal procedures. In addition, the composition of the governing boards ensures the impartiality of these bodies since the academic community participates in the decision making process. Moreover, the

diversity among the faculty representatives within the Academic Senate membership and the designation of department directors representing different academic interests in the Administrative Board contribute to the transparency of the processes.

As stated in [Certification No. 113-1998-1999 BT](#), the Academic Senate consists of twenty-five members of which fifteen are non-administrative faculty representatives, four student representatives, the Library director, the president of UPR (*ex officio*) and the chancellor and his staff (academic, student and administrative deans). The non-administrative faculty is represented by thirteen members, one senator elected for each academic department, one senator elected representing the librarians and another one representing the Counseling and Psychological Services department. The functions of the Academic Senate are established in Article 11 (d) of the University of Puerto Rico Law and the procedures to constitute this governing body and its membership are stated in [Article 21 of the RGUPR](#). UPRA's Academic Senate is the faculty official forum to discuss any institutional academic situation. The Senate seeks solutions to academic problems by approving policies or procedures, consistent with the RGUPR, which applies exclusively to UPRA, as an autonomous unit of the university system. This governing body promotes academic excellent and the Dean for Academic Affairs must inform the Senate on how the institution complies with the standards of excellence required by institutional or professional accrediting agencies. The processes related to accrediting agencies are explained in Standard 11.

At the beginning of each academic year, the Senate established a calendar of relevant academic topics to be included in its monthly meeting agenda. These topics are suggested by the Planning and Institutional Research Office, according to the academic and administrative priorities as stated in the Institutional Strategic Plan.

The composition of the Administrative Board is established in [Article 8 section \(a\) of the University of Puerto Rico Law](#) and consists of two elected academic senators, four designated academic program directors (two appointees represent science and technology programs and the other two represent arts and humanities programs), one student representative, and the chancellor and his staff. The functions of the Administrative Board are established [in section \(c\)](#) of the same article of the statute. This governing body is responsible for approving policies and procedures of administrative matters and for ratifying UPRA's budget. In Standard 3, it is described the collaborative effort of the Institutional Strategic Planning Committee and the Committee for Budget Analysis in order to recommend allocation and distribution of resources to the Chancellor and his staff. However, the Administrative Board confirms the recommended budget.

Moreover, the Administrative Board (as established in Article 9.1 of its bylaws) has to approve a yearly calendar for their ordinary meetings at the beginning of each academic year. This agenda is published and made known to the academic community, mainly because it indicates the specific dates for the consideration of administrative procedures which include tenure considerations, promotions, leaves of absence, and financial aid for continuing academic development of faculty and non-teaching staff. Consequently, the Administrative Board is very effective in meeting their responsibilities, and they work during the whole year, including the summer vacation period, in order to meet their stated objectives.

Since 2008, and at the beginning of each academic year, the Academic Senate and the Administrative Board have been involved in organizing a workshop for newly elected or newly designated members. The workshop offers new Academic Senate and Administrative Board members the opportunity to discuss and understand the use of parliamentary procedures and to receive a copy of their bylaws. Although the workshop is focused on new membership, every member of the Academic Senate and of the Administrative Board is invited to participate in this activity to promote a proper integration of all members.

Constituents' Participation in the Governance Structure

In order to facilitate student representation in the governance structure and to address students claims effectively, Article 3.1 of the *UPR Student Bylaws* (known as *Reglamento General de Estudiantes de la Universidad de Puerto Rico* of 2009, [Certification No.13 2009-2010 BT](#)), states that each UPR unit has to recognize the right of students to constitute a Student General Council from all academic faculties and a Student Council for each faculty. UPRA's academic structure allows it to have only one student body known as Student General Council which represents approximately 3,800 students. The Student General Council is composed of eighteen students representing UPRA's academic programs (at least two students for each program) and eight students are elected to represent the whole student community. All student representatives are elected by their peers in an election process described in the *Students Bylaws of University of Puerto Rico at Arecibo* ([Certification No. 42 2015-2016 GB](#)) and serve one-year terms. The student council members are responsible for defending students' rights, for contributing and improving the academic development of their constituents and for supporting the institutional development. Furthermore, student's representatives of the Student General Council participate in various institutional committees related to student aid and services and strategic planning.

Since the last visit, UPRA's faculty has been actively involved in institutional committees created to promote decision and policy making. These committees guarantee a participative process among constituents. UPRA has eight permanent committees composed of administration officers, faculty representatives, student representative, and non-teaching staff. These committees are: *Aprovechamiento Académico, Investigación y Creación, Tecnologías, Disciplina, Biblioteca, Reducir, Reciclar y Reusar, Cafetería, Tránsito y Estacionamiento, Revistas y Publicaciones* and *Planificación Estratégica* (See Appendix 4.A). The faculty representatives are elected in faculty meeting from among tenured and non-tenured faculty members with 75% of regular academic load. The elected faculty serves two-year terms and the student representatives are selected from the Student Council membership and serve one-year terms. Three of these institutional committees have non-teaching staff in their membership: *Reducir, Reciclar y Reusar, Cafetería and Tránsito y Estacionamiento*. The non-teaching staff representatives are selected from the workers union's membership.

Other committees have been created to address internal university community necessities or specific issues that affect a particular component of the community. Note that as part of the collective bargain agreement, an institutional committee was established to evaluate the petitions for financial aid by non-teaching staff for professional improvement. This committee is composed by the Dean for Administrative Affairs, a representative of the worker unions of the university system, the Budget Director, the Human Resources Director and local union representatives

(*Hermanidad de Empleados Exentos No-Docentes* and *Sindicato de Trabajadores*). Annually, the committee recommends (to the Administrative Board for their consideration) those petitions that meet institutional requirements.

Assessment of Governance Leadership

In 2005 the Board of Trustees approved an institutional policy to assess institutional leadership ([Certification No. 50- 2004-2005 BT](#)). A procedure was established to assess the performance of the President of the University and the chancellors. Antonio García Padilla, J.D. (past president) was the first president to be evaluated by the Board of Trustees. In UPRA, Dr. Edwin Hernández was the first chancellor evaluated and his performance was rated as excellent, so he continued in his position for three more years.

Afterward, each unit of the university system had to develop its own procedure to assess its leadership, including the chancellor, his staff, and academic department directors. In 2008, UPRA's Academic Senate began drafting the evaluation criteria, an instrument of evaluation for each administrative official and the procedures that would be put into place to make the evaluations possible. Finally, in the year 2010, the Academic Senate approved [Certification No. 2010-2011-21 AS](#) which contained the final evaluation instruments and procedures. At that time, the University found itself dealing with a student strike (which paralyzed university operations) and also was dealing with several important changes in UPRA leadership. Complicating matters, the approved procedure could not be immediately implemented because the officials - those to be evaluated – had to be in their position for at least two years. The combinations of factors above, delayed the implementation of the evaluation procedures. In the year 2013, the Academic Senate approved an amendment to facilitate the evaluation of academic departmental directors and expedite the procedure.

Recently, the Academic Senate developed a self-evaluation procedure to establish an annual level of performance, as based on its statutory functions and responsibilities ([Certification No. 2013-2014-20 AS](#)). An evaluation instrument was designed to assess six areas of Senate performance: leadership, planning, organization, meeting control, decision making, resolving academic issues, and communication. The existing preliminary results indicate the existence of areas in need of improvement: meeting control (79.17%) and the resolution of academic issues (80.39%). However, the senators have also evaluated the governing body's performance as being in a good standing range of 89.09%. The Chancellor designated an Ad hoc committee, composed of members from the Academic Senate, to thoroughly analyze this evaluation and establish an improvement plan to strengthen its performance.

Findings

- Even though the structure of the governing board has been transformed, the university mission and the governance structure of the university system remained unaltered as stated initially in [Public Law No 1 of 1966 as amended](#). The major impacts of these changes are focused on leadership of the UPR's Central Administration; in other words, the impact was mostly felt within Central Administration at the composition of the governing board and within the presidency.

- The changes in leadership were a challenge that the UPR met successfully. This process has become part of the institution's past and present culture and has not compromised its commitment to the mission and objectives.
- UPRA's chancellors have been appointed after a consultative and participative process. The chancellors have the professional background to fulfill their administrative and academic responsibilities and are elected from within UPRA faculty. The designated chancellors have local knowledge of university procedures, which facilitate their administrative performance.
- The University of Puerto Rico Law and the RGUPR, ensure faculty and student representation in the governance structure of the university, and their roles and responsibilities are well defined.
- The University has always promoted formulating decisions, policies, and management practices through a participative process engaging the faculty, the students, and non-teaching staff.
- UPRA has developed its own procedure to assess its leadership including the chancellor and his/her staff and academic department directors. The Academic Senate has elaborated the evaluation criteria, an instrument of evaluation for each administrative official and the procedures that will be put into place to make the evaluations possible.

Standard 5- Administration

Administrative Structure

The University of Puerto Rico at Arecibo is part of a public system of higher education whose principal managing body is the Governing Board. ([Public Law No. 1 of 1966 as amended and also known as the University of Puerto Rico Law](#)). The President appoints the chancellors with the consent of the Governing Board and the Chancellor exercises the administrative and academic authority within his/her respective institutional unit, pursuant to the University of Puerto Rico Law (Art. 7(b) and to university rules and regulations.

The administrative structure of the University of Puerto Rico at Arecibo is defined by [Certification No. 2015-16-46 AB](#) (organizational chart). Some fundamental management functions are summarized in figure 5.1, which appears below.

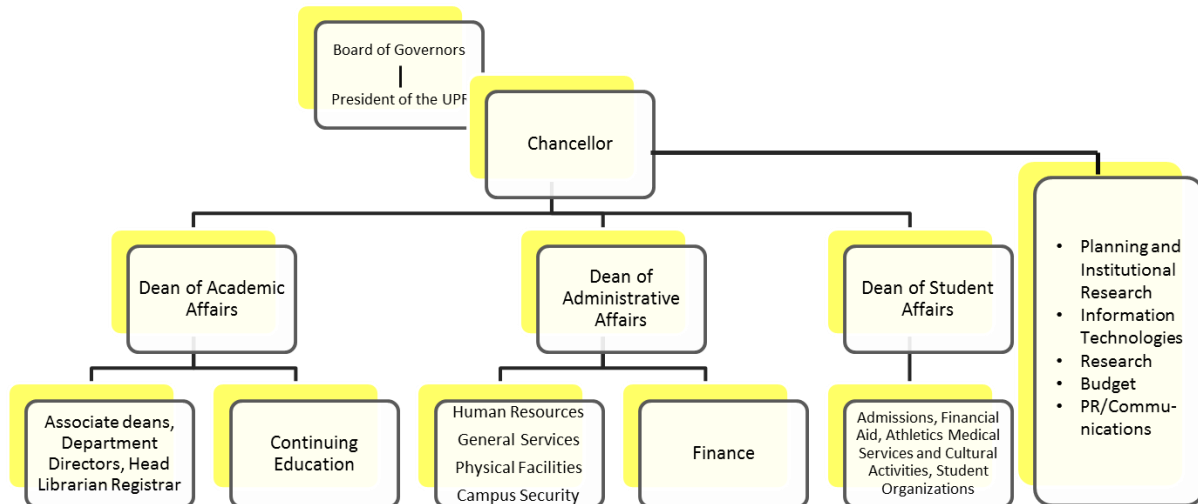


Figure 5.1
Summary of the organizational structure at UPRA

This organizational structure is the frame in which a variety of administrative processes converge to provide operational functionality to the institution. After being granted the autonomy in 1998, the University of Puerto Rico at Arecibo notably improved its operational administrative efficiency. Thus, the University of Puerto Rico at Arecibo not only determines its budgetary priorities but also administers its budget through the Office of Budget.

Similarly, as part of the Finances Office, the Accounting and Payroll Offices process and carry out their responsibilities locally, allowing the university to manage and respond to accounting operations. Regarding the processing of federal grants, as well as the process of transferring federal funds from the approval of proposals presented to the public and private sector, the institution submits requests and manages funds from external resources, without intermediaries. The recruitment of teaching and non-teaching positions takes place locally. The Institution has created its own pool of candidates, which is consulted when hiring needs arise. Its autonomy

allows UPRA to determine the information system that fits its budget possibilities and the operating systems that meet its needs. Decision-making at the local level allows for a more agile process based on the determination of priorities set by the university community.

UPRA has maintained a level of excellence to operate as an autonomous unit; however, being part of a university system, Central Administration (CA) must coordinate many of its academic and administrative processes with and between the other units. CA has developed a system of regular meetings to ensure coordination of functions, and uniform processes, as well as to maintain effective communication between the entire systemic administrative apparatus. Regular meetings are held at central administration as well as with the other units, bringing together a variety of officials, faculty representatives and students, who meet according to the nature of each group's composition and their stated purpose.

These meetings are successful in promoting communication between executives of the autonomous system units. This communication between units is also frequent among the advisory bodies of each unit, such as the academic senate of each campus. UPRA traditionally attends to any novel issue via the Academic Senate, consulting the mechanisms applied in other campuses, as part of the Academic Senate committees' analytical work.

Duties and responsibilities of the Chancellor

As Chief Executive Officer of the institution, the Chancellor has duties and responsibilities clearly defined in [article 7 \(c\) of the University of Puerto Rico Bylaws](#), which defines his/her role as the main administrative entity and academic leader of his/her respective institutional unit.

The University of Puerto Rico Bylaws also provide that the chancellor has other administrative duties, such as "... attending appeals brought before him/her against decisions of the deans," as well as appointing teaching positions and complying with university goals. (Sections 19.3.3 and sub following sections in the *General Regulatory Handbook of the University of Puerto Rico*).

In accordance with the University Act and the University of Puerto Rico Bylaws, the chancellor has the responsibility to promote compliance with the institution's mission, goals, and objectives.

Although the organizational structure of the institution is of a hierarchical nature, the university administration follows a participatory model in decision-making processes, based on the principles of assessment, planning and budgeting (see Standard 2). In order to carry out this process, the university management assigns direct responsibility for the fulfillment of activities that comply with the established objectives. It also conducts regular meetings to monitor these activities, and, within resource constraints, it adopts mechanisms to identify indicators that these objectives have met. The university management meetings include weekly meetings of senior management, biweekly meetings of academic department chairs, regular meetings of supervisory staff, and annual meetings of all UPRA management and supervisory staff to assess compliance with institutional plans. In addition, along with assessment coordinators, management

continuously participates in assessment activities, which monitor the effectiveness of the measures to be implemented.

In the center of this process is a mechanism for assessment alignment, planning, and budgeting, which has been very resourceful at UPRA since 2005 (See [Certification 2005-06-14 AB](#), revoked by the [Certification No. 2010-11-53 AB](#)). After receiving the recommendation of the Academic Senate, the Administrative Board annually approves the academic and administrative priorities of the institution. These priorities are proposed by the Institutional Strategic Planning Committee (ISPC) which is comprised by UPRA's senior management, elected faculty representatives, and student representation. The chancellor oversees the process of identifying and approving academic and administrative priorities and subsequent budgetary allocation, as discussed in Standard 3. He monitors and supervises the implementation of the priorities through various mechanisms, including meetings, reports, and other strategies. Among the strategies used to ensure compliance with these priorities, the institution annually holds follow-up management meetings, as well as meetings to assess compliance at the end of each year. Periodic reports are also submitted to the Senate and the Administrative Board on key issues identified in these academic and administrative priorities, so that the institution can take action to ensure compliance.

Professional Profile of the Chancellor and His Academic-Administrative Priorities

On July 1, 2014, Dr. Otilio González-Cortés began duties as Chancellor of the University of Puerto Rico at Arecibo. Dr. González-Cortés (see the link to the [Chancellor's curriculum vitae](#)) has served on the faculty of the Department of Tele-Radial Communication of this institution for 24 years, and holds the rank of full professor since 2007. He has an extensive academic background (MA - Ohio State University, Juris Doctor - University of Puerto Rico, PhD - University of Florida), continuing professional development training in Communications-related aspects, Planning and Law, as well as administrative experience (Dean for Academic Affairs, assistant to the President for Student Affairs, and Director of Planning and Institutional Research (OPIR)).

Likewise, Dr. González-Cortés has been a member of the Academic Senate—President of the Laws and Regulations Committee for two terms, and Chairman of the Committee for Faculty Affairs—and has been active in various initiatives of academic management, such as coordinating several accreditation, planning, and institutional assessment committees. All the issues presented in Dr. González's work plan are consistent with the goals and objectives of UPRA's mission and the 2008-2014 Institutional Strategic Plan. Appendix 5.A summarizes some of the issues identified as priorities in the Chancellor's work plan.

Management Staff Profile

Part of the chancellor's responsibilities as Chief Executive Officer is the selection of managerial personnel. In the case of deans, a consultation process before nomination is required along with the approval of the Governing Board. The chancellor's profile and that of the deans are established in certifications approved by the Academic Senate (See Standard 4). In the case of academic management positions, the minimum requirements for hiring are the same as those

required for the hiring of teaching faculty (minimum preparation of a Master's degree in the area of expertise, preferably a Ph.D.).

When selecting departmental chairs, their academic preparation and academic and administrative experience are considered. Department chairs of accredited academic programs must also meet requirements set by the appropriate accrediting agencies. In the case of other executive officers (with special emphasis in the areas of budget, finance, and technology), academic credentials and experience are evaluated. The *curricula vitae* of all UPRA's executive officers will be available in the university's Reading Room. Appendix 5.B summarizes the top management officials in UPRA and professional qualifications for the position they occupy.

Recruitment Strategies for Teaching and Non-teaching Staff

As a public institution, the University of Puerto Rico maintains standards outlining recruitment strategies for teaching and non-teaching staff. In the case of recruiting tenure-track teaching staff, open calls are published in order to promote the participation of the most competent candidates. The most appropriate methods are used to divulge employment opportunities to reach a higher number of candidates (newspapers, journals, etc.). The selected personnel must successfully pass a tenure-track of five (5) years before being recommended for a permanent appointment. This process is detailed in Standard 10 in this self-study. In the case of non-teaching staff, the Governing Board has frozen these positions as part of the precautionary measures to ensure the optimization of the budget. Thus, when the unit requires the recruitment for a non-teaching staff position, it must request authorization from the President of the University, who considers the available budget, projections, and possibilities of filling the position by redistributing functions.

This method of attrition aims to gradually adjust the payroll of all units in the system of the University of Puerto Rico. After receiving authorization, the unit follows a mechanism of emission of calls based on the provisions of the Non-Teaching Staff Classification Plan (1998-2002), the UPR Rules of Recruitment and the collective bargain agreements with the two unions recognized by the UPR: *Hermanidad de Empleados Exentos No-Docentes* (which includes office personnel) and *Sindicato de Trabajadores* (which represents maintenance employees).

The Office of Human Resources maintains a record of job vacancies in the institution, and also has a pool of candidates according to the minimum academic preparation and experience in possible recruitment positions. The recruitment process in UPRA is based on the principle of merit and equal opportunities, as in any government entity. The calls to cover administrative positions are disseminated in different media in order to reach the highest number of candidates. These calls include the job description of the position and level of responsibility, academic preparation required, and the minimum experience needed for the job. The candidates will compete by means of a non-contact, uniform examination system that measures abilities, skills, and needed experience for the proper performance on tasks required by the position. The evaluation process includes interviews with the candidates, following the order of their scores, and in accordance with agreements reached.

The Office of Human Resources identifies the candidates who meet these minimum requirements and provides guidance on the interview process to offices and academic

departments, in order to identify suitable candidates. It is the department or the office that submits a recommendation to the chancellor, who makes the appointment and swearing in of the recommended person. These recruitment strategies have enabled the institution to have the ideal human capital. Any employee appointed to a permanent-level job position is subject to a probationary period. During this period he or she is evaluated in two instances: by their immediate supervisor and the dean of the corresponding are; a preliminary review; and one at the end of the period. These supervisory/administrative officials recommend or not the permanent job position to the Administrative Board of the unit, based on the employee performance review. The Board is responsible for granting or refusing the tenure application of administrative staff.

Evaluation of Management Personnel and Non- teaching Staff

UPRA has adopted mechanisms to ensure the training and development of the university leadership. In order to achieve personal and professional development of university officials, assessment processes, which vary depending on the official to be assessed, have been developed. The assessment procedure for the chancellor is established in [Certification No. 50 2004-2005 BG](#). It requires a process of an annual formative evaluation and triennial summative evaluation, and it considers the following criteria: institutional planning, administration, academic management, leadership, decision making and problem solving, external relations, professional development, and efforts related to improve the educational experience of students from recruitment to graduation.

Administrative evaluation of faculty members in management positions is conducted annually by the Dean for Academic Affairs or by the corresponding dean or the Chancellor, if the office in question is not attached to the Deanship for Academic Affairs. This evaluation is part of the faculty evaluation system, which requires administrative, student, and peer assessments. However, [Certification No. 2010-2011-18 AS](#) which governs the assessment processes of deans and department directors—was approved in order to address concerns of the university community on the effectiveness of these mechanisms for evaluation. In short, a formative evaluation process is established upon two years of performance in a position, along with a summative evaluation at the end of four years of performance. After several revisions, the implementation of this evaluation mechanism is programmed to occur during the academic year 2015-16, involving departmental directors who had spent more than two years in their positions. Until full implementation of the new peer review system, both evaluation mechanisms remain in effect for teaching faculty in managerial positions.

Non-teaching staff at supervisory position must be evaluated annually as stated in [Certification No. 2014-2015-69 AB](#). However, non-teaching staff with regular appointment is only evaluated by the Human Resources Office during the probation period. These evaluations are done in writing and discussed with the administrative authority of the unit and the employee. If the employee is recommended favorably, he or she is granted permanent appointment. In contrast, non-teaching staff with irregular appointment (temporary, substitute, especially part-time) is evaluated regularly. These assessments are considered in the process of reappointment at the end of their respective terms.

The institution recognizes the importance of the assessment process and the Human Resources Office is elaborating a pilot program for evaluating permanent non-teaching staff. This program and the evaluation instruments have to be developed in collaboration with the worker's unions. Moreover, the assessment instrument to be used would be one approved by UPR's Central Office for Human Resources.

Staff Professional Development

UPRA is committed to supporting teaching and non-teaching staff, so that they maintain a high level of performance in their positions and conduct their duties with excellence. Professional development strategies for teaching staff are detailed in Standard 10. Trainings for both teaching and non-teaching staff are often coordinated, and this contributes to the integration and strengthening of relations between faculty and staff.

The Human Resources Office maintains a program of non-teaching staff trainings, whereby employees receive continuing education to help them keep abreast regarding their duties. Non-teaching employees have various opportunities for professional development or training. They can expect to be reclassified to other internal positions if their duties or interests vary, taking into account availability and benefit to the institution.

Similarly, the University of Puerto Rico at Arecibo participates in training programs in ethics, in which both teaching and non-teaching employees must certify attendance of 20 hours to workshops or trainings on Governmental Ethics every two years (see Standard 6). In the case of administrative staff supervisors, the institution maintains training programs for such personnel. Appendix 5.C shows a sample calendar of trainings for the first semester 2014-15.

There is administrative staff that, because of the complexity of their duties, must also participate in ongoing training as part of their profession or tasks inherent to the job. This applies to administrative assistants and specialized personnel, such as employees of the Center for Information Technology (CTI), Finances, Medical Services, Financial Aid staff and laboratory technicians, among others. Furthermore, since 2007, UPRA institutionalized a training program for academic department chairs named *Directors Academy*, focused on the areas of leadership, administrative processes, grants availability, curricular development, among others.

Institutional Effectiveness

Institutional effectiveness is a systematic, explicit, and documented process that allows for the gauging of the performance of the university in terms of its institutional objectives. It ensures that the university successfully executes its mission, goals, and objectives through the continuous improvement of academic programs, administrative, and student support services. The University of Puerto Rico at Arecibo attends to the assessment of institutional effectiveness, including the assessment of the administrative staff, procedures and services, as established in the Institutional Assessment Plan. This assessment has been organized in four main areas, namely learning, other academic activities, student services, and administrative processes ([Institutional Assessment Plan Certification No. 2005-06-18 AS](#)). This structure allows for documenting the effectiveness of the institution by identifying strengths, areas for improvement and corrective actions that result in the

fulfillment of the mission and the development and institutional renewal. Detailed information on the assessment of institutional effectiveness is presented in Standard 7, and learning assessment is summarized in Standard 14.

All institutional renewal process involves the continuous collection of data to support decision making and to implement corrective actions. With the approval of the agenda for systemic planning titled [*Ten for the Decade 2006-2016: An Agenda for Planning*](#), the University of Puerto Rico strengthened its culture of collecting and evaluating data on the operations and institutional behavior of all units.

In UPRA, administrative leaders continually use available data to support decision-making. Among the documents continuously used are the following:

- Strategic Plan and supporting documents (Report on Internal Environment External Environment Report, etc.)
- Assessment reports
- Budget
- Audit reports (internal, Office of the Comptroller, etc.)
- Institutional statistics
- Student Profiles and student tracking studies
- IPEDS reports and other data submitted
- Accreditation self-studies and program evaluation
- Effectiveness indicators
- Existing regulations

Monthly reports with essential data are programmed in the meetings of the Academic Senate. These reports are part of the Chancellor's monthly presentation to the Academic Senate. In addition, Senate committees analyze available data or gather more information to underpin decision-making process and propose alternatives to address a variety of academic issues at Senate meetings. Similarly, data reports are periodically presented to the Administrative Board. Appendix 5.D summarizes the issues discussed at the regular meetings of the Academic Senate and the Administrative Board.

The discussion of these issues traditionally results in the adoption of measures for in-depth assessment or the adoption of corrective action. Some of the measures that have emerged from these reports are modification of the retention plans, plans for updating laboratories and classrooms, budget adjustments, approval of strategic goals and objectives of the strategic plan, identification of annual academic priorities and administrative plans, review of services such as registration procedures, security alerts, maintenance schedule services, and changes to programming of courses.

Findings

- The Institution has an administrative structure which promotes the effectiveness of its operation and functionality.

- The Chancellor's academic background and experience promote the achievement of the mission, goals, and objectives of UPRA.
- Effective mechanisms of communication have been established between Central Administration, UPRA, and other units of the UPR System.
- The Institution has well defined procedure for recruiting, evaluating, and promoting professional development for university personnel.
- The management staff has the knowledge and the experience for the jobs they occupy.
- All institutional renewal process involves the continuous collection of data to support decision making and to implement corrective actions.

Standard 6- Integrity

Introduction

UPRA acts with integrity and transparency in all aspects of its relationship with its constituents and the external community. The Institution is regulated by the Commonwealth of Puerto Rico laws, Federal Laws, requirements of specialized accrediting agencies, and institutional policies from the Academic Senate and Administrative Board. It is licensed in decennial cycles by the Puerto Rico Council of Education as stated in [Certification No. 2007-097 PRCE](#) as amended. The [General Regulatory Handbook of the University of Puerto Rico](#) specifies the processes, procedures, rights and obligations of the non-teaching staff and faculty and is supplemented by the certifications of the Board of Governors. The institution also complies with the requirements of submitting information such as the Integrated Postsecondary Education Data System (IPEDS) and the [Student Right to Know Act](#) (SRTKA). UPRA adheres to ethical standards by reporting and addressing grievances on sexual harassment, equal opportunity, disclosure of information, its own stated policies, and supporting academic and intellectual freedom, among others. Institutional policies and procedures are published in the 2016-2020 [UPRA Catalog](#) and are available online at UPRA's webpage.

This standard presents a synopsis of UPRA's practices and procedures to show its commitment to integrity.

Integrity and Ethical Practices

The University of Puerto Rico is committed to ethical practices and promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR Student Bylaws ([Certification No. 13, 2009-2010 BT](#)) defines academic dishonesty and establishes what conducts are subject to disciplinary action. These include fraudulent actions, damage to property, and academic dishonesty, among others. Any unethical behavior will be subject to disciplinary action in accordance with the disciplinary procedure written in the [UPR Student Bylaws](#). Moreover, the [Faculty Handbook](#) and article 35 from the *General Regulatory Handbook of the University of Puerto Rico* establish the disciplinary actions that apply to all the personnel. Also, the Policy on Academic Relations between Professors and Students in the Classroom (*Política sobre Relaciones Académicas entre Profesores y Estudiantes en el Salón de Clases*, [Certification No. 2006-07-27 AS](#)) as amended, establishes the guidelines for the relations between students and professors. UPRA Academic Senate and the UPR University Board approved the new *UPRA Complementary Student Bylaws* ([Certification No. 2014-2015- 17 AS](#)). Moreover, the Academic Senate developed the Academic Integrity Policy ([Certification No. 2015-2016-17 AS](#)).

The Institution monitors its own integrity and ethical practices through formal evaluations to faculty such as administrative evaluations ([Certification No. 2011-2012-06 AS](#)), student evaluation ([Certification No. 2011-2012-18 AS](#)), and peer evaluations ([Certification No. 2011-12-10 AS](#)). In addition, non-teaching staff is evaluated by Human Resources protocols. Moreover, the Academic Senate created an Ad-Hoc Institutional Integrity Committee ([Certification No. 2014-2015-18 AS](#)).

The Puerto Rico Government Ethics Act establishes regulations ([Law No. 12, June 1985](#), [Commonwealth of Puerto Rico Ethics Bylaw No. 4827, November 20, 1992](#)) regarding the continuous education of government employees in cycles of 20 biennial hours. As required by the Puerto Rico Government Ethics Act, the Institution must have an ethics committee to ensure compliance with the law. This committee designs activities, workshops, and conferences to orient its constituents about ethical practices. Moreover, ethical behavior is monitored by a Human Resources official who keeps track of the hours and reports compliance to the Ethics Office of the Commonwealth of Puerto Rico. (Compliance with the Ethic Office of the Commonwealth of Puerto Rico year [2010-12](#) and [2012-14](#))

In addition, the Center for Professional Development of Faculty (*Centro de Desarrollo Profesional de la Docencia*, CPDF) and the Center for Research and Creative Endeavors (CRCE) work in collaboration with the Institutional Ethics Committee members to organize seminars and workshops that are accredited for ethic hours. All these faculty activities foster a climate of respect for the diversity of backgrounds, ideas, gender perspective, anti-discrimination, and anti-harassment policies in our Institution, copyright laws, among others.

The Institution must also comply with Federal laws and requirements for information, such as the IPEDS (Integrated Postsecondary Education Data System), the Students' Right to Know Act and the System-Wide Policy and Procedures for Responding to Allegations of Possible Research misconduct of the University of Puerto Rico ([Certification No. 45-2006-2007 BT](#)).

Principles of Intellectual Property Rights

UPRA, as an institution of Higher Education is in compliance with the Copyright Federal Law ([Certification 132-2002-03 GB](#), [93-140 Council on Higher Education](#), [Circular 95-01](#)), Intellectual Property Acts, [Institutional Policy and Patents and Inventions](#), [Institutional Policy Regarding Intellectual Property](#), [Reproduction of Works and Protected by Copyright Law](#), among others which regulate the professional behavior. In addition, the Library offers workshops and distributes brochures and other publications such as [Plagio en la academia: Guía para los profesores](#) (Plagiarism in Academia: A Faculty Guide) to disclose important information about plagiarism for students and faculty with the purpose of stimulating and guaranteeing ethical conduct in research process. Moreover, CDPD and CIC offer workshops about intellectual property, patents and inventions to all constituents. Information regarding intellectual property is available in UPRA webpage, NORMATECA, and UPRA Library webpage.

Respect for Diversity

The Institution is committed to respect, accept, attend, and value differences of its students, faculty, and non-teaching staff such as ethnic differences, gender, sexual orientation, religious, socio-economic, political views and members with special needs, among others, within a globalized society. Moreover, it is committed to ensure that constituents have the knowledge, skills, and dispositions to effectively teach and serve diverse learners, including non-Spanish speaker, students from other countries and with exceptionalities ([Certification No. 58-2004-2005 BT](#)). The cultural richness and the meaningful atmosphere of the urban settings of the Institution

attract faculty, non-teaching staff and students from diverse groups because it permits personal relationship and active environment.

The process of recruitment and retention of faculty, non-teaching staff, and students guarantees equal employment opportunity and enforces UPR's anti-discriminatory policy. Although racial and national diversity are limited because we are mostly a Hispanic serving institution, UPRA makes the efforts to recruit diverse students and staff.

Intellectual Freedom

UPRA ensures compliance with intellectual freedom as stated in article 11 of the *General Regulatory Handbook of the University of Puerto Rico*. If a violation to this article occurs, student may file a complaint before the Ombudsperson. If the complaint proceeds, the ombudsperson will refer the case to the corresponding academic official.

Students' Grievances

UPRA has several resources for addressing students' grievances. The principal resource is the [Student Ombudsperson](#) who is an autonomous officer of objective criterion directly appointed by the chancellor. When selecting the Ombudsperson, the Institution must abide by [Certification No. 32-2005-2006](#) and [Certification No. 119, 2014-2015 GB](#) which establishes the policy with respect to the criteria, functions, and appointment of the Ombudsperson. This office deals with any grievance dealing with sexual harassment, domestic violence, financial aid and academic relations between professors ([Certification No. 2006-2007-27 as amended AS](#)) and students in the classroom, among others.

Moreover, the institution has an Institutional Academic Achievement Committee that deals with any grievances regarding changing grades, transfers, and validations, among others ([Certification No. 2006-2007-14 AS](#)). This committee works in collaboration with the Dean for Student Affairs to ensure the transparency of the processes.

UPRA is committed to providing students with a safe learning environment as stated in [Circular letter No. 92-01 of May 28, 1992](#). As part of this commitment, in 2008 it drafted a [Security Protocol](#) to help promote and maintain a risk-free environment. This protocol was amended in 2014 and states that, in the event of an emergency students must first contact the security guard who is under the purview the Dean of Administrative Affairs. The guard is then responsible for implementing the Security Protocol. All incidents are recorded and properly addressed. The institution complies with the Jeanne Clery Act by reporting any criminal incidence that occurs inside its campus on its website and submitting an annual report. In 2014, an Emergency Message System was implemented to alert students and faculty of any incidence occurring on campus. Moreover, the Quality of Life Program developed a [Security Manual](#) for students' easy access to security norms and policies. This manual is based on the Institution's Security Protocol.

Finally, el [Buzón Exprésate](#) is an innovative alternative that allows students to freely express their concerns. The Institutional Assessment Coordinator ascribed to OPIR, channels the information provided in this tool to its respective deanships.

Curricular Sequence of Academic Programs

Each academic program is guided by a published academic curriculum that is available to the student from admission. The curricular sequence for each program is available in the Institution's catalog, academic program brochures, UPRA webpage. The Institution offers its courses following curricular sequences. Each semester, students are oriented about their curricular sequence through the process of academic advising. If any student tries to enroll in a course that requires a pre-requisite and does not follow the curricular sequence, the enrollment system won't allow the registration. A flag, or warning message, will appear notifying the pre-requisite.

Dissemination of Institutional Information

UPRA is in compliance with the principle of academic integrity in divulging institutional information, both to the university community and external community, through the 2012-2015 UPRA Catalog. The catalog and UPRA webpage are the main source of official information about academic programs, general education programs, policies, procedures, physical installations, student services, among others. Moreover, all academic departments offer brochures with important information about curricular sequences, objectives and alumni profile, among others. In addition, information for academic and extracurricular activities are posted in *El Lobo Digital* (The Digital Wolf), sent through *El Cartero El Lobo*, communicated through the UPRA Web Radio, televised through UPRA Web TV, and in other regional and national media. The NORMATECA is an official database for all Administrative Board and Academic Senate certifications that is available for the both the internal and external community. Furthermore, the Library plays an important role in the dissemination of policies regarding copyright laws. Through their [Information Skills Program](#) (*Programa de Destrezas de Información*) all UPRA's constituents are informed of current ethical practices.

Assessment of the Integrity of Institutional policies, processes and practices

One of the strategies used to assess the integrity of its processes and practices is the design and implementation of an organizational intervention known as *Mejoramiento de Procesos* (Improvement of Processes). The aim is to streamline processes to make them more agile and efficient.

The Office of Institutional Assessment, ascribed to OPIR, works with the assessment of administrative processes and the areas of Receipt and Delivery, Purchasing, and Internal Mail, among others to improve their services. To assess these areas, the Office of Institutional Assessment invites the supervisor and employees from the area and an internal client (personnel directly impacted by the service) to form a committee in charge of analyzing and evaluating the processes of said office. Once this assessment is completed, the committee establishes corrective actions. Standard 7 details this strategy.

Other strategies that allow the assessment of the institutional practices and policies are the staff meetings between the chancellor and his managerial staff and the Annual Management Forum. These meetings allow the institution to continuously evaluate the work plan and analyze the status of academic and administrative priorities to implement action in this regard.

Findings

A review of UPRA's actions about the ethical and integrity principles revealed:

- The institution acts with clarity, fairness, and integrity with its constituencies and external community.
- UPRA has procedures to attend grievances of all of its constituencies
- Procedures, certifications, and policies are available in many places, in print, and online.
- UPRA successfully developed the UPRA Complementary Student Bylaws.

Standard 7- Institutional Assessment

Introduction

This standard covers the implementation of the Institutional Assessment Plan and the strategies used to measure institutional effectiveness. In the last ten years, the University of Puerto Rico at Arecibo (UPRA) has strengthened the institutional assessment through an organized, sustained, and systematic process that begins with the collection of information from various areas that allow for identification of the strengths and weaknesses of the Institution in order to maintain a process of continuous improvement through the implementation of corrective actions. Figure 7.1 shows the institutional assessment cycle at UPRA.

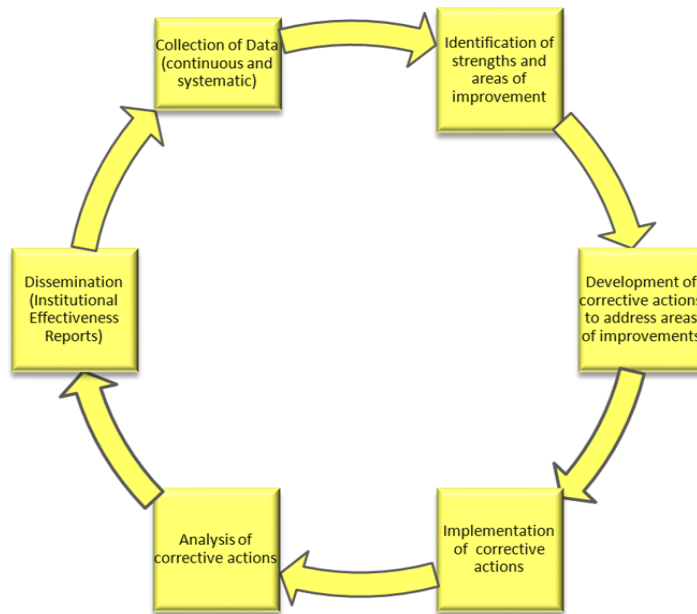


Figure 7.1.
Institutional Assessment Cycle

These assessment efforts at the institutional level have been guided by the Assessment Policy ([Certification No. 2002-2003-42 AS](#) as amended) and *Institutional Assessment Plan* ([Certification No. 2005- 2006-18 AS](#)). According to the Policy, assessment is defined as follows:

"It is a continuous process of self-evaluation to which the institution voluntarily submits in order to determine strengths and limitations in fulfilling its educational mission, using the information obtained to correct deficiencies and develop new alternatives which will enable it to achieve effectiveness and excellence in its goals and objectives."

The purpose of the *Institutional Assessment Plan* (PAI for its Spanish acronym) is to organize and coordinate all assessment efforts at UPRA. This allows for documenting initiatives and

establishes an action plan that assesses the effectiveness of strategies and methods used, based on four areas of assessment (See Figure 7.2).

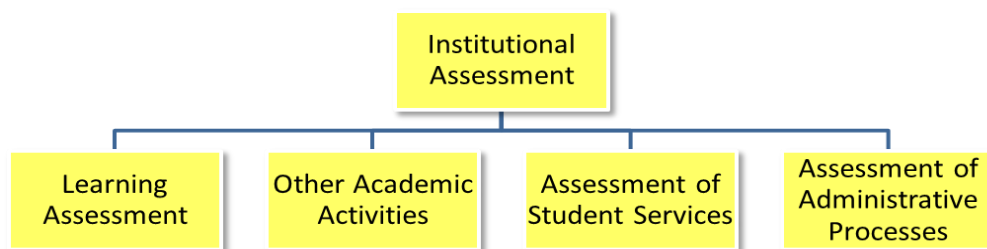


Figure 7.2
Areas of Institutional Assessment

Coordination of and Support for Institutional Assessment Tasks at UPRA

The Institutional Assessment Committee (CAI for its Spanish acronym) consists of six members who represent and coordinate the four areas of assessment. Within the group, there is representation from Planning, Institutional Research, and Accreditation offices, and the deans of Academic, Student and Administrative Affairs. An Institutional Assessment Coordinator facilitates articulation of the four areas, in collaboration with the coordinators of Learning Assessment, Student Services, Administrative Processes, and Other Academic Activities. This designated officer and the Committee are assigned to the Office of Planning and Institutional Research (OPIR).

The coordinators attend trainings and workshops to strengthen their knowledge and skills regarding assessment. Likewise, the administration encourages assessment as the main subject discussed in various meetings, and supports activities, such as forums, and departmental and faculty meetings, among others.

CAI members prepare an operational plan for the academic year, which is based on the *Institutional Assessment Plan* (PAI for its Spanish acronym). The operational plan identifies the offices, processes, or services to be worked on each year. The selection criteria are based on the findings from student follow up surveys, compliance reports on the strategic plan, institutional effectiveness reports, statistical data, and annual reports, among others. The selection can also occur upon the chancellor, dean, or office director's requests.

Aligning Institutional Assessment with UPRA's Mission and Planning

The PAI recognizes that academic areas, as well as student services and administrative support, are an integral part of UPRA. Therefore, all assessment efforts made in these areas converge and aim at complying with the institutional mission.

The assessment process sustains UPRA's planning. When designing the strategic plans, the Institutional Strategic Planning Committee (ISPC) works on assessment of all areas by identifying

their strengths and areas of improvement. Moreover, it analyzes the opportunities and challenges of the surrounding environment using the SWOT analysis (see Standard 2). These analyses and information obtained from the four areas of assessment resulted in internal and external environment reports. These reports sustained the structuring and development of the PEI by means of strategic goals, objectives, activities, and indicators. Thus, assessment helped us identify and highlight academic and administrative priorities and needs of the institution, leading to a planning of actions to be taken via indicators that allowed us to identify our effectiveness and the budget allocation destined for those priorities.

The PAI aligns assessment areas with the goals of the *Institutional Strategic Plan* (PEI for its Spanish acronym). This alignment began with the first *Institutional Strategic Plan* for the 2003-2008 period. Because the Institution recognizes the importance of this alignment, the [2010](#) and [2015](#) PAI were updated and aligned with the institutional strategic plans of [2008-14](#) and [2015-2020](#) respectively.

A summary of the alignment between the mission, the *Institutional Strategic Plan* and Institutional Assessment is shown in Table 7.1.

Table 7.1
Alignment of Mission, Institutional Strategic Plan, and Institutional Assessment

Mission Abstract	Strategic Plan 2008-2014		Institutional Assessment	
	Goals and Objectives	Assessment Area	Effectiveness Indicator	
			Indicator	Findings
...dedicated to the production and dissemination of knowledge through teaching and research	Goal 1:	Learning	Percentage of reviewed or accredited programs according to the schedule or evaluation cycle	85.7% (2015-16)
	Objective 1.9			
	Obtain and maintain accreditation, ... of all academic programs that qualify			35.7% (2009-10)
	Objective 1.14 ... Strengthen information skills and library services	Other Academic Activities	Level of student satisfaction with the Information Skills Program in support to research and learning	Graduating Students 85% (2015) Graduating Students 76% (2009)
supported by a network of student services	Goal 3:	Student Services	-Enrollment Rate	94% (2015-16) 86% (2009-10)
	Objective 3.7			
	Assess the full impact of the recruitment, retention and persistence plans		-Retention Rate	83% (cohort 2014) 76% (cohort 2009)
			-Graduation Rate	43% (cohort 2009) 28% (cohort 2003)

Mission Abstract	Strategic Plan 2008-2014		Institutional Assessment	
	Goals and Objectives	Assessment Area	Effectiveness Indicator	
			Indicator	Findings
	Goal 10		Total of	19 laboratories -41%
	Objective 10.1	Administrative Processes	updated/remodeled	28 classrooms-61% (2014-15)
	Increase ... improve academic spaces available including classrooms, laboratories ...		laboratories and classrooms	9 laboratories-20% 9 classrooms-20% (until 2012-2013)

Another strategy for institutional assessment which provides opportunities for reflection on the integration and analysis of planning and assessment processes in accordance with the mission is the *Annual Management Forum*. This activity takes place in the first semester of each academic year; it is an all-day work sessions, where university managers report on their compliance with academic and administrative priorities, which are identified annually and are based on the PEI and institutional assessment.

Another measure to evaluate the articulation of the *Institutional Strategic Plan* 2008-2014 and 2015-2020 with the Institutional Assessment is a questionnaire administered to UPRA's academic and administrative managers. Results from these questionnaires show that 92% of the management officers incorporate the corrective actions that result from their assessment plans, and that they participate in planning and institutional assessment processes in collaboration with their staff. Similarly, 92% of the managers think that implementing the *Institutional Strategic Plan* and institutional assessment have contributed to the continuous improvement of academic and administrative processes.

Next are some examples of assessment processes and how these have been worked on through the four areas of assessment.

Assessment of Offices, Academic and Administrative Processes, and of Student Services according to Institutional Assessment Areas

Learning assessment. The assessment of learning is a core area within institutional assessment, consisting of assessment processes in the classroom, in general education, and in measuring the effectiveness of academic departments. The PAI presents the eight indicators of excellence that are an essential part of this area of assessment and are referred to in Standard 14. Specialized accreditation programs have proven to be one of the most ambitious and important projects in this area of assessment. From the academic programs eligible for accreditation, 85.7% have succeeded in attaining it.

These accreditations have strengthened the areas of assessment of student services and administrative processes, as well as support mechanisms for the assessment of learning. Standards

11 and 14 will detail information on the specialized accreditations, their implications, as well as an analysis of student assessment outcomes.

Assessment of student services. This is an area that has been strengthened progressively. Quantitative and qualitative methodological approaches are used to measure the effectiveness of services provided to students and their level of satisfaction. Thus, the findings are used for documented and more effective decision-making. Some of the processes or services in this area of assessment are shown below.

Student retention. Statistics from 2005 showed that student retention rate was declining consistently (75%). The Institutional Student Retention Committee (CIRE for its Spanish acronym), established in 2005, conducted a study to identify the reasons for the loss of first-year students. Some of the reasons include: a) enrollment in a non-desired academic program; and b) personal reasons. In the 2005-06 academic year, CIRE designed an *Institutional Student Retention Plan* ([Certification No. 2011-2012-16 AS](#)) with seven general objectives. These objectives are: 1) maintain the Institutional Retention Committee active to ensure compliance with the *Institutional Student Retention Plan*; 2) promote a more effective processes of recruitment and selection from incoming students; 3) facilitate the adaptation of new students to college life; 4) strengthen the basic skills of incoming students to improve their academic performance; 5) improve the academic performance of students in concentration and general education courses during their first year of studies; 6) implement and standardize student retention strategies in administrative offices as well as offices that provide direct service to students; 7) assess the full impact of *Institutional Student Retention Plan* in light of the results achieved through its five years of implementation. The main goal of this plan is to standardize and strengthen all institutional retention efforts. As a result of this plan, a series of activities have been implemented since then, such as:

- *Recognizing Distinguished Wolf Cubs (Lobeznos Distinguidos)* began in 2006-07. This is an annual event for first year students who excel in certain areas (GPA, leadership, community services, skills in the arts, music and sports, among others).
- *Arecibo's Early Intervention System (SITA)* was implemented in 2008-09. This is an online referral system for first year students at high risk of leaving the institution, as identified by eight (8) pre-established criteria. This system is linked to student service offices.
- The Tutoring Center in the new Center for Academic Development and Technological Support (CDATA for its Spanish acronym) offers tutoring in Mathematics, English, Chemistry and Spanish, among others. This center houses tutoring and mentoring services from the Title V program and the Centre for the Development of Language Skills and Informatics (CDCLI). Some achievements of the Title V program are: a) increased the number of students using tutoring services from 326 to 2495; b) increased academic achievement as reported by professors and corroborated by grade scores (77%); c) increased the number of faculty who attended a variety of workshops in technology, from 218 to 335; d) increased the number of students taking courses using technology from 1,296 to 2,795; e) increased the number of course sections that use technology from 28 to 585, f) increased the number of faculty participating and attending several workshops in Developmental Education philosophy activities from 240 to 335.

CIRE has continued to work with the implementation of the Plan and to monitor activities. An *Institutional Student Retention Policy* ([Certification No. 2011-12-16 AS](#)) and newsletters aimed at the university community were also approved.

These efforts were evident when the 2014 cohort retention reached 83%. Retention efforts have impacted persistence and graduation rates as stated in table 7.1, which shows that for the 2009 cohort graduation rate was 43% compared to 28% for the 2003 cohort. However, our expectation is to achieve a graduation rate of close to 50%. To achieve this, the Retention Committee will develop strategies to increase retention and graduation rates and include these strategies in the *Institutional Student Retention Plan*.

These positive results have been motivators to pursue other strategies to continue strengthening the *Institutional Student Retention Plan*, according to Certification No. 2011-2012-16 AS.

Moreover, in 2014-15, the Institution began the systematic implementation of the *Improving Students Learning Outcomes through the Implementation of Learning Communities and Enhanced Academic Support Services* grant through the Centre for the Development of Language Skills and Informatics (CDCLI). CDCLI provides face to face as well as online tutoring services, a component that represents an alternative to traditional education. Moreover, the Centre provides structure to the learning communities which have been designed to increase education level in lieu of the new educational trends. Last summer, the Institution began the implementation of this by linking three (3) courses: ESPA 0060 (pre-basic Spanish), ENGL 0060 (pre-basic English) and EDFU 3005 (Personal Development Guidance Seminar) to strengthen institutional efforts for retention. In the academic year 2015-16, more basic courses are being incorporated to these communities along with second and third year courses. The program along with the Institution will progressively incorporate more first year courses.

Enrollment. Enrollment has been a core component of student services. UPRÁ's Enrollment Committee, consisting of the directors of those offices that impact this process, has worked on several corrective actions, such as:

- Locating all officials working the process in the same physical space, in this case, UPRÁ's Theatre, so the student does not have to visit different offices.
- Systemizing several areas, such as tuition waivers, application extensions, confirmation and registration fees, among others.

In August 2014, a survey was administered to students during the enrollment process. The sampling of students expressed a satisfaction rate of 93%, compared to a 43% satisfaction rate in 2013.

Other offices or areas that have worked assessment processes in student services are Admissions, Registrar, Financial Aid, Health Services, Center for Tutoring and Mentoring, Athletic Activities, Student Ombudsperson, Law 51, and Deanship of Student Affairs, among others. These assessment efforts have resulted implementations of corrective actions which have

improved student support services. Figure 7.3 clearly shows how students' level satisfaction with support services has increased over the years since MSCHE's last visit in 2005.

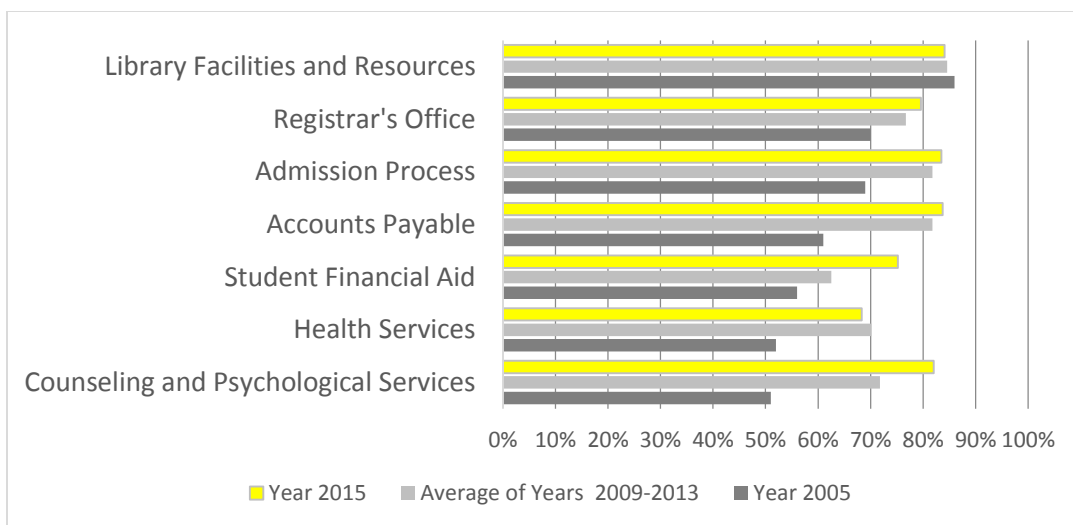


Figure 7.3
Students' Level of Satisfaction with UPRA's Support Services since MSCHE's last Visit

Results from a survey on students level of satisfaction with UPRA shows that on average, from 2005 to 2014, 95% of the graduating students are satisfied to have studied in UPRA.

Assessment of Administrative Processes. This area of assessment works with various methodologies, quantitative as well as qualitative, to measure the effectiveness of the administrative offices. Some of the areas that have been impacted by the assessment process are:

Updating classrooms and laboratories. The Institution established a Facilities Update Steering Committee that has coordinated the phased implementation of improvements and renovations needed in these physical spaces. During the academic year 2013-14, the committee reviewed and updated objective 5.1 of the Framework for Physical Planning (discussed in Standard 2) which specifically addresses improvements to classrooms and laboratories, aligned with UPRA's financial planning.

As of May 2015, 19 laboratories and 28 classrooms have been remodeled. In 2015, 43% of the graduating students said they were satisfied with the classrooms, which represents an increase in the level of satisfaction when compared to a 27% in 2012.

Information Technology Center. From 2008 to the present, processes and services that can be offered online have been identified. This leads to streamlined services and increased user satisfaction. Some of the online processes or services updated in 2014-15 are admission applications, UPRA's website, the messaging system *El Cartero El Lobo*, tuition payment, debt information (i.e. flags), online transcripts information, financial assistance, tuition payment deferrals, and tuition waivers. This online technology has resulted in improvements to the

infrastructure, such as the acquisition of servers, restructuring of the wiring in academic and administrative buildings, improved access to wireless networks, and security of the databases.

Other offices that have been conducting assessment of administrative processes are Occupational Health and Safety and Environmental Protection, Bursar's Office, the Fiscal Office of Financial Aid and Purchases, among others.

Assessment of Other Academic Activities. In this area, work is done with offices or services that provide support of an academic nature. Two of these offices are the Library and the Educational Services Program.

Library. The Library has an Information Literacy Program aimed to help student develop the skills necessary for academic research, so that they can become independent users when managing judiciously the Library's print and online resources.

Library instruction sessions prepare users by means of workshops, demonstrations, and presentations. Librarians also guide students in writing papers, reports, bibliographies, among others. From 2007 to 2012, 319 workshops have been offered, with a total of 5,099 students impacted. The Library uses a rubric to measure students' mastery of literacy skills through five competencies. In addition, the Library writes reports of assessment and compliance with said skills.

Moreover, in the past seven years, the Library has maintained a constant level of satisfaction of the service provided to students (85%). To increase this percentage, the staff has taken several actions resulting from assessments findings, such as the relocation of print and copy stations, an increase in the number of computers connected to printing system facilities, the setting up of group study rooms, and the use of social networks as information and communication mechanism. Moreover, with the implementation of the Learning Communities Project through the proposal *Improving Students Learning Outcome through the Implementation of Learning Communities and Enhanced Academic Support Services*, the library will have new spaces so students can develop information skills to conform to new learning styles.

Student Support Services Program. The Student Support Services Program (PSE for its Spanish acronym) provides services to first-generation students with academic needs, as well as students with low income and/or disabilities. Standards 9 and 11 provide detailed information about this program. The PSE staff has worked on several actions to improve the delivery of services to students. They have identified the academic, vocational and personal needs of the participants, providing them with individualized counseling and a tutoring service. In addition, the program has incorporated several channels of communication to keep in touch with their students, such as the use of technology (email and *Facebook*). Over the last eight years, the level of student satisfaction with the counseling services component is 99% on average.

Other offices that have worked on assessment processes of other academic activities have been the Student Exchange Program, the Honor Studies Program, the Department of Counseling and Psychological Services, and the Division of Continuing Education and Professional Studies, among others.

Instruments / Strategies Used in the Institutional Assessment

In institutional assessment, UPRA works with several instruments, methods or strategies that allow us to gather information on its services and processes. Once the data is collected, the Institutional Assessment Committee identifies strengths and areas for improvement and works with the implementation of corrective actions in collaboration with the deans and directors of the offices assessed. Some of the instruments or strategies are (see Appendix 7.A):

- Student follow-up surveys: there are four such surveys and are administered online to (1) first year students, (2) second and third year students, (3) graduating students and (4) alumni. OPIR's institutional researchers analyze the results and write reports of the findings.
- Specialized questionnaires according to offices, processes or services. These are administered to a sample of students and sometimes teaching and non-teaching staff.
- Focus groups are carried out to obtain students' samples, in addition teaching and non-teaching staff.
- Process Improvement: a strategy in which a work committee is constituted by officials with expertise and experience in a particular process that must be improved. Said committee works on the design of flow charts and their analysis, and then recommends and designs corrective actions.
- [*Buzón Exprésate*](#) (Express Yourself Box) is an electronic mailbox located on UPRA's webpage. Here the university community confidentially expresses its opinions and suggestions about the processes and services of the University. The information received is addressed to the respective deanships or offices for appropriate administrative action.

These strategies offer a panoramic view of university services and processes. Students follow up surveys have a response rate that varies between 60-80%. However, the alumni response rate is the lowest with a 10%. Nevertheless, the Institution is currently identifying efforts to address this issue. One of these efforts is based on the collaboration of academic departments.

Assessment Plans and Reports

In the 2011-2012 academic year, the Institutional Assessment Committee began offering workshops on mission statements, assessment plans and performance indicators to managers and supervisors in administrative and student services offices. The purpose for this is that offices design their plans and assessment reports based on their mission. The information is then compiled into a template adapted from the Nichols template, which is used by the academic departments in the learning assessment, as discussed in Standard 14. The format of the assessment template for the administrative and student services offices is as follows:

Table 7.2
Format of the Assessment Template

Office Mission				
Services/Processes	Performance Indicator	Assessment Strategies/Instruments	Findings Obtained	Use of the Findings / Corrective Action

The design of assessment plans of the administrative and student services offices has been done in cycles that have been organized as shown in table 7.3

Table 7.3
Assessment Plans of Administrative and Student Services

Cycle 1 Academic Years 2012-13/2013-14	Cycle 2 Academic Year 2014-15	Cycle 3 Academic Year 2015-16
Assessment of Student Services		
- Dean of Student Affairs	- Registrar's Office	- Athletic Department
- Admissions	- Health Services	- Social and Cultural Activities
- Financial Aid	- Center for Tutoring and Mentoring	
Assessment of Administrative Processes		
- Dean of Administrative Affairs	- Fiscal Office of Financial Aid	- Campus Security
- Bursar's Office	- Collector's Office	- Budget
- Occupational Health and Safety and Environmental Protection Office	- Purchases	- Finance
Assessment of Other Academic Activities		
- Library/Services	- Department of Counseling and Psychological Services	- Library/ Literacy Skills
- Dean of Academic Affairs	- Information Technology Center	- Student Support Services Program

Dissemination of Assessment Processes

Assessment is documented in reports of institutional effectiveness. From the academic year 2005-06 to the present, six of these assessment reports have been prepared. They identify strengths, areas for improvement, effectiveness indicators and recommendations, with an emphasis on corrective actions. The main findings are reported in presentations for the Academic Senate, the Administrative Board, faculty meetings, the OPIR website and [NOTIOPEI](#), among others. In addition, the Office of Central Administration has an evaluation policy of institutional effectiveness, which promotes the disclosure of assessment findings in different forums ([Certification No. 136-2003-2004 BT](#)).

Another mechanism of orientation and outreach regarding institutional assessment procedures has been several forums. These forums provide spaces for orientation and education on institutional assessment. Four forums have been coordinated; the last two forums emphasized on assessment reports by the directors of administrative offices and student services (Appendix 7.B).

In addition, orientation and workshops on institutional assessment have been offered to various sectors of the university community. Said orientations and workshops have also been offered to academic departments, directors and supervisors of administrative offices and student services.

Findings

- As a result of the *Institutional Assessment Plan*, assessment efforts have been formalized, organized and aligned with the institutional mission and planning.
- The Institution is promoting and maintaining a strong culture of assessment to guide decision-making.
- The Institution has a variety of assessment strategies and instruments, quantitative and qualitative, that allows it to identify its strengths and areas of improvement to measure institutional effectiveness.
- The effectiveness of the *Institutional Assessment Plan* includes a greater awareness of the importance and recognition of the integration and convergence of the four areas of assessment as part of the institutional effectiveness.
- The institution has strengthen its efforts to increase retention and graduation rate. Moreover, it will continue its commitment to increase graduation rate.

Standard 8- Student Admissions

Introduction

The *Institutional Strategic Plan* recognizes recruitment and retention as fundamental parts of the institution. Students are recruited using the General Admissions Index (GAI). Once they are admitted, the institution is committed to retain them. Therefore, the institution identifies at-risk students and has an *Institutional Student Retention Plan* which implements strategies that help students meet their academic goals. The university also has departments which have adopted various retentions strategies that promote a direct, continuous relationship between student and faculty, which translates into academic and career advising.

Recruitment and Admissions

Admission to the University of Puerto Rico at Arecibo is based on GAI. The admission process is systemic. The UPR system has an official website where prospective students can log in to complete the Systemic Admission Form (*Solicitud Única de Admisión a la UPR*). [Certification No. 25-2003-2004 BT](#) establishes the policy and admission standards for new students. The Evaluation Test for College Admissions (PEAU for its Spanish acronym) is one of the criteria used as an indicator of student's competencies. The PEAU is a Scholastic Aptitude Test (Verbal and Math) offered by The College Board. The SAT is also used as an admission criterion in place of the PEAU. Students' scores on the University Evaluation and Admissions Tests (PEAU) are used in combination with their high school GPAs to calculate their General Admissions Index (GAI). To determine the students' GAI, the Institution uses a formula that assigns a value of 50 percent to an applicant's high school Grade Point Average (GPA) and 25 percent to the scores obtained in the Mathematical Reasoning and the Verbal Aptitude exam parts of the Evaluation Test for College Admissions administered by College Entrance Examination Board (CEEB) or SAT.

UPRA has worked in the development of various recruitment strategies. One of these includes a 69% increase on the frequency of visits to high schools in the north-central region of Puerto Rico to advise high school seniors and juniors of the academic offerings of the Institution. Personnel from the Admissions Office along with UPRA's ambassador students, teaching staff, and leaders of student associations, among others, participate in these visits. Also, an annual Open House is coordinated with some funding provided by the federal proposal *College Access Challenge Grant Program*. This activity is aimed at prospective high school students and counts on the participation of UPRA's student and artistic associations. Here students have the opportunity to review our programs in an innovative and swift manner, learn about college life, and how our services can help achieve their career goals. Approximately 5,500 students have been reached from 2011-2014. During the orientation period, high school students are offered an updated program and booklets and are given questionnaires to assess the Open House.

Another recruitment strategy is to disseminate the outstanding results of student learning assessment, such as professional accreditation of academic programs, the passing grades of those who obtain professional licenses, and alumni achievements, among others. These achievements

are disclosed at all recruitment activities and are available to the community on the UPRA web page.

Staff members of the Office of Admissions are available in person, by telephone or through social media to meet students who have questions or want additional information regarding their application for admission. In addition, the office has a direct link to UPRA webpage, which provides all relevant information about the admissions process, such as availability of enrollment spaces, minimum admission indexes, description of academic programs and deadlines. The Admissions Officer may refer students with questions about programs, curricula, and courses to the pertinent academic department.

UPRA annually receives an average of 1,200 applications of students who choose UPRA as their first choice (traditional students or from high school who select UPRA among the three options from the UPR system). Moreover, the Institution processes requests for transfer from other UPR campuses or private institutions respectively, which represent 2% of the population admitted at UPRA. On average, 93% of those admitted enroll in UPRA. (See Table 8.1)

Table 8.1
Distribution of Potential and Admitted Students for the Academic Years of 2007 to 2015

Academic Year	Distribution of Students Admitted and Enrolled			
	Students who chose UPRA as their 1st choice	Admitted Students	Enrolled Students	Percentage of students admitted/enrolled
2007-2008	1,341	1,084	1,023	94%
2008-2009	1,375	1,126	1,068	95%
2009-2010	1,408	1,070	999	93%
2010-2011	1,221	952	817	86%
2011-2012	888	719	672	94%
2012-2013	1,153	973	913	94%
2013-2014	1,184	938	862	92%
2014-2015	1,281	967	914	95%

Table 8.1 shows data on enrollment for the academic years 2007 to 2015. As shown on the table, from the academic year 2007-2008 until 2011-12 the amount of students who enrolled in UPRA went from 1,023 to 672, which represented a decline of 6.6%. An exception was the academic year 2008-2009, where 95% of students who applied were admitted and the amount of students who enrolled was 1,068. It is important to note that in 2014-2015, there was a significant increase in the amount of students who were admitted (from 92% to 95%). From 2011 to 2015, there has been a steady increase due to the recruitment strategies implemented by UPRA such as visits to regional schools and the Open House.

Since 2007, the Dean of Academic Affairs and the Office of Planning and Institutional Research (OPIR) have defined a process of assessment of the trends of the applicants to academic programs. The purpose of this assessment is to develop guidelines for analysis on the supply and demand based on availability of enrollment spaces and the Minimum Admissions Index (IMI for its Spanish acronym). The IMIs are indicators used to determine the General Admissions Index (GAI for its Spanish acronym) annually. The IMIs at UPRA have maintained a cyclical trend and reflect a satisfactory GAI fluctuating between 284 and 290. Recently, the University Board

approved [Certification No. 50 -2014-2015 UB](#), effective in 2015, which establishes a policy to increase the rate of access and retention of students whose annual income level is below \$20,000, subject to availability of enrollment space.

UPRA also admits students based on exceptional skill or talent as set forth in [Certification 25-2003-2004 BT](#). This certification provides that 2.2% of the student population be admitted based on their athletic, musical, or artistic skills, among others. These students' General Admission Index (GAI) is adjusted up to 20 points below the GAI required by their program of interest. These applications are referred to the coaches or group directors, who in turn make recommendations to the Committee on Special Skills. This committee evaluates the cases and submits them to the Chancellor for consideration and approval.

As part of the admissions process, OPIR administers a questionnaire to all admitted students in order to learn about their profile and identify their interests and needs. This assessment tool seeks to understand the expectations and priorities of first-year students and to describe the socio-demographic profile of the incoming class, among other details. OPIR presents the findings in the Academic Senate and other relevant forums and, if necessary, refers students to the Department of Counseling and Psychological Services for individual follow up.

When students are admitted, they receive complete information packets about institutional policies, procedures, and services. Moreover, the Department of Counseling and Psychological Services coordinates an activity titled *University Integration Activities* which provides complete information about the registration process, institutional policies, academic programs advising, financial aid, career counseling, and administrative procedures, among other topics, for first-year students.

Courses Taken at Other Institutions

Academic Counseling at the departmental level, the Dean of Academic Affairs, and the Registrar's Office provide assistance to students to complete the procedures of taking courses at other institutions. Any student taking a course at another institution must meet the requirements established in the certification of standards and procedures for Articulated Transfers, Readmission, Reclassification and Special Permit, which states, among other things, that a course can be validated if it has the same credit value and content and was approved with a grade of C or higher ([Certification No. 2007-2008-24 AS](#)). Each academic department appoints a committee to evaluate the syllabi and documents. Specific criteria are available in the UPRA Catalog 2012-2015, on UPRA webpage, and *NORMATECA*.

Student Retention

UPRA is committed to helping college students achieve their educational goals. The Institution annually evaluates its retention rates per cohort. In the academic year 2006-2007 the *Institutional Student Retention Committee* (CIRE for its Spanish acronym) was created to coordinate efforts across the academic departments. Each academic program designs a retention strategy according to student profiles. CIRE is responsible for collecting the academic departments' findings to ensure implementation and compliance with the *Institutional Student Retention Plan*. Retention

strategies have managed to increase the retention rate by 7% from 75% during the academic year 2019-2010 to an 83% in 2014-2015.

Some successful strategies from 2008 to 2015 have been:

- Personal Development Guidance Seminar (EDFU 3005) is assigned to first-year students. ([Certification No. 2002-2003-40 AS](#)).
- Developmental Courses have supported students in the subjects of Spanish, Math and English. ([Certification No. 2005-2006-15 AS](#))
- The Institutional Policy on Student Retention (PIRE) was approved on February 23, 2011 ([Certification No. 2011-12-16 AS](#))
- The annual compliance reports on the *Student Retention Institutional Plan* (PIRE) have identified areas for improvement.
- The activity "Recognizing Distinguished Wolf Cubs" was created to recognize the academic endeavor, artistic and sporting talents, community service, and leadership of first-year students. This activity has been held annually since the creation of the CIRE.
- The academic programs adopted retention strategies. Some of these strategies include forums, conferences, fraternization activities between teaching staff and students, field trips and revision of curricular sequences. Some examples of the activities coordinated by the departments are: the Forum "Meet our teacher", by the Department of Physics and Chemistry. Focus groups held by the Department of Business Administration and Office Systems (SOFI), *Welcome to New Students* activity and *Student Competitions. The New Faces of COMU*, an activity for incoming students from the Department of Tele-Radial Communication (COMU). In addition, various activities were coordinated by the student associations of Business Administration, Physics and Chemistry, and Office Systems departments, among others.

Active participation of students in student associations and music and artistic groups such as the Concert Choir, *Histriones* (Student Theater Group), the Concert Band, the Student Minstrels, and the UPRA Dancers have supported institutional retention efforts. Student associations establish links of support and promote leadership among students. Some of these leaders have become part of the student government body at UPRA. Moreover, these associations have been strategically used to increase student engagement. Some student associations have international affiliations, participate in competitions and work actively to service both the university and the external community. Table 8.2 shows a complete list of student associations.

Table 8.2
Student Associations

Department	Student Association
Tele-Radial Communication	Tinta Digital
	Asociación de Fotografía Ansel Adams (AFAA)
	PR Collective (VERTICE)

Department	Student Association
	UPRA Dance Team
	National Association of Hispanic Journalism (NAHJ)
	Técnica de Audio
	Alumnos Generando Orden Radial Ahora (AGORA)
	Producciones Asociadas Independientes de Estudiantes de Comunicación en Arecibo (PAIECA)
	Alto Contraste
Physics and Chemistry	Club Rotaract
	Aullido Verde
	Future Pharmacists Association
	American Chemical Society Affiliated Chapter
Biology	American Medical Students (AMSA)
	Asociación Estudiantes de Biología (AEB)
	Asociación de Tecnología Veterinaria (TVET)
	Club Leones UPRA
	Medlife
	Puerto Rico Pre Dental Association
Business Administration	Asociación Grupos de Estudios de Tecnología (GET)
	Asociación de Gerencia Innovadora
	Asociación Estudiantil de Finanzas y Economía (AEFE)
	Asociación de Estudiantes de Contabilidad (AEC)
	Asociación de Ventas y Mercadeo (SME)
Deanship of Students Affairs	Asociación de Abanderadas
	Confraternidad Locos por Jesús
	Federación Adventista de Universitario (FADU)
	Red Cross Association
	Juventud Católica
	College Republicans Association
	Asociación de Videojuegos de la UPRA (AVUPRA)
Social Sciences	Ibero-American Studies Association
	Asociación de Estudiantes para la Investigación en las Ciencias Sociales (AEICS)
	Ágora
	Asociación Estudiantil de Psicología Industrial Organizacional
Humanities	Histriones

Department	Student Association
Deanship of Academic Affairs	Programa de Estudios de Honor Asociación de Estudiantes del Programa de Servicios Educativos
Computer Sciences	UPRA Robotic Team
Nursing	Nursing Association of the University of Puerto Rico at Arecibo (NAUPRA)
Office Systems	Asociación Estudiantil de Profesionales Administrativos (AEPA)
Education	Asociación Nacional de Estudiantes del Departamento de Educación (ANEDE)
English	CAUPRA (Club de Ajedrez UPRA)
Library	Fi Sigma Alfa
Medical Services	Phi Omega Sigma Capítulo Alpha
Center for the Development of Linguistic and Information Competencies	Asociación de Estudiantes de Comunidades de Aprendizaje (AECA)

At Risk Students

The Institution has several strategies to support students at risk. One of the most outstanding strategies that provides direct support to a group of first-year students is the Student Support Services Program (PSE for its Spanish acronym) funded by TRIO. This program has been in UPRA for more than 25 years. Students who qualify for the Student Support Services are identified by using the profiles obtained from the *Systemic Application Form*. The criteria used to determine that a student can be serviced by the PSE are that the student (a) is college level first-generation, (b) needs academic help with English, Spanish and/or Math, as attested to by scores obtained in the College Board Test (*Programa de Evaluación y Admisión Universitaria*, PEAU for its Spanish acronym) (c) belongs to a low-income family, or (d) has a diagnosed disability. The Student Support Services Program provides structured counseling, tutoring, and academic support to its participants. It annually serves an average of 215 students. Usually the retention rate of the Student Support Service Program exceeds by 10% the rate required by the Federal Department of Education.

The Institution has other strategies to identify at-risk students and who do not qualify to participate in the Student Support Services Program. One of the mechanisms is the OPIR's First Year Student Survey. This survey has several variables that are used to help OPIR identify high, medium or low risk students. Some of the variables may include: a) students who did not enroll in the academic program of their choice, b) students who have dependents, and c) academic need, among others. Students who did not enroll in the academic program of their choice are identified by OPIR and referred to the Department of Counseling and Psychological Services and Dean of Academic Affairs who in turn refers these students to the academic counselors.

The results obtained from these surveys are uploaded in a database called Early Warning System (SITA for its Spanish acronym) for referral. The Department of Counseling and Psychological Services has direct access to this data and may use it to offer support and follow-up to at risk students. It is also used by the faculty as a means of referring students for counseling and psychological services. In the last five years, the number of referrals to SITA has been 136 students. This referral platform is being restructured to speed up the process.

Another mechanism employed to identify at-risk students is through the Registrar's Office. At the end of each the semester, the Registrar sends to the academic department directors a list of students who dropped courses or are failing. Another list is sent to the OPIR office, which names the students who drop a class or withdraw from the university. Finally, every semester the Registrar also sends a list to the Counseling and Psychological Services director of students who have less than 2.0 GPA.

Moreover, each semester the academic counseling process is coordinated by the Dean of Academic Affairs and conducted by the faculty of the program. Students receive guidance on their curricular sequencing, general education courses, core courses, and major electives. The need to comply with the established curricular sequence is emphasized in this process. The curriculum sequencing is also available in the UPRA course catalog, the UPRA webpage and the academic departments. The 2014 Institutional study of student satisfaction with academic advising showed that 80% of respondents were satisfied with the process.

Finally, the staff at the Center for Academic Support and Development (ADTS) offers tutoring to students who do not qualify for the Student Support Services Program. This is one of the academic support services discussed in Standard 9. Tutoring is offered for courses in Spanish, English, mathematics, chemistry, biology, physics, computer sciences, economics, and finance, among others. In addition, the staff at ADTS offers mentoring services in academic, social and student support services process. The tutoring service has impacted an average of 1,200 students per academic year since 2007, and by the academic year 2014-2015 it will have reached 9,600 students.

Findings

- Institutional recruitment and retention strategies are varied and have made a positive impact, increasing retention rate to 83%.
- The Institution has developed and implemented several strategies to identify and monitor at risk students to develop strategies for their retention.
- The Institution has over 30 student associations that work actively to service both the university and the external community and allow them to feel part of the internal and external university community.
- The admission process is uniform, fair, and follows a standard procedure.

Standard 9- Student Services

Introduction

The University of Puerto Rico at Arecibo is committed to providing students with a network of support services to achieve their educational goals and their holistic development as human beings. These services are divided into two categories: (a) Academic Support Services, which help students to reach their academic goals, and (b) Support Services in Student Affairs, which provide students with the necessary tools for their professional and personal development. Table 9.1 shows a complete list of the student services.

STUDENT SERVICES		
Admissions	Library	Student Associations
Athletic Program	Medical Services	Student Exchange Program
Bursar's Office	Quality of Life	Student Ombudsperson
Campus Security	Registrar's Office	Student Support Services Program
Counseling and Psychological Services	Service Office for Disable Students	Tutoring and Mentoring
Financial Aid	Social, Recreational, and Cultural Activities	Veteran Affairs

Table 9.1
Student Support Services

This standard presents in details some of the services provided to UPRA students.

Academic Support Services

Academic support programs are directly related to retention strategies and institutional persistence. Assigned staff members understand and empathize with the needs of the students they serve and are committed to UPRA's mission and objectives.

Educational Services Program (PSE). The Educational Services Program (PSE for its Spanish acronym) aims to provide its students the necessary tools for their development so they can contribute to the well-being of their community and the quality of life of our country. Standard 8 provided the criteria students need to participate in the program. The objectives of the program are: (a) to achieve 85% retention rate of participants; (b) to achieve 80% of students who complete their academic workload with a C or above; and (c) to attain 40% graduation rate per cohort (the PSE graduation rate is 52%).

To strengthen students' academic achievements, the PES offers mentoring services, diagnostic tests, and tutoring in the areas of English, math, and Spanish and recognizes the academic achievement of students through various activities.

To evaluate the PSE program, several instruments and assessment strategies are used. Among these are the students' satisfaction surveys, pre and post-test of the Summer Workshops that

reinforce the academic skills in the areas of Spanish and mathematics. It is important to note that the retention rate of students who participate in this program is 88%.

Tutoring and Mentoring. Tutoring and mentoring services that are ascribed to the Office of the Dean of Academic Affairs are aimed at strengthening the skills and competencies of students to help them succeed in various academic areas. To achieve this goal, the Center of Development and Technological and Academic Support (ADTS) along with Center for the Development of Linguistic Competencies (Centro de Desarrollo de Competencias Lingüísticas (CDCLI for its Spanish acronym)) integrate the use of technology in learning.

Tutoring is a compensatory education for students who have difficulties with their courses. While mentoring prepares the student to work with their self-esteem and self-worth, their challenges, their strengths and enables the students to achieve their goals in three areas:

- Academic: reports on academic standards, academic planning, study habits, test strategies, teaching and learning, among other.
- Social: supports students in their process of adaptation to college life through the delivery of information and orientation about student associations, organization and location of departments, professors and various student services. In addition, it promotes a healthy self-esteem and social skills.
- Administrative: ensures that students are informed about administrative procedures such as the registration, the application of academic certificates, scholarships and exchange, among others.

Currently, ADTS and CDCLI has 18 tutors/mentors in different academic areas. The tutors and mentors are hired under University funds and by the work-study program. They are trained, and they provide students individualized or group support through direct services and technology.

The level of satisfaction from the graduating students who received tutoring and mentoring services has increased over the years. For example, on the 2009 graduating students' survey 52% stated that they were satisfied with this service. However, in 2014, the survey showed that 87% of the students surveyed were satisfied with the service.

Support Services in Student Affairs

UPRA offers a variety of support services outside the classroom, which function as the basis for directing students to achieve their academic goals. At the beginning of each academic year, the institution conducts an activity called Integration to University Life for first-year students. In this activity administrative and student support services' offices present to students the services they offer. These services are described in the UPRA's Catalog, in the brochure titled Offices of Direct Student Services and the UPRA webpage.

Medical Services. Medical services are available to the students through an infirmary staffed by two full-time nurses and one part-time doctor. Here students receive primary health services, and if necessary are referred to a specialist. Hospital facilities are located nearby for emergencies. UPRA offers a health insurance plan with various coverage options for students who are not insured. The institution also coordinates health fairs and blood drives, and provides support and

assistance to its internal community in health-related areas. The infirmary serves a population that fluctuates between 200-300 students monthly. This service is offered during extended hours.

Student Ombudsperson. The Student Ombudsperson Office guides and helps students on a confidential basis to find effective solutions to conflictive situations they might face during the course of their college studies. This office has independent, autonomous, and objective criteria, and is committed, above all, to justice. This is an additional mechanism that students have to defend or claim their rights and solve their grievances.

Complaints or situations referred to this office mainly consist of financial aid conflicts, conflicts with requirements and / or validation of courses, communication problems, discrepancies in grades, sexual harassment / hostile environment, registration and security, among others. Complaints and claims are referred to the Ombudsperson. These claims and complaints are kept on record for three years. In the last five years, the Ombudsperson had a total of 28 complaints all of which were resolved satisfactorily (see table 9.2).

Table 9.2
Student Complain for the years 2010-2015

Student Complaints and Resolved by the Ombudsperson	YEAR							Total
	2010	2011	2012	2013	2014	2015	Not available	
Communication Problems	5	2	3	1	1	3		15
Financial Aid Conflicts	1							1
Hostile Environment			2	1			2	5
Sexual Harassment								0
Discrimination		2				1		3
Requirements or convalidations	2							2
Reasonable accommodation			1			1		2

Service Office for Disabled Students (OSEI). The Service Office for Disabled Students (OSEI for its Spanish acronym) coordinates efforts to provide educational services to students with disabilities (Act 51, Act 238 Bill of Rights for people with disabilities). Since 2010 OSEI has serviced a total of 333 students under the Act 51 program. Currently, 133 students are receiving this benefit.

Regarding the processes and services inherent to this office, a number of internal review processes have been made in order to improve the quality of service offered to the population of students with disabilities, such as:

- update of certifications of medical evidence in students' files for each condition presented by them when they apply for coverage under Law 51 Program
- update of the database through the Tera Term system

- reformulate the request letter for reasonable accommodation, making it more comprehensible to professors
- identify accommodations according to medical condition, to further customize services offered
- redesign and distribute an informational brochure that identifies services and benefits
- set up of support links and collaboration with the Pan-American University of Texas, whose staff offered two workshops for the university community

Student Exchange Program (PIE). The Student Exchange Program (PIE for its Spanish acronym) provides students with the opportunity of spending a semester or an academic year at an accredited university in the United States, the Caribbean, South America, or Europe. In the last five years, UPRA students have participated in exchange programs in such schools as the University of Palermo, Argentina and Universidad Complutense de Madrid, Spain, among others. All UPR campuses may benefit from the agreements originated in UPR's Central Administration. The institution has 11 student/faculty exchange agreements at present.

These agreements benefit both students and participating institutions (Appendix 13.A shows a list of all the agreements). Students may choose the institution they wish to visit provided that it relates to their academic program and there are available spaces. A description of the course or courses to be taken will assist in their validation by UPRA academic department directors, the Departmental Curriculum Committee, or the Dean of Academic Affairs. UPRA has had limited success prompting students to participate in exchange programs. The number of students impacted by these agreements since 2008 has been 28.

Information on benefits, requirements, procedures, agreements, financial aid, scholarships, and formats is available at [UPRA webpage](#). Another strategy to inform students about the program is the Student Exchange Program Fair. Additionally, the PIE Student Manual is used to orient the student about the process of applying and preparations for the trip.

In 2010-2011, a questionnaire of satisfaction with the program was administered and a focus group survey was conducted. The most striking findings were the need to provide follow up to students regarding their exchange destination, absence of personnel in the Office of the Student Exchange Program, disappointment with equivalency process, meetings to meet other participants and talks about their experience in the program.

As a corrective action, a procedure was established in which the Director of the PIE Office communicates with students via email or Facebook on a monthly basis. Once a student returns from the internship, he/she fills in an evaluation sheet that is used to improve services and procedures and submits a paper narrating his/her experience abroad. Moreover, the office extended its office hours, hired a student from work-study to help the director and it is programming meetings with students who participated on the program to talk about their experiences to prospect students. A new director was appointed in 2014. She has developed strategies to have participants talk about their experience to prospect students and is currently in the process of creating an equivalency table to make the equivalency process more agile. In addition, the director revised the student manual which is available in the Student Exchange Program Office.

Athletic Program

UPRA offers recreational and sports activities at a competitive and non-competitive level. The Athletic Department's mission is "to contribute to the strengthening of the educational values, developing sports programs that maintain a high quality of competitiveness in student-athletes and to promote the participation of students, collegiate and external community in sports and recreational events." To fulfill its mission, the Department is overseen by an athletic director, two (2) physical education staff members, and an administrative assistant.

Currently, UPRA has 219 athletes, *The Wolves*, participating in 10 disciplines. UPRA has also been a member of the Intercollegiate Athletic League ([LAI](#)) since the 2007-08 academic year. All athletes belonging to the Athletic Program must comply with several regulations if they aspire to participate in any varsity athletic event. These regulations are:

1. [The 1929 Declaration of Principles](#) of the Interuniversity Athletic League of Puerto Rico establishes regulations for higher education institutions in order to promote and regulate sports among its members.
2. [Code of Discipline](#): a code of conduct for the athlete and the referee, and which establishes the consequences of violating the agreements established in said code.
3. [Eligibility Rules to participate in athletic league varsity events](#). This clearly establishes the minimum academic requirements a student must have in order to participate in the athletic league.
4. [Technical Regulations](#) approved May 9, 2013 by the Board of Governors.
5. [General Regulation of the Interuniversity Athletic League of Puerto Rico and the Virgin Islands as amended in 2013](#).

UPRA athletes can benefit from a tuition waiver if they meet Certification [50 2011-2012 BG](#) requirements. They must also sign a contract pledging to comply with regulations. To ensure the success of athletes at an academic level, athletes have to submit an academic progress report signed by their instructors. This report is used to identify those classes in which a student athlete shows poor performance, in order to assist him/her with tutoring and counseling, among others.

The Dean of Student Affairs and the director of the Department of Athletic Activities coordinate meetings each semester with athletes to discuss the process they must follow to comply with the [General Regulations of the LAI](#). Also, the director of the Department of Athletic Activities coordinates individual meetings before each tournament to guide students on the steps to follow for each tournament and to inquire about the special needs of each athlete participating in any sporting event. Additional information for student athletes is available on UPRA's website.

As for the assessment process, student athletes have identified the conditions of UPRA's sports facilities as an area needing improvement. However, through the *Plan for Capital Improvements*, the university is working on optimizing these facilities in phases. In 2014, the track and field was refurbished and the indoor court is currently being renovated. For 2016-17 the gym will be reconditioned. Moreover, athletes are proud to represent UPRA and wear its distinctive colors.

Mechanisms to protect and preserve student records

The Institution has several mechanisms or tools to protect the confidentiality of student academic records. These include:

Database Security. UPRA has established access controls to secure its databases as part of the efforts to protect the information management systems. Part of the access protocol that has been established is connection by means of the SSH (Secure Shell) communication protocol. This access protocol allows us to set up encrypted communications. Other security measures that have been set up are:

- Process data collection in which a record is kept of situations that are detected in the system and of "visitors" or people who use the system.
- Daily security monitoring against "attack" threats (hacking) and blocking of sources to prevent further threats.
- Maintenance of updated equipment (firmware update).

Confidentiality of student records. All student academic records are safeguarded by the Registrar's Office. Student records are secured and protected at all times. The institution guarantees their preservation and privacy. Every student signs a confidentiality agreement about their personal and academic information, in conformity with federal regulations which is regulated under the Buckley Amendment. Access to transcripts and all student records is restricted, and officials of the Registrar's Office are responsible for managing these documents.

Records of students admitted from 1995 to the present are available on a database administered by the Information Technology Center, known as the Student Information System (SIS). This system complies with all of the obligatory requirements for the security of these documents, and it is audited periodically to monitor controls that have been determined to ensure the security and confidentiality of extant information on this database. In addition, a backup of this data is stored in another campus for security purposes in case a disaster takes place.

As a security measure, restricted access accounts are provided according to the users' working position and the nature of their work as related to the records. Academic advisors in each department have access to screens that summarize student transcripts.

The records of inactive students are stored in a vault resistant to fire, water, and other natural disasters, as specified by the Council of Education of Puerto Rico (CEPR). This is the entity that licenses the institutions of Higher Education in Puerto Rico.

Qualifying and Training Non-teaching staff

The process to qualify a non-teaching professional who provides services to students, such as the staff of the Registrar's office, Bursar's office and Financial Aid officers is different for each position. The Human Resources Office has a *Classification and Compensation Plan for Non-Teaching Staff of the University System* ([Regulations for the implementation of the JB 70 Plan of 1981-1982](#)), which is used to classify employees and ensure that those who serve the students are

qualified. Each student service position has particular criteria for determining whether applicants meet the established requirements or not.

The Human Resources Office has an In-Training division which offers monthly workshops to non-teaching staff. More than 80% of non-teaching staff attend these workshops. As a result of the assessment conducted by OPIR, workshops were offered to personnel who give direct service to students. In addition, all professional counselors, the clinical psychologist, and all nurses must possess a valid professional license as required by the state.

Mechanisms for Complaints and Claims

UPRA has various mechanisms to assist students with claims in a swift manner. A summary of some of these procedures was discussed in Standard 6.

Academic progress appeals are reviewed every semester. In the 2014-15 academic year, 121 appeals were handled, 101 were favorable and 16 non-favorable. When an appeal is justified, the Academic Achievement Committee informs the relevant office, which in turn, communicates the result to the student. If the committee determines an unfavorable outcome of the appeal, the student may request reconsideration. Of the 16 appeals that were considered non-favorable, nine (9) reconsiderations were reviewed by the Associate Dean of Academics Affairs.

Campus Security

In the security area, the campus has a fenced perimeter and all entry points are supervised by university guards. The following measures are taken to distinguish students from civilians: student ID, registration form, and parking permit. The university police conduct continuous preventive patrolling rounds, and recently implemented the *Emergency Message System Program*. This system alerts students of any emergency situation on campus through their cell phones, so they can take on any necessary action to protect themselves. New informational signs were also installed, and a link shared in UPRA's website. The level of satisfaction (graduating seniors survey) with the security system has increased considerably since MSCHE's last visit to the institution from 15% in 2005 to 55.4% in 2014-15. The Campus Security Office website and the UPRA webpage provide students with all the necessary information they would need regarding safety on campus. Types of criminal activity which are monitored include theft, burglary, assault, vandalism, and drug and alcohol abuse. The university police also keep records of incidents on campus. The description of these incidents is submitted in an annual statistical report intended to measure the efficiency of safety procedures, as regulated by the Jeanne Clery Act.

Assessment of Student Services

The *Institutional Assessment Plan* ([2010](#) & [2015](#) PAI) includes the assessment of student services. Surveys, focus groups, and the [Buzón Expresate](#) recourse are used as assessment tools. Standard 7 presents relevant information regarding this assessment of student services.

Findings

- The Institution provides educational alternatives and social experiences catering to the needs of students in agreement with the mission. Student services in general support the student population and students with special needs.
- Students' records are safeguarded.
- The Institution is strengthening its Student Exchange Program to meet its goal of internationalization.
- Student grievances are handled expeditiously with integrity, clarity and fairness.
- The athletic program is regulated to ensure sportsmanship and student engagement.
- The institution continuously works with campus security to implement various preventive measures, monitor, and alert the community.

Standard10- Faculty

Introduction

The 2005 MSCHE Visiting Team gave credit to UPRA faculty for its commitment to the academic success of student, as stated in the Institution's Mission ([Certification No. 2002-03-32 AS](#)): "To keep a high level of excellence in our academic offerings by means of a competent faculty updated in their disciplines". UPRA has a competent, diverse, and highly qualified faculty that is committed to excellence in teaching, research, professional development, and service to the Institution and the community. This has clearly been evidenced by the approval of different external agencies that have evaluated and accredited our academic programs susceptible to accreditation.

Faculty Composition and Qualifications

In fall 2014, the total faculty of the University of Puerto Rico at Arecibo (UPRA) was comprised of 260 individuals of whom 194 are full-time and 66 are part-time. Since last MSCHE visit, the proportion of full-time faculty has remained essentially more or less unaltered at a ratio of 3 times the amount of full time faculty with respect to part-time faculty (Table 10.1).

Table 10.1
Faculty profile by type of contract during the period 2005-2015.

Academic Year	Total	Full Time		Part Time	
		#	%	#	%
2005-06	279	229	82%	50	18%
2006-07	262	216	82%	46	18%
2007-08	277	217	78%	60	22%
2008-09	290	215	74%	75	26%
2009-10	313	214	68%	99	32%
2010-11	269	192	71%	77	29%
2011-12	261	197	75%	64	25%
2012-13	254	198	78%	56	22%
2013-14	261	198	76%	63	24%
2014-15	260	194	75%	66	25%

Data provided by the Statistics Office.

It could be highlighted that the predominance of full-time faculty provides stability for planning and curriculum functions, meets accreditation requirements of academic programs, strengthens program evaluation, provides levels of availability that students need outside of the

classroom among other institution needs. As shown in Table 10.2 most of the faculty at UPRA (approximately 70%) have tenure or tenure-track positions which provides a positive impact on the institution playing fundamental roles in the future of a department. This is a beneficial situation for it provides job security for professors and creates a more competitive and stable academic environment promoting faculty participation in the decision-making process of the institution.

Table 10.2
Faculty profile by tenure status during the period 2005-2015

Academic Year	Total	Tenure and Tenure-track		Not on Tenure-track	
		#	%	#	%
2005-06	279	199	71%	80	29%
2006-07	262	201	77%	61	23%
2007-08	277	201	73%	76	27%
2008-09	290	197	68%	93	32%
2009-10	313	197	63%	116	37%
2010-11	269	189	70%	80	30%
2011-12	261	183	70%	78	30%
2012-13	254	181	71%	73	29%
2013-14	261	181	69%	80	31%
2014-15	260	175	67%	85	33%

Data provided by the Statistics Office.

Currently, the professorial ranks for UPRA faculty are dispersed as 26% Professors, 21% Associate Professors, 18% Assistant Professors, and 36% Instructors. As shown in Table 10.3 the highest professorial ranks, Professor, Associate and Assistant, constitute 65% of UPRA faculty. Promotions occur regularly which demonstrates an increase in the number of assistant and associate professors, and a decrease in the number of instructors.

Table 10.3
Faculty profile by academic rank during the period 2005-2015.

Academic Year	Total	Professor		Associate Professor		Assistant Professor		Instructor	
		#	%	#	%	#	%	#	%
2005-06	279	67	24%	50	18%	68	24.4%	94	34%
2006-07	262	67	26%	56	21%	66	25%	73	28%
2007-08	277	62	22%	62	22%	64	23%	89	32%
2008-09	290	73	25%	56	19%	59	20%	102	35%
2009-10	313	71	23%	54	17%	59	19%	129	41%
2010-11	269	63	23%	53	20%	61	23%	92	34%
2011-12	261	62	24%	53	20%	58	22%	88	34%
2012-13	254	70	28%	54	21%	47	19%	83	33%
2013-14	261	66	25%	56	21%	49	19%	90	34%
2014-15	260	67	26%	54	21%	46	18%	93	36%

Data provided by the Statistics Office.

Regarding the faculty profile by gender, more than half of the UPRA faculty is female (55%) and 45% is male, respectively. The representation of women in the UPRA faculty has remained fairly stable over the last ten years as shown in Table 10.4.

Table 10.4
Faculty profile by gender during the period 2005-2015

Academic Year	Total	Female		Male	
		#	%	#	%
2005-06	279	155	56%	124	44%
2006-07	262	146	56%	116	44%
2007-08	277	156	56%	121	44%
2008-09	290	169	58%	121	42%
2009-10	313	190	61%	123	39%
2010-11	269	156	58%	113	42%
2011-12	261	150	57%	111	43%
2012-13	253	148	58%	105	42%
2013-14	261	145	56%	116	44%
2014-15	260	144	55%	116	45%

Data provided by the Statistics Office.

UPRA recognizes that a high quality education is strongly tied to a well-prepared faculty committed with the teaching-learning process. Faculty qualifications are assessed in terms of the expertise needed to address UPRA's diverse academic programs. UPRA strives to guarantee a faculty with a strong academic background committed to providing high-quality education to our students. Highest earned degree in the discipline (Ph.D., Ed.D. or other doctoral-level degrees) is the first consideration in seeking new tenured-track qualified faculty as stated in [Certification No. 145-2005-2006 BT](#) and as established in Sections 45.5 and 65 from the [General Regulatory Handbook of the University of Puerto Rico](#). UPRA also considers Masters of Fine Arts (MFA) and other specialized areas as terminal degrees. UPRA faculty has conducted graduate studies in recognized institutions of higher learning in Puerto Rico, United States, Latin America, and Europe. Table 10.5 shows the number of faculty with terminal degrees. The number of faculty holding doctoral and terminal degrees increased from 20% in 2005 to 33% in 2015. Currently there are faculty holding Ph.D. degrees or equivalent in all departments. Higher percentages include Social Sciences, Biology, Spanish and Physics and Chemistry. In comparison with data reported in the 2005 MSCHE Self-Study, the Business Administration Department has seven (7) faculty with Ph.D. degrees or equivalent and four (4) in process of completing their doctoral degrees. The STEM departments such as Computer Sciences and Mathematics have four (4) and three (3) professors with doctoral degrees, respectively. This means a significant improvement particularly in those departments with a proven difficulty in recruitment. In addition, twenty-two professors distributed in 11 academic departments are in the process of earning their Ph.D. degrees or equivalent. Undoubtedly, UPRA continues to make efforts in recruiting faculty with the highest qualifications and fostering existing faculty to pursue doctoral studies.

Table 10.5
Faculty profile by academic degree during the period 2005-2015

Academic Year	Total	Ph.D. or Equivalent		Master's		Bachelor's	
2005-06	279	56	20%	222	80%	1	0.4%
2006-07	262	56	21%	206	79%	0	0%
2007-08	277	60	22%	217	78%	0	0%
2008-09	290	65	22%	225	78%	0	0%
2009-10	313	69	22%	244	78%	0	0%
2010-11	269	70	26%	199	74%	0	0%
2011-12	261	76	29%	185	71%	0	0%
2012-13	254	74	29%	180	71%	0	0%
2013-14	261	86	33%	175	67%	0	0%
2014-15	260	87	33%	173	67%	0	0%

Data provided by the Statistics Office.

Qualifications of other professional teaching personnel are stated in the Articles 75-77 of the *General Regulatory Handbook of the University of Puerto Rico*. The Office of Human Resources, in coordination with the Dean of Academic Affairs, is responsible of developing the promotion and advertising of job offers for the best candidates to become interested in providing their services to the different university institutional units. Teaching support personnel such as laboratory technicians are qualified on the basis of their credentials including academic and professional experiences. In general minimum eligibility criteria for Laboratory Technicians I and II include high school diploma, associate degree, or bachelor's degree with direct work experience, professional license, or certification and an evaluation test.

Faculty Recruitment and Appointment

Regulations related to faculty recruitment and appointment of faculty are stated in the *General Regulatory Handbook of the University of Puerto Rico*. Each unit of the UPR system shall provide the necessary mechanisms for the recruitment of academic staff so that they are made on the basis of competence, taking into account the merits of the candidates, so that the most suitable candidate is chosen. The hiring of teaching personnel depends on whether the professor is hired as tenure-track, non-tenured (temporary, substitute, special appointment), or part time.

The process of hiring tenure-track faculty members starts when the Departmental Personnel Committee (DPC) identifies a need for recruitment. Once endorsed by the Dean of Academic Affairs and approved by the Chancellor and funds are allocated, the hiring requires the Office of Human Resources to publish a call with a specified deadline. A call was recently announced for five (5) faculty openings from the Nursing, Biology, Social Sciences, Humanities and Education departments. These openings were for tenure-track positions as Assistant Professors with doctoral degrees in Nursing with a Master's Degree in Nursing Sciences in Maternal and Infant Health and Pediatrics, Anatomy or Physiology, Economics, and a terminal degree in Music. Minimum eligibility criteria required for qualified faculty are stated in Article 43 from the *General Regulatory Handbook of the University of Puerto Rico*.

In order to fulfill requirements from accrediting agencies, the Departments of Nursing and Education placed additional requirements including professional license, collegiate member, skills in design and utilization of assessment techniques, evaluation and differentiated evaluation. Once candidates submit the requested documentation, the DPCs must follow the procedure to evaluate faculty openings (*Procedimiento Evaluación de las Convocatorias Docentes*) established by the Dean of Academic Affairs that includes a series of instructions from preparing rubrics, interviews, evaluations of demonstrative classes and finally submitting a report of results and recommendations to the Chancellor. In addition, candidates must sign a Contractual Letter approved by virtue of [Certification No. 2014-2015-68 AB](#) (*Carta Contractual para uso en contratos docentes con nombramiento probatorio a partir de julio 2015*). This contractual letter establishes the academic requirements of teaching and research including innovative tools of assessment, educational methods and learning styles, research projects, research proposals, and publications.

The hiring of full time teaching personnel in temporary or substitute contract follows a procedure similar to the one defined for the part time professors. The Office of Human Resources (ORH for its Spanish acronym) sends for publication in the newspaper a call for an *acervo de candidatos* (pool of candidates). Once candidates submit their CVs, the Department Chair convenes the DPC for qualifying the candidate. After interviewing the candidates, the DPC makes its recommendation to the department chair who takes it for good and sends all paperwork to the Dean of Academic Affairs (DAA). Once the DAA approves the recommendation, he sends it to the OHR to generate the respective contract for the final approval from the Chancellor. These contracts vary from semester to semester, and they take into account the needs of the department and the academic background and professional experience of the available candidates.

In general, recruitment criteria efforts are disseminated through the UPRA's official and internal channel of communication *El Cartero El Lobo*, the UPR systemic electronic media, *Cartero AC*. Faculty openings are also published in major circulation newspapers in Puerto Rico, and, in some cases, in specialized magazines and journals.

Faculty Responsibilities and Roles

The *General Regulatory Handbook of the University of Puerto Rico* defines faculty responsibilities and attributions in its Articles 24 and 25. Some relevant responsibilities include: a) to keep abreast in his area of expertise and to remain aware of the pedagogical and cultural currents of the time; b) to participate in the presentation and discussion of issues that affect the guidance and development of the department and the university and make recommendations to the corresponding organizations; c) to attend the meetings of the department and the university; d) to participate in the academic planning of the department and the university; e) to participate in training and professional improvement programs that are offered by the Department and the university; f) and to ensure respect towards the intellectual uprightness, the search of truth and the discrepancy of opinions. Faculty attributions also include active participation in departmental development according to their discipline academic standards and collaboration in reviewing course content and academic programs.

As stated the *General Regulatory Handbook of the University of Puerto Rico*, faculty is also expected to participate in academic advising, to participate in departmental and institutional committees and become involved in the decision-making processes at the Department and the institution, to keep up-to-date in their fields of experience, to participate in the academic planning of the department and to engage in activities of academic research and other scholarly activities, and community service. Department chairs ensure and evidence that faculty fulfill these responsibilities by carrying out periodic administrative evaluations ([Certification No. 2011-12-6 AS](#)). Members of the DPC (which also include the department chairs) perform peer evaluations in the classroom based on mastery of the subject matter, teaching ability and interaction with students ([Certification No. 2011-2012-18 AS](#)). DPC members will also administer the student evaluation in the classroom ([Certification No. 2011-2012-10 AS](#)). By virtue of [Certification No. 2005-2006-23](#) the Academic Senate also approved the document titled Rules, Criteria and Procedures for the Evaluation of the Faculty at UPRA (*Normas, Criterios y Procedimientos para la Evaluación de la Facultad en la Universidad de Puerto Rico en Arecibo*) with the objective of establishing a uniform and effective instrument for the evaluation of the faculty for purposes of

retention, promotions and other decisions that promote the achievement of their academic excellence.

At UPRA faculty is expected to offer a minimum of 12 credits per semester. They may opt to teach additional courses, if available, although it is not required. The Academic Senate of the University of Puerto Rico at Arecibo revised the faculty overload policy during academic year 2005-06. The Senate reviewed its [Certification No. 2001-2002-33 AS](#), which established the maximum faculty teaching load at 22 credits per semester. As a result of this process, the Senate issued the [Certification No. 2005-2006-29 AS](#) which establishes a procedure for the authorization of a teaching load in excess of 12 credits. The regulations allow for a maximum of six (6) credits of overload to be approved by the Department Chair, and a limit of four (4) additional credits to be approved by the Dean for Academic Affairs. This procedure received support from the university faculty, who voluntarily teach overload courses. As part of the procedure, the faculty member signs the *Agreement for the Assignment of Credit Overload to the Faculty of the University of Puerto Rico at Arecibo*. It should be noted that course overload represents additional compensation for courses exceeding the twelve-hour credits. Furthermore, by virtue of its [Certification No. 2008-09-10 AB](#), the UPRA Administrative Board, agreed to validate the [Carta Circular DAA-95-04](#) from the past *Administration de Colegios Regionales de la Universidad de Puerto Rico* that no professor may exceed four preparations in a semester as part of their academic load. The faculty teaching load is assigned by the Department Director according to the academic preparation, academic rank, experience offering the course and seniority ([Certification No. 2006-07-41 AS](#)).

The General Regulatory Handbook of the University of Puerto Rico (Articles 64 and 65) states that faculty workload is distributed per week fulfilling 37.5 hrs, which include teaching (12 hrs), office hours for individual assistance to students (6 hrs), office hours for the preparation of courses and other needs related to the job (this includes effective preparation of the teaching courses, research, preparation and correction of exams and the work office of the job (15 hrs), attend to departmental faculty and administrative meetings, and other related activities (4.5 hrs). In some cases faculty members could receive release time for research or other academic administrative duties depending on the responsibility or workload. Such credits are assigned in compliance with [Certification No. 105-2014-2015 GB](#), the UPR Governing Board (*Tabla de Equivalencias de Tarea Académica para el Personal Docente de la Universidad de Puerto Rico*).

Teaching support personnel (including laboratory technicians) are expected to comply with a regular working-time of 7.5 hrs per day and a standard workweek of 5 days (37.5 hrs) as stated in the *General Regulatory Handbook of the University of Puerto Rico* (Article 86). Additional time will be compensated if the nature of tasks so requires. In general responsibilities and attributions of teaching support personnel are established in Article 88 of the *General Regulatory Handbook of the University of Puerto Rico*. These include work attendance and punctuality, tasks performance, following orders, behavior rules, confidentiality, safe custody of the institution's property, and additional tasks. At UPRA, laboratory technicians are responsible of assisting the professor in lab courses, carry out materials and equipment tests in scientific, communications or other type of labs, prepare requisitions and maintain an inventory of the equipment among other tasks.

Faculty Evaluation

UPRA regularly evaluates the effectiveness of its faculty in accordance with the *General Regulatory Handbook of the University of Puerto Rico* and other university regulations. Methods of faculty evaluation include peer evaluation classroom teaching ([Certification No. 2011-2012-18 AS](#)), administrative evaluation ([Certification No. 2011-2012-6 AS](#)), and student evaluation (Academic Senate Certification No. 2011-12-10). A uniform and effective procedure for the faculty evaluation to achieve academic excellence is followed by the Departmental Personnel Committees (DPCs) and the Faculty Personnel Committee (FPC) at the institutional level. This procedure is established in the instrument titled *Rules, Criteria and Procedures for the Evaluation of the Faculty at UPRA (Normas, Criterios y Procedimientos para la Evaluación de la Facultad en la Universidad de Puerto Rico en Arecibo)* ([Certification No. 2005-2006-23 AS](#)). This regulation also establishes that, after the last rank has been achieved, the faculty member is evaluated every five years by students and by the Department Chair.

The process for promoting faculty is outlined in the *General Regulatory Handbook of the University of Puerto Rico*. In the University of Puerto Rico personnel transactions are based on the principle of merit. This means that only the best qualified candidates should be selected to become public servants, and that the merits of each one ought to be the sole determinant in hiring, grating of tenure, training, and promotions. The UPRA Administrative Board, by virtue of its [Certification No. 2012-2013-13 AB](#) (*Manual de Instrucciones de la Hoja de Cotejo para los Candidatos a Ascenso en Rango*), has established the administrative steps and necessary documents for promotion. Criteria considered for faculty promotion include the following: teaching, scholarly work, academic and professional development, service to the university, professional and community services.

The process for promotion, in keeping with the merit principle, consists of four steps to ensure its integrity and fairness. First, the candidates prepare a portfolio including the required documents and the evidence of their academic performance. Next, this portfolio is evaluated by the Departmental Personnel Committee (DPC) made up of peers, and also is evaluated by the Faculty Personnel Committee (FPC). Finally, at the institutional level, the Administrative Board approves or denies the faculty promotion. Candidates of all ranks must comply with the minimum scores required for faculty promotion as follows: full professor (200 points), associate professor (170 points), and assistant professor (150 points) as established by [Certification No. 2012-2013-68 AB](#). The promotion process guarantees objectivity, fairness and competitiveness by encouraging and rewarding faculty excellence.

The process for tenure is similar to the process for promotion. After five years in tenure-track, candidates for tenure state must prepare a portfolio where the following aspects are assessed: teaching, research, other scholarly activities, professional development, service to the department and to the university, and community service. The assessment of the candidate is conducted initially by the Department Personnel Committee (DPC) which recommends the candidate to the department chair. This recommendation is followed by the evaluation process of the Faculty Personnel Committee (FPC) at the institutional level. The candidate's portfolio, with the recommendation of both the DPC and FPC, is considered by the Administrative Board, who finally approves or denies tenure. If a candidate for tenure was initially recruited as an instructor

under a full-time work contract, the faculty member must obtain an average score of 75% in his/her evaluation per semester, and a score above 70% in each evaluation ([Certification No. 2005-2006-39 AB](#)). These criteria must be met for the Administration to deem satisfactory a year of contract service. Tenure and promotion imply an intellectual atmosphere and a commitment from faculty to serve their students, the profession, the institution, and the community strengthening the university's mission.

Other teaching support personnel are promoted on the basis of their qualifications and the availability of positions. The employee must submit a written request for reclassification and properly grounded to the Director of the Office of Human Resources of the unit. The decision will be taken on the merits of the application for reclassification at the unit and notified within a period of ninety (90) days of receipt of the request for reclassification.

Salaries for faculty and teaching support personnel are determined and revised by the Governing Board of the University of Puerto Rico, considering academic rank and years of service.

Teaching and Academic Advising

One of the principal activities of faculty members is teaching. Teaching at UPRA forms a vital portion of the tenure and promotion evaluation process, as well as of annual reviews and performance evaluations. Full-time and part-time teaching faculty is evaluated by their peers and students. Peer evaluations are conducted by members of the DPC, who then discusses the evaluation with the faculty member. For instance, it is worthwhile mentioning that students at UPRA perceive teaching faculty positively (91.4% average for the past ten years).

Currently the student-faculty ratio at UPRA is 14:1 which is considered a standard ratio when compared to the national average for college student-to-faculty ratios (18:1) according to the National Center for Education Statistics. The average class size is 25 students. In general some classes are bigger and some are smaller depending on the type and level of the course.

Faculty uses a wide range of teaching methods including classroom lecture and discussions, case analysis and assigned reading discussions, student presentations, student-led seminars, guest speakers, individual and team projects, corporate site visits, experiential learning exercises courses. Faculty at UPRA is involved in both traditional classroom and technology-assisted settings (see Standards 11 & 13).

Faculty members also dedicate significant time working with students outside the classroom as academic advisors and informal mentors. Faculty coordinators from all academic departments guide students to complete their programs of study within the desired and expected time span for each degree. They advise undergraduates with their majors, on course choices and their academic progress throughout their university years. Faculty members also advise students to search for future careers, pursue graduate studies, assist them in looking for professional careers, seek employment opportunities, internships in other countries, COOP experiences, and student organizations by integrating them in community activities, among others.

Curriculum Development

The Institution has well-defined processes for the design of new programs and curricula revision. The design of new programs and curricula revision follow specific procedures already established in the UPR Board of Trustees (now the Governing Board) [Certifications No. 80-2005-2006 BT](#)) and [43-2006-2007 BT](#), respectively. Procedures for the creation of curricular sequences are established in the [Certification No. 69-2013-2014 BG](#) (Policy of Second Bachelor Degrees, Second Concentrations, Minor Concentrations and Professional Certifications in the University of Puerto Rico).

As articulated in the *University Law* and the *General Regulatory Handbook of the University of Puerto Rico*, the University Governing Board is responsible for the direction, quality and integrity of the institution, the approval and update of its development plan and the oversight of its implementation and progress. Through UPR [Certifications No. 136-2003-2004 BT](#) and [138-2003-2004 BT](#) respectively, the Board of Trustees (now the Governing Board) set out to establish an institutional effectiveness and programmatic evaluation culture mandating the systematic internal assessment as well as external assessment through professional accreditation of all academic programs and services. At present, 85.7% of academic programs at UPRA are accredited by prestigious accrediting professional agencies (see Standard 11).

The development and implementation of an academically rigorous and relevant college curriculum are among the faculty's most important responsibilities. The faculty participates at different institutional levels including the academic departments (curriculum committees), the Academic Senate and the Administrative Board. Since MSCHE's last visit, curricula at UPRA have been renovated at the leading edge of knowledge. In addition, the university has embarked in the development of proposals for the creation and design of new programs at the graduate level, particularly professional master's programs. During this semester, faculty from the Industrial Organizational Psychology Program will be submitting their proposal to the UPRA Academic Senate and Administrative Board. Psychology faculty is clearly very enthusiastic and committed to this new endeavor.

Professional Development

UPRA fosters and promotes faculty development through the Center for the Professional Development of the Faculty, and different memberships including the Faculty Resource Network (FRN). Moreover, the Institution promotes and supports faculty participation in professional and specialized education. The Center for the Professional Development of the Faculty (CPDF) ([Academic Senate Certification Number 2006-2007-7 AS](#)) offers a professional development program related to teaching and research through activities such as workshops, seminars, conferences, symposia leading to a better learning and teaching process. The Center also offers training to the newly recruited faculty. It also coordinates the Academy of Department Chairs and Faculty Leaders coordinated by the Office of the Dean of Academic Affairs. Examples of activities related to improving the teaching-learning process by means of technology include Distance Learning Education, Learning Communities assisted by the Technology, Instructional Design, Evaluation Strategies for e-Learning, Use of Moodle Platform, Mobile Applications in the Education, Practical Tools for Student Learning Assessment, among others. In addition, the

Center offers workshops related to faculty tenure and promotion, institutional regulations and procedures as outlined in the UPRA Faculty Manual ([Certification No. 2013-2014-19 AS](#)) in accordance with the *General Regulatory Handbook of the University of Puerto Rico*.

Since 2005, UPRA has been a member of the Faculty Resource Network (FRN) at New York University, an award-winning professional development initiative. Approximately 20% of UPRA faculty has participated in the Network seminars, symposia, lectures and workshops.

Faculty has also participated in workshops, conferences, symposia sponsored by the different professional accrediting agencies. For example, faculty from the Business Administration and the Office Systems academic programs participate annually in the ACBSP Annual Conference held in different states at USA. On some occasions, the UPR Central Administration provides the resources to offer the workshops in Puerto Rico. For instance, faculty from the Technology in Industrial Chemical Processes and Computing Sciences programs attended a workshop on the assessment process offered by ABET accrediting agency.

UPRA also provides funds for professional development assistance, leave with full pay, financial assistance and the UPR Presidential Scholarship for doctoral graduate studies. Funds for financing faculty attendance to professional development activities are allocated in each department. Since last MSCHE visit, this budget line fluctuated from an average of \$38,800 to \$52,400 in 2006-2007 and \$74,500 in 2014-2015. Funds allocated for leaves with full pay have fluctuated from \$64,500 in 2006-2007 reaching its highest of \$107,503 in 2007-2008 and decreasing to \$43,400 in 2014-2015 due to budgetary cuts. The Administrative Board, by virtue of its [Certification No. 2011-2012-59 AB](#) agreed to apply an executive order from the Chancellor that the Institution did not have available funds to grant leave with full pay and financial assistance for faculty professional development. Similarly, financial assistance for those pursuing graduate studies while teaching is also available. This assignment has also fluctuated since 2006-2007 from \$18,000 to \$35,000 in 2008-2010 and reaching to an average of \$12,500 in 2014-2015. The reduction of funds for this budget line coincides with the fact that since 2005-2006 it is required that a candidate, aiming for a tenure-track position as a professor, must have a doctoral degree or equivalent in the teaching discipline ([Certification No. 145-2005-2006 BT](#)). Despite the budget reduction, there was no significant impact on the assigned fund for obtaining doctoral degrees. The available funds could then be distributed among other needs for faculty development.

Academic Research and Other Scholarly Activities

To support research and creative endeavors, the Center for Research and Creative Endeavors (CIC for its Spanish acronym) provides the faculty the mechanisms needed for their intellectual and creative development promoting the transformation of knowledge by means of research and creation ([Certification No. 2005-2006-10 8 AB](#)). The CIC provides support and internal funds for faculty scholar activities. Faculty submits proposals in response to a call for proposals from the UPRA Committee of Academic Research and Creation (CARC). These proposals are broken down into three categories: Science and Technology, Artistic and Literary Creation and Arts and Human Sciences. By virtue of the UPRA Policy of Academic Research ([Certification No. 1999-2000-31 AS](#)) the CARC should receive, evaluate the proposals and determine the feasibility of

proposals for award concession. Among other tasks, the CARC announce the proposals that were accepted for seed funding from the CIC. In the last ten years, the CARC has approved 97 competitive proposals with the highest number of proposals during the academic year 2008-2009 distributed into the respective categories as Science and Technology (45.4%), Artistic and Literary Creation (18.6%) and, Arts and Human Sciences (35.1%). This is a remarkable increase from the 2005 MSCHE self-study which indicates that “in the academic year 2003-04 about 25 professors applied” to the CIC for funding. Currently, the Chancellor revitalized the CIC allocating more funds to promote the research and creative projects at the university. Since 2005, UPRA has been highly supportive spending nearly \$625 K in internally financed scholarly activities. The CIC also promotes activities for faculty professional development which include a cycle of conferences presenting UPRA Faculty Doctoral Research Projects, workshops on grantsmanship, workshops on Time and Effort Forms, conferences, and seminars, among others.

The CIC also promotes that faculty submit proposals for external funding and supports faculty to develop activities which include national and international congresses, workshops, symposia, and conferences with renowned speakers worldwide. Since the last MSCHE visit, proposals have been awarded by external and federal agencies including the National Science Foundation (NSF) through the Division of Undergraduate Education, the US Department of Education through the Minority Science and Engineering Improvement Program (MSEIP), Title V Individual and Collaborative programs, the PR Space Grant Consortium sponsored by NASA and The Camille and Henry Dreyfus Foundation. Over the past decade, UPRA has received approximately \$5.1 M in external funds impacting research and education reinforcing the academic environment at the university.

Through the CIC, faculty development activities include national and international congresses, workshops, symposia, conferences with renowned speakers worldwide. Since 2005, the UPRA Spanish Department has worked vigorously with enthusiasm and dedication in the coordination of three international congresses titled *Congreso Internacional: Escritura, Individuo y Sociedad En España, Las Américas y Puerto Rico*. These congresses would not have been possible without the active participation of over 25 faculty members from different academic departments in the respective steering committees. During 2006-2007 the 3rd Congress was dedicated to Mario Vargas Llosa (*Premio Nobel en Literatura 2010*) and Luis Rafael Sánchez (*Premio Internacional Pedro Henríquez Ureña de Literatura en su primera edición*). The 4th Congress was celebrated in 2011-2012 with a special recognition to Elena Poniatowska (*Premio Cervantes 2014*), Rosa Montero and Mayra Montero. The most recent congress was held on March 2015 being devoted to Ana Lydia Vega, awarded with the *Medalla Julia de Burgos del PEN Club Internacional*. These prestigious writers were also awarded a Doctorate Honoris Causa. Each congress has attracted over 300 participants from the Americas, Europe and the Pacific Region.

Approximately, 30% of UPRA faculty performs research projects and creative work. Faculty is also involved in scholarly activities. For example, researchers from the Social Sciences Department are publishing their work in books and journals. Similarly faculty members from the Natural Sciences departments perform scientific research, sometimes published in peer-reviewed journals, but also involve students in their research work providing them with a different learning environment. Faculty from the Department of Tele-Radial Communication produces films and

television productions which have been given recognition nationally and internationally. UPRA faculty have given oral and poster presentations at International Congresses, National Meetings and Conferences, and Symposia. A sample of academic research and other scholarly activities and creative endeavors is shown in the Appendix 10 A and B.

The Institution provides faculty with an interdisciplinary academic peer-reviewed journal titled *Forum*, indexed by Latindex, with an Editorial Board composed of well-known writers and scientists from UPRA and worldwide. Since 2005 around thirty faculty members from the Spanish, Humanities, English, Social Sciences, Biology, Physics and Chemistry, Business Administration departments have published in *Forum*. Writers from other units of the UPR System (Río Piedras, Mayaguez, Bayamón, and Ponce) and U.S. universities including UMASS-Amherst, University of Wisconsin, University of California-River Side and Texas Tech University have also published in *Forum*. Other publication efforts include an online academic journal titled *El Amauta*, coordinated by the faculty from the Social Sciences Department. *El Amauta* publishes papers from the Social Sciences, Humanities and Literature fields. This journal has been also indexed by Latindex. Historians, sociologists, psychologists, anthropologists, economists, lawyers have published in *El Amauta*.

Academic Freedom

In accordance with the *General Regulatory Handbook of the University of Puerto Rico*, UPRA protects and fosters academic freedom of all faculty members regardless of rank or term of appointment. Policies relating to faculty evaluation, promotion and tenure, rights and responsibilities with respect to teaching, scholarship and service are also outlined in the *Faculty Manual*.

Findings

- Approximately 70% of UPRA faculty has tenure and tenure-track positions which provides a positive impact on the institution playing fundamental roles in the future of a department.
- The number of faculty holding doctoral and terminal degrees increased from 18% in 2005 to 33% in 2015.
- One of the major accomplishments UPRA has achieved is the faculty evaluation by prestigious external accrediting professional agencies.
- Since 2005, UPRA has been highly supportive spending nearly \$625 K in internally financed scholarly activities.
- Over the past decade, UPRA has received approximately \$5.1 M in external funds impacting research and education reinforcing the academic environment at the university.
- Approximately 30% of UPRA faculty performs research projects and creative work. Faculty involved in scholarly activities.

Recommendations

- To evaluate new posts for tenure-track faculty positions in those academic departments on the basis of their development plans and the *Institutional Strategic Plan*.
- To develop new mechanisms for allocating more funds for faculty development since this is an essential key element to strengthen the student teaching-learning process.
- The university must maintain the CIC and allocate more funds to engage faculty to submit proposals and papers for publication in peer-reviewed journals.

Standard 11- Educational Offerings

Introduction

The mission of the University of Puerto Rico at Arecibo (UPRA) states that the institution is primarily dedicated to the teaching and learning process, to respond to the needs of the labor market and the global economy, and to offer community service. The mission highlights the development of scientific and technological programs, health-related professions, and business administration (UPRA Academic Senate [Certification No. 2002-03-32](#), as amended by UPRA Academic Senate [Certification 2013-14-13](#)). UPRA views university education as a process of transformation towards the integral development of students who undergo significant learning experiences that prepare them in fields related to their academic and professional interests. This learning process allows them to become aware of their duties as citizens and professionals.

UPRA's Standard 11 discusses how educational offerings meet the content, rigor and coherence stated by its mission through its ongoing assessment process of the institutional curricular component. The results of this process are analyzed as part of a decision-making process based on the gathered data before becoming corrective actions. UPRA uses diverse and formal criteria to evaluate its educational offerings that stem from the following documents:

- [*Ten for the Decade 2006-2016: An Agenda for Planning of the University of Puerto Rico*](#). (Certification No. 123 2005-2006 BT)
- [*Institutional Strategic Plan 2008-2014*](#) and [*Institutional Strategic Plan 2015-2020: Horizon 2020*](#)
- [*Institutional Assessment Policy*](#) (Certification No. 2002-2003-42 AS)
- [*Institutional Assessment Plan*](#) (Certification No. 2005-2006-18 AS)
- [*Institutional General Education Policy*](#) (Certification No. 2005-2006-17 AS)
- Office of Planning and Institutional Research (OPIR) reports
- Departmental development plans
- Departmental self-studies and the reports of specialized accreditation agencies after an evaluation visit
- Departmental assessment and annual reports
- Other actions and compliance reports

Assessment of both student learning outcomes and other academic activities, such as research and development opportunities and dissemination, provide data that is used to evaluate the educational offerings and the level of excellence achieved through all the academic endeavors.

Evaluation of Academic Programs and Other Endeavors

In order to respond to the demands of our knowledge-based society, UPRA's academic programs are in an ongoing revision process. UPRA offers 17 programs conducive to a degree, of which are 14 bachelor degrees and 3 associate programs. Moreover, it offers around 30 articulated transfer programs (34 for 2014-15 and 33 for 2015-2016): two year programs that allow students to begin their academic careers at UPRA and later transfer to another unit of the UPR system. In order to provide the excellence in education that students require and the workforce demands, the

University continuously revises its curriculum and academic offerings taking into consideration trends in enrollment and changes in the disciplines.

The faculty is committed to the institutional and departmental missions, goals and objectives as evidenced by their active involvement in working towards curricular revisions and developing academic programs. The academic programs have been revised and their curricula evaluated through various processes: activation, deactivation, and modification and creation of courses. Table [*Procesos revisiones componente curricular academica years 2007-2008 to 2014-2015*](#) summarizes the actions taken by each academic department regarding their curricula.

Examples of Departmental Academic Achievements

Some of the most outstanding academic achievements of the academic departments in the past ten years are:

- Enrichment of their curricula through their accreditation by external agencies as discussed in section Academic Excellence -Specialized Accreditations Processes.
- Strengthening of the component of undergraduate research by creating courses such as MATE 4055-Undergraduate Research, ESIN 4011-Seminar in Puerto Rico Studies, BIOL 3108-Undergraduate Research, SOFI 4437-Integration Seminar for Administrative Professionals, QUIM 4999-Undergraduate Research, CCOM 3985- Undergraduate Research in Computing Science Topics, and ESPA 4208-Integration Seminar for Graduate Studies, INGL 3230-Radical Feminist Literature, among others.
- Evaluation of the internship and supervised practice courses, for example: INTD 4998-First Work Experience, PSIC 4211/4212-Industrial Organization Psychology Internship I-II, SOFI 4985-Work Internship and Seminar, ADEM 4015-Practicum in ADEM/ major in Accountability and Finance, ADEM 4016-Practicum in ADEM/ major in Management-Marketing, INDT 4995-COOP Interdisciplinary Program.
- Creation of courses such as:
 - The **Humanities Department** has created the courses LITE 3055-Digital Literature, HUMA 3145-Seminar Web 2.0 Tools to the Research Processes in the Humanities.
It also activated the following courses: LITE 3035-Mythology in Western Literature, INTD 3046- Women Writing, HIST 3165- History of the Renaissance, TEAT 3141- Pantomime I, ESIN 4001-Seminar in Puerto Rican Studies, and MUSIC 3185-Hand Bells Ensemble Methodology.
 - The **Physics-Chemistry Department** created 16 courses for the Baccalaureate Degree in Technology in Industrial Chemical Processes in the academic year 2009-2010.
 - The **Biology Department** underwent an evaluation process in 2008-2009. It resulted in the offering of three new areas of emphasis: (a) Industrial, (b) Environmental and (c) Medical.
 - The **Associate Degree in Veterinary Technology** underwent an evaluation process in 2014-2015. It was approved in February 10, 2015. It resulted in an actualized curricular sequence with the Alpha code TVET for its courses, and the creation of three new courses: TVET 3037-Clinical Pathology, TVET 3038-Animal Nutrition, and TVET 3039-Handling and Nursing of Laboratory Animals

- The **Social Sciences Department** completed its five year evaluation in 2011-2012. It also completed a series of minor changes in its two majors and it's currently working a proposal for a MA in Psychology of Leadership and Social Work.
 - The **Department of Tele-Radial Communication** created six areas of emphasis in the academic year 2012-2013: (a) Production and Direction, (b) News Production, (c) Digital Cinema, (d) Digital Photography, (e) Multimedia, and (f) Strategic Communication.
 - The **Business Administration Department** revised the curricular sequences of its four majors in 2013-2014. The faculty designed a minor concentration in *Entrepreneurship and Business Development*. The document is in the process of being submitted to the Academic Senate.
 - The **Office Systems Department** created two areas of emphasis in 2013-2014: (a) Legal Administrative Professional (LAP) and (b) Virtual Administrative Professional (VAP). Both areas were implemented in the first semester of the academic year 2014-2015.
 - The **Computer Sciences Department** designed a minor concentration in Design and Development of Web Applications the first semester of 2014-2015. It was approved by the Academic Senate in February 2015.
 - The **Nursing Department** revised its Associate Degree in Nursing (*Certificación 89 2008-2009: Aprobación Revisión Curricular del Grado Asociado en Enfermería de la Universidad de Puerto Rico en Arecibo*).
- **Curricular renovations.** In this area a Professional Certificate in Biotechnology was established in 2006 through the Division of Continuing Education and Professional Studies (DCEPS). Also, the approval of a Certification in Gastroenterology Nursing is in process of been submitted to the University Board, the Office of the Vice-President for the Academic Affairs and the Puerto Rico Council on Education. It will be offered through DCEPS. The certification was approved by the *Junta Examinadora de Enfermeras y Enfermeros de Puerto Rico* (Puerto Rico Board of Nursing) and Sociedad Puertorriqueña de Endoscopía Terapéutica (Puerto Rican Society for Therapeutic Endoscopy).

The General Education Program (GEP) was revised in the second semester 2013-2014. It was again revised and published in the UPRA Catalog 2016-2020 in December 2015. The GEP is explained in Standard 12.

To guarantee that educational offerings are congruent with the institutional mission, and that all academic programs include appropriate areas of academic study of sufficient content, breadth and length, all academic programs have rigorous courses that challenge students to become self-directed, active learners, as well as effective team members.

All courses are designed to develop high-order thinking skills through authentic assessment activities (see Standard 14). Therefore, rigorous assessment delineates the different levels of performance criteria, which are aligned to the learning outcomes. Quantitative and qualitative measures are used to gather data and the results used for future decision-making. In this way the

faculty not only articulates higher expectations from students, but challenges them to maximize their potential through the use of different instructional delivery methods that provide students with opportunities for more real job related experiences in the classroom. Some of them are experiential learning, co-curricular student organizations, online instruction, interdisciplinary instruction, project-based experiences and student-centered activities.

Academic Excellence

To achieve academic excellence, UPRU undergoes an internal and external evaluation process.

Internal Process. The academic programs evaluate their curriculum periodically. These evaluations are coordinated at the institutional and systemic level. At the systemic level, the Board of Trustees, now the Governing Board, approved the process for program evaluation through [Certification No. 43 2006-2007 BT](#) (*Reglamento para la Evaluación Periódica de Programas*). At the institutional level, the Dean of Academic Affairs coordinates with the academic departments the evaluation process for their courses and programs. The Academic Senate, the Institutional Curriculum Committee, and the Departmental Curriculum Committee also play an active role in the evaluation process.

External Process. The Puerto Rico Council of Education by its [Reglamento para el Licenciamiento de Instituciones de Educación Superior en Puerto Rico](#) (Num. 8295, October 9, 2012, approved by Certification No. CEPR 2012-237) authorizes the establishment and operation of all institutions of higher education in Puerto Rico. Also, since the academic year 2003-2004, the UPR System requires the accreditation of the academic programs by means of the Board of Trustees [Certification No. 138 2003-2004 BT](#) (*Política Institucional sobre las Acreditaciones de los Programas y Servicios que Rinde la Universidad de Puerto Rico*). Since MSCHE's visit, seven academic departments sought the accreditation of their programs with different accreditation agencies. All of them have been accredited. Specialized accreditation processes have provided the means of actualizing the curricula because programs are subject to rigorous standards and criteria. They require a rigorous evaluation and assessment processes of all academic department constituents.

Table 11.1
Accredited Academic Programs

Academic Program	Accreditation Agency	Year of First Accreditation	Next Accreditation Visit
Business Administration with a major in <ul style="list-style-type: none"> Accounting Finance Management Marketing 	Accreditation Council for Business Schools and Programs (ACBSP)	2011	2020-2021
Sciences with major in Computer Sciences	ABET-CAC (Computing Accreditation Commission).	2008	Reaccredited in 2015-2016 Next visit: 2023-24
Technology in Tele-Radial Communication	Council of Education in Journalism and Mass Communication (ACEJMC)	2013	2018-2019

Academic Program	Accreditation Agency	Year of First Accreditation	Next Accreditation Visit
Arts in Elementary Education	Elementary Education and Physical Education for Elementary Level Programs by the Council for Accreditation of Educator Preparation (CAEP)	2009	Reaccredited in August 2014 Next visit: 2021
Arts in Education with major in Physical Education for the Elementary Level	Elementary Education and Physical Education for Elementary Level Programs by the Council for Accreditation of Educator Preparation (CAEP)	2009	Reaccredited in First Semester Academic Year 2014-2015
Associate and Baccalaureate Degrees of Science in Nursing	Accreditation Commission for Education in Nursing (ACEN)	ADN 1976	2020
		BSN 1999	GB 2020
Baccalaureate Degree in Technology in Industrial Chemical Processes	ABET-ETAC (Accreditation Board for Engineering and Technology-Technology Accreditation Commission)	2011	2017-2018
Office Systems	Accreditation Council for Business Schools and Programs (ACBSP)	2009	2020-2021

Also, the Library obtained the professional license of the Association of College and Research Libraries (ACRL). The Association will be visiting during the second semester of the academic year 2015-2016. On the other hand, the Associate Degree in Veterinary Technology applied for accreditation from the American Veterinary Medical Association (AVMA) on December, 2015. The visit will take place October of the 2016-2017 academic year.

Planning of Learning Resources

Learning Spaces. The university administration evaluates learning spaces to ensure the support of the student learning process according to the needs and priorities of the academic programs. The Chancellor, the Deans of Academic and Administrative Affairs, and OPIR lead the planning process of space distribution according to the [Framework for Physical Planning](#) and the *Updating of Classrooms and Laboratories Plan (Plan Puesta al Día de Salones y Laboratorios.)*. UPRA is currently working on renovating the facilities of a decommissioned elementary school adjacent to the campus.

Other Academic Support Services

Title V. The Title V project *Improving Student Learning Outcomes through the Implementation of Learning Communities and Enhanced Academic Support Services* was approved in 2013. This project will focus on the establishment of (a) learning communities, (b) Centro para el Desarrollo de Competencias Lingüísticas y de Información (Center for the Development of Linguistic and Information Competencies), and (c) Library's Learning Commons facility. The new learning communities' courses were implemented in the summer of 2014. (<http://www.upra.edu/titulov/>) (see Appendix 11. A)

Tutoring and Mentoring Services. Tutoring and mentoring services have supported student success. UPRA offers tutoring services through the Minority Science and Engineering Improvement Program (MSEIP), Student Support Services Program (PSE by its Spanish acronym), and the Center for Academic Development and Technological Support or ADTS (Centro para el Desarrollo y Apoyo Tecnológico y Académico, CDATA).

The Minority Science and Engineering Improvement Program (MSEIP) was a grant funded by the U.S Department of Education's Title III whose main objective was the enhancement of our institution's STEM programs through the integration of undergraduate mentorship and research experiences. Student Support Services Program is a grant awarded by Title IV of the U.S. Department of Education to institutions of higher education to provide opportunities for academic development, assist students with basic college requirements, and to motivate students toward the successful completion of their postsecondary education. Its main goal is to increase college retention and graduation rates in first generation university students. Since the 2006-2007, the Student Support Services Program has served 1,707 students.

In addition, the personnel at CDATA offer a Tutoring and Mentoring Program. Since 2006-2007, 3,294 students have received over 10,742 tutoring services and 478 mentoring services ([CDATA table showing all the tutoring and mentoring services offered since 2006-2007 to 2013-2014](#)). The level of satisfaction with tutoring and mentoring services averages 91% as gathered by the survey administered annually to graduating students since 2007-2008.

Honor Studies Program. The Honor Studies Program (PREH) has enriched its academic and research components through a series of activities in and off-campus since 2005. In 2009-2010, program guidelines were developed by its coordinator. The activities support the development of the General Education Program's competencies. The activities offer interdisciplinary and prismatic experiences, and an opportunity to conduct singular/collaborative research on self-directed topics. Students in the Honor's Program are also involved with the community. Some of the activities include visiting nursing homes, young single mother shelters, storytelling at local schools, and beach cleaning. Furthermore, students are exposed to cultural and artistic activities which expand their academic and personal growth. These activities span from presentations by artists to visits to cultural events on the island.

Information Literacy and Technology Competencies Skills. The Library personnel at UPRA offers an Information Literacy Skills Program. In it they offer workshops, demonstrations, and presentations on information skills in order to train and prepare students to do research. Students are also trained to write term papers, reports and bibliographies, among others. Currently, they are developing an online basic skills course through UPRA's Distance Education Pilot Program. There is also a Library liaison in each academic department that engages in research to ensure that UPRA's Library has resources that respond to the Program's goals and objectives. Since 2007, the Library has offered 319 workshops that have impacted 5,099 students.

Faculty, Technology and Distance Education. Faculty is improving the quality of teaching through research-based endeavors and the integration of technology in the teaching and learning experiences. This initiative has the support of the Chancellor and Deanship of Academic Affairs through diverse faculty development activities such as workshops, conferences, discussions and

other. The Center for the Professional Development of Faculty (Centro para el Desarrollo Profesional de la Docencia -CDPD) and the Center for the Development and Technological and Academic Support (Centro para el Desarrollo y Apoyo Tecnológico y Académico, CDATA) also support this effort.

UPRA has defined an institutional policy for distance education ([Certification No. 2012-2013-17 AS: Distance Education Policy](#)). A select group of professors was trained in current online methodology and the integration of technology in online course. A first group of five (5) faculty members was selected to be trained during the first semester of the academic year 2014-2015, and a second group of professors completed its training during the second semester of the same academic year. The first online courses were offered during the first semester of the academic year 2015-2016. The second online courses will be offered during the second semester of the academic year 2015-2016. A third group will begin training during the second semester of the academic year 2015-2016. (see Appendix 11. B)

Quality of Teaching/Instruction, Rigor, and Effectiveness

The Office of Planning and Institutional Research (OPIR) conducts annual studies such as Alumni Survey, First, Second and Third Year Student Surveys, Graduating Student Survey. OPIR sends the results of these studies to the academic departments for their analysis and discussion.

Students' perception of the academic offerings has consistently shown a tendency of satisfaction. UPRA regularly obtains feedback about student satisfaction in a systematic way since their freshmen year. Multiple measures are used to evaluate their satisfaction with the academic offerings and services, such as focus groups, institutional and departmental surveys and questionnaires. These efforts constitute a diagnostic tool to make improvements to the academic programs and educational offerings (see Table 11.2).

Table 11.2.
Graduating Students Perception on General Academic Aspects for the Years 2008-2014

General Academic Aspects	Years							Average
	2008	2009	2010	2011	2012	2013	2014	
Course content	90%	91%	93%	92%	93%	94%	n/a*	92%
Teaching methods	88%	91%	84%	88%	91%	93%	87%	89%
Evaluation methods	86%	90%	84%	94%	93%	94%	80%	89%

*In 2014 this item was divided into two areas: a) quality of core course and b) quality of general education courses. The results showed 90% and 95% satisfaction respectively.

The results of this data indicated a consistent trend of student satisfaction with general academic institutional aspects.

Dissemination of Institutional Policies

Dissemination of institutional policies, curricular sequences, academic programs, administrative and student support services is provided through OPIR reports, the Academic Senate certifications are available in [NORMATECA](#), [UPRA webpage](#), its e-mail system (*El Cartero El Lobo*) and the institutional catalog, among others. The University of Puerto Rico at Arecibo holds periodic faculty meetings where the most significant accomplishments of every academic department and institutional committees are presented.

Expected Learning Outcomes and Use of Information

Academic departments are engaged in a continuous and systematic assessment process throughout the curriculum, by incorporating entry, mid-point, and exit level courses. Student learning outcomes are stated in syllabi, the institutional catalog, program brochures and website, among others. The information gathered from the process of assessment has a direct effect on teaching strategies, contents or thematic sequence in courses and on the analysis made to determine technological, human and physical resources. Standard 14 details the impact of assessment in the teaching and learning process, and program effectiveness.

Findings

UPRA has enriched its educational offerings since the MSCHE's last visit in 2005. Teaching and learning is the core of UPRA endeavors as stated in the mission.

- The institutional commitment with academic quality is as strong as in 2005. The curricular revisions, proposals of minor changes and the recommendations by accreditation agencies have strengthen the curricula.
- The professional accreditation of the academic programs had been fundamental to guarantee the academic quality of the curricula.
- UPRA's programs are continuously revised, evaluated, and modified which has enriched both the academia and the educational offering. These policies and processes guarantee the integrity of curricular development and participation by faculty and students.
- The approval of the Title V Project *Improving Student Learning Outcomes through the Implementation of Learning Communities and Enhanced Academic Support Service* has provided funding for the enhancement of educational offerings, especially the general education courses, the integration of technology to learning and faculty development.
- The development of the Pilot Program of Distance Education has allowed UPRA to offer distance education courses and outreach to students.

Recommendation

UPRA has to reflect/consider the following issue:

- To institutionalize the distance education program

Standard 12- General Education

Introduction

The University of Puerto Rico at Arecibo recognizes that general education provides the basis upon which the institutional curricular component is developed. The mission of the University of Puerto Rico at Arecibo (UPRA) states that it “seeks to impart a quality university education that furthers the integral development of its students as professionals and citizens.” ([Certification No. 2002-2003-32 AS](#) as amended in [Certification 2013-2014-13 AS](#)). This standard demonstrates how the institutional General Education Program is designed so that students acquire and evidence college-level proficiency in general education competencies.

Since MSCHE’s last visit, the Institutional General Education Committee (IGEC), which is under the purview of the Deanship of Academic Affairs, has enriched the General Education Program through the revision of its courses, faculty training programs and special activities, such as the General Faculty Extraordinary Assembly, among others. The chancellor appointed a faculty member to act as Institutional Coordinator of General Education who leads the effort regarding this academic component. The faculty, the student body, and the Academic Senate are represented in the IGEC. The Institutional Coordinator for Student Learning Assessment is also a member of the committee.

General Education Program (GEP)

UPRA’s General Education Program (GEP) defines a series of interdisciplinary competencies that all students will have developed upon completion of their university studies as a result of their acquired holistic education. Defined in the General Education Policy of the University of Puerto Rico at Arecibo ([Certification No. 2005-06-17 AS](#)), these competencies are: (a) oral and written communication skills in Spanish and in English; (b) quantitative and scientific reasoning skills; (c) logical and critical thinking skills; (d) information skills; (e) collaborative work skills; (f) historical and sociocultural knowledge; (g) environmental awareness; (h) values; and (i) knowledge of self.

The IGEC works was recognized by the Evaluation Team that visited the campus on April 23 24, 2007. The *Final Report* written by the Team stated:

The General Education Committee and the Administration must be commended for the open and participatory process in establishing the general education framework, the implementation plan and the work done in order to strengthen general education. The fact that over 170 faculty out of 250 attended the open meeting is laudable and that there is an opportunity to review and comment on the implementation plan on the web site provides evidence that there are opportunities for engagement. The University also has to been commended for the timetable that is presented for the implementation of the general education program. (p. 7)

The Institution has taken several steps to institutionalize, disseminate, and evaluate the General Education Program. These steps were completed using diverse documents produced by the IGEC and approved through certifications issued by the Academic Senate. The implementation of the General Education Program was not as established in the timetable provided to the Evaluation Team in 2007 because of the time required to complete those processes. For that reason, the

assessment results of the General Education Program were not provided in the *Periodic Review Report of 2010* as recommended by the Evaluation Team (*Final Report*, p. 7). Nonetheless, the institution remained active and engaged on the issue of general education. Assessment of general education courses results have been included as part of the institutional student learning assessment process (see Standard 14). The following documents demonstrate the institutional efforts to strengthen the General Education Program:

- *Justification for the Minimum General Education Component with Recommendations Submitted* ([Certification No. 2007-2008-13 AS](#));
- *Plan for the Implementation of the General Education Policy of the University of Puerto Rico at Arecibo* ([Certification No. 2007-08-3 AS](#));
- *Checklist for Syllabus Compliance with the General Education Policy*, document approved by the Institutional General Education Committee (May 6, 2008), which is attached to the General Education Policy of the University of Puerto Rico at Arecibo;
- *Procedure To Certify a Course as Part of the General Education Component of the University of Puerto Rico at Arecibo* ([Certification No. 2013-2014-9 AS](#));
- *General Education Component for Associate Degree Programs in the University of Puerto Rico at Arecibo* ([Certification 2013-2014-10 AS](#)). This academic endeavor requires that assessment of the General Education Program be institutionalized. UPRA is committed to this process through the *Plan for the Implementation of the General Education Policy of the University of Puerto Rico at Arecibo* ([Certification No. 2007-2008-13 AS](#)); and
- *Institutional Assessment Plan of General Education* ([Certification No. 2013-14-23 AS](#)). This plan enumerates the steps to take in assessing the individual courses that constitute the General Education Program (GEP). The *IPAGenEd* is the means to institutionalize and operationalize the assessment of the General Education Program. The evaluation of this performance is done by means of the *IPAGenEd*. This Plan is the culmination of a series of organized institutional efforts to develop a coherent and strong general education program and assessment process.
- *Approval of the General Education Program* ([Certification No. 2015-16-23 AS](#)).

The *IPAGenEd* is aligned with important institutional documents such as the *Institutional Assessment Plan* ([Certification No. 2005-06-18 AS](#)). This Plan states that “General education is one of the components included in document of the mission, goals and objectives of the UPRA.” That is why it must be addressed by the institution’s academic departments. The assessment of general education is achieved from an institutional perspective according to the *UPRA General Education Policy* (*Institutional Assessment Plan*, February 2006, p. 14). The *IPAGenEd* is also aligned with the *Institutional Plan for the Assessment of Learning* and the student profiles of the academic departments. Furthermore, the *IPAGenEd* meets the requirements of the diverse specialized accreditation agencies and professional organizations. The committee ensures compliance with the educational goals of the University of Puerto Rico at Arecibo, the competencies of the General Education Program, the *Institutional Assessment Plan*, *Institutional Plan for Assessment of Learning*, and the *Institutional Strategic Plan 2006-2014* (Goal 1. Objectives 1.3), among others.

Institutional Assessment Plan of General Education (IPAGenEdu)

The *IPAGenEdu* enhances the curricular structure across campus. It defines the goal of the *Institutional Plan for Assessment of General Education* as “To determine the level of student learning in relation to the competencies included in the General Education Program (GEP) as defined in the *General Education Policy of the University of Puerto Rico at Arecibo*.” It also defines four objectives: (a) to encourage, from an interdisciplinary perspective, the holistic development of students through the GEP; (b) to identify and implement, on the basis of assessment, the necessary corrective actions to strengthen the development of the competencies defined in the GEP; (c) to document student learning in relation to the GEP; and (4) to disseminate the results of the process by means of reports, and presentations, among others.

The *IPAGenEd* also includes the identification of personnel and its responsibilities: the Dean for Academic Affairs, the Institutional Coordinator for General Education, Chairs of Academic Departments, and members of the Institutional Committee for General Education (ICGE). The process of implementation of the *IPAGenEd* began in the first semester of the academic year 2014-2015.

Assessment of General Education

The institutional assessment of general education aims, in general terms, to determine if students have reached the level of intellectual, ethical, aesthetic, and personal development defined through the General Education Program at UPRA.

During a department meeting, the academic departments that offer General Education courses identify the courses and competencies to evaluate. Faculty members of each department identify the qualitative or quantitative method that will be applied in the analysis of the data gathered, and the way in which the results of this assessment will be disseminated.

The criteria, strategies and methods selected by the faculty of the academic departments are aligned with the *Institutional Plan for the Assessment of Learning*, with the mission, goals and departmental plans for assessment of learning. It also includes direct and indirect assessment methods, as well as a reasonable and flexible calendar.

General Education Assessment Cycles

The *IPAGenEd* will be implemented in two cycles developed on the basis of the competencies defined in the [*UPRA General Education Policy*](#). Each academic department determines the cycle in which it will carry out the process and which courses will be evaluated.

- **First Cycle.** The first cycle of the *IPAGenEd* integrates the competencies in (a) oral and written communication skills in Spanish, (b) oral and written communication skills in English, (c) quantitative and scientific reasoning skills and, (d) logical and critical reasoning skills. Once the results are analyzed and the corrective actions planned, another cycle begins.
- **Second Cycle.** The second cycle will cover the competencies in (a) information skills, (b) collaborative work skills, (c) historical and sociocultural knowledge, (4) environmental awareness, (d) ethical, moral and spiritual values, (e) esthetic and cultural values, and (f)

knowledge of self. Once the results are analyzed and the corrective actions planned, another cycle begins.

Each cycle will last two years, i.e., the first cycle spans from the first semester of academic year 2014-2015 until the end of academic year 2015-2016. The second cycle runs from the first semester of academic year 2015-2016 until the end of academic year 2016-2017. The academic department will begin a new cycle after analyzing the results and determining corrective actions at the end of the current cycle. The end of the cycle (closing the loop) allows for the analysis of results and the identification and implementation of corrective actions for those competencies in the following cycle. A copy of the template for the *Institutional Plan for the Assessment of General Education* to be operationalized in the academic department is provided in Appendix 12.A.

At the end of each cycle, the Departmental Coordinator for the Assessment of General Education (or the Departmental Coordinator for the Assessment of Learning, in cases when the department only has the latter) will gather the data of the assessment process for general education by means of an official report that will be added to the Nichols Template. The results will also be disseminated to all appropriate forums at UPRÁ. A copy of the report will also be sent to the Institutional Coordinator for General Education. Finally, the Departmental Coordinator for the Assessment of Learning will integrate those results with the departmental report that will be submitted to the Institutional Coordinator for the Assessment of Learning, with a copy sent to the Institutional Coordinator for General Education.

Students Perception of General Education

Data regarding students' perception of general education is gathered through several surveys, such as Student Satisfaction Survey with Communication Skills (*Satisfacción Estudiantil con Destrezas de Comunicación*). The results show that an average of 89% of the students was satisfied with the quality of general education courses. When compared to the results obtained in the 2005 survey, there has been an increase in the student level of satisfaction with the General Education Communication and Research Skills as shown in figures 12.1, 12.2 and 12.3.

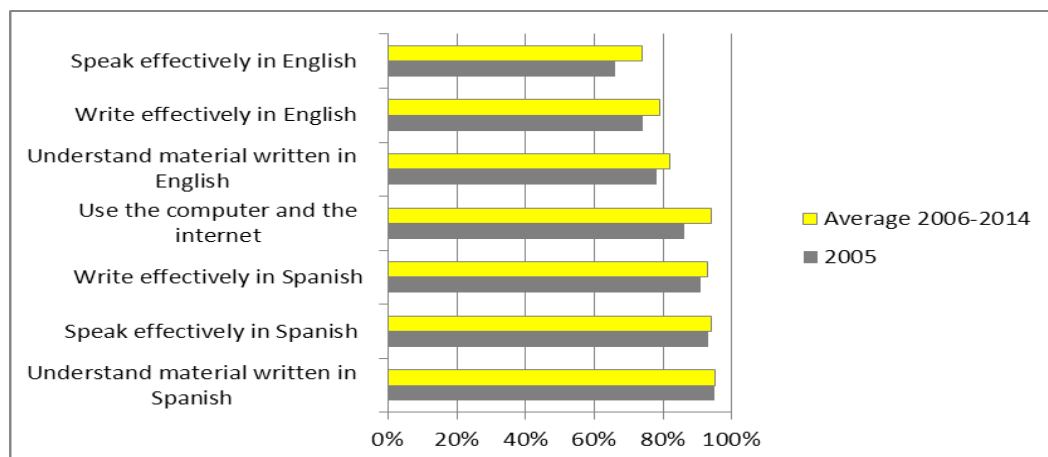


Figure 12.1
Student Satisfaction with General Education Communication Skills

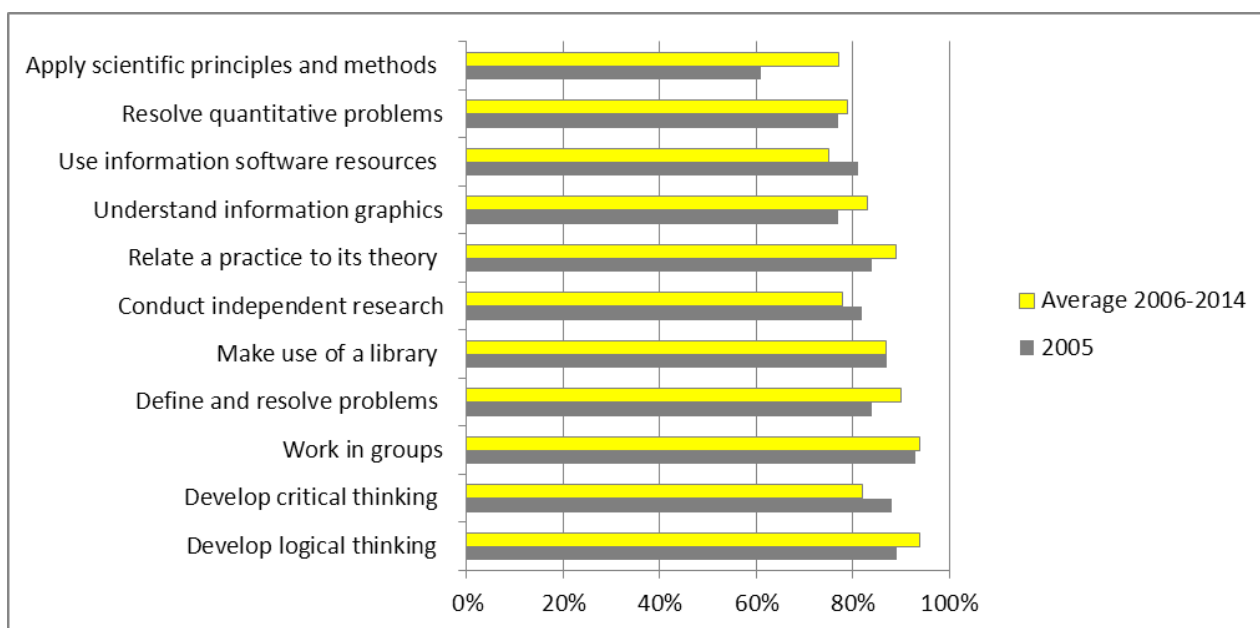


Figure 12.2
Information Skills and Research Competencies

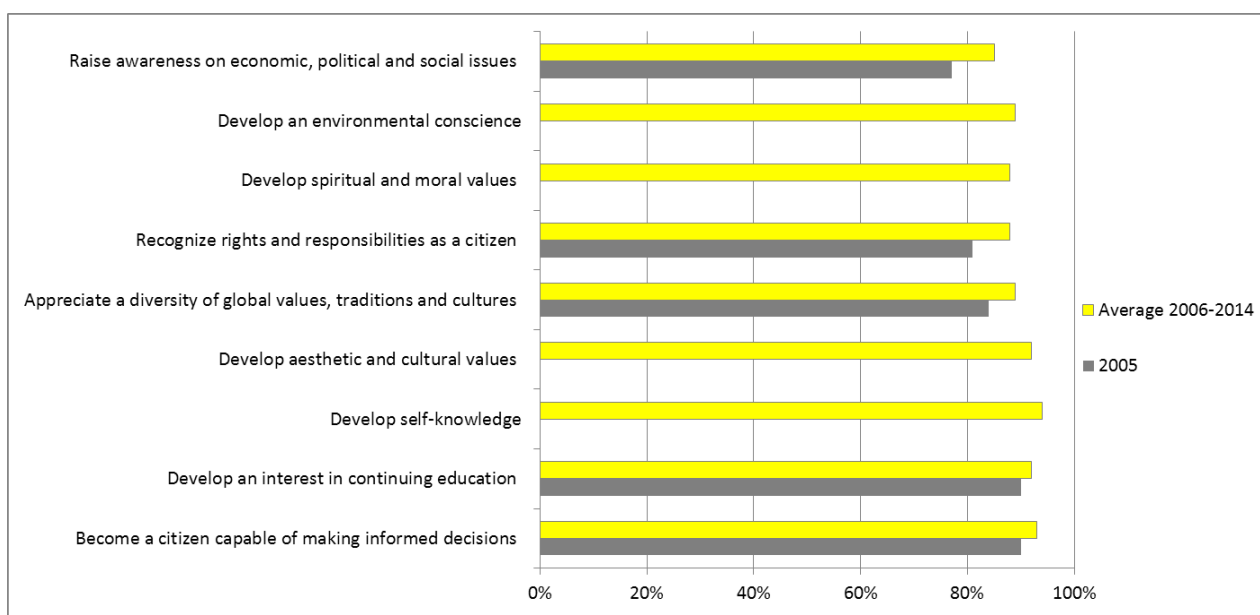


Figure 12.3
Environmental Awareness; Values and Knowledge of Self Competencies

Dissemination and Promotion of the General Education Requirements

The Deanship of Academic Affairs, the Institutional General Education Coordinator and the Institutional General Education Committee organize, in joint action, the dissemination and promotion of the general education requirements as defined in official documentation approved

by the Academic Senate. The Institutional General Education Coordinator is invited to deliver formal presentations to the Academic Senate during the academic year.

Both the Deanship of Academic Affairs and the Institutional General Education Coordinator provide copies of the certifications and other approved documents to academic department directors. The directors of academic departments and the Departmental Coordinator for General Education present and discuss these documents in departmental faculty meetings. The Academic Senate certifications are also available in the [Normateca](#) (regulations index) and the General Education Program under the Deanship of Academic Affairs webpage.

The General Education Program is also presented and discussed in the faculty meetings and during the General Education Extraordinary Faculty Assembly during the first semester of each academic year. During this meeting, the Institutional General Education Coordinator reports the work accomplished by the Institutional General Education Committee, and the general education departments present the outcomes of their assessment plans.

Work sessions are organized as part of the agenda ([Files 2014 and 2015 General Education Extraordinary Faculty Assembly](#)).

Academic programs also included results of the assessment of general education during the Assessment Day held in the second semester of each academic year. OPIR includes this documentation in the brochures [NOTIOPEI](#) and [Noti Accreditation](#). UPRA organized two General Education Congresses (April 4-5, 2008 / April 4, 2014).

Project Title V and Its Influence on General Education

The Title V Project was approved by the U.S Department of Education in 2013. It focuses on the establishment of (a) learning communities, (b) the Centro para el *Desarrollo de Competencias Lingüísticas y de Información* (Center for the Development of Linguistic and Information Competency, and (c) Library's Learning Commons facility. This project will foment new learning experiences from a multilayered vision of the acquisition of knowledge fundamental to a well-rounded education. The Center for the Development of Linguistic and Information Competency's academic experiences will help students strengthen their reading and writing skills in Spanish and English. Additionally, students will glean an education in the management of information technology, which will help prepare them to successfully carry out their general education and academic program coursework.

The General Education Program at UPRA provides the basis for a transforming process of students who undergo significant learning experiences that train them in fields related to their academic and professional interests. This learning allows them to become engaged holistic citizens who are ready to fulfill their goals as well as those of society.

Findings

- Since the Commission's last visit in 2005, UPRA's actions have strengthened its general education in order to ensure that the General Education Program enhance student intellectual and personal growth.
- UPRA recognizes the importance of the assessment of general education to gauge student performance in a significant learning process for the duration of the university education and beyond
- Support of the faculty and the Academic Senate in general education has been crucial to its development
- The General Education Program is consistent with the institutional mission and goals
- The General Education Program is efficiently articulated with the assessment of the student learning process

Standard 13- Related Educational Activities

Introduction

In addition to the programs offered through Academic Support Services (see Standard 9), the University of Puerto Rico at Arecibo (UPRA) provides other academic experiences that allow students to develop skills and competencies needed in their learning process, to expand horizons, to enrich their academic heritage, and to serve the community. The Academic Programs, the Division of Continuing Education and Professional Studies (DCEPS) and federal funded programs contribute to achieving these institutional goals.

The information presented in this section validates these efforts, evaluates them, and serves as a guide for future initiatives.

Activities in Support to the Academia

UPRA identifies first year students who require developmental courses to perform effectively in their academic programs. A complete sequence of developmental courses is offered and assessed in the areas of Mathematics, English and Spanish.

Experiential learning experiences are offered in each academic program at UPRA. Several academic programs include supervised practice-based courses in their curricula. All academic programs have the option to earn elective credits in research and work experiences through the COOP Program. Also, alternatives such as the Student Exchange Program (see Standard 9) and the Disney College Program allow students to earn college credits.

STEM programs at UPRA benefit from the Puerto Rico Louis Stokes Alliance for Minority Participation (PR-LSAMP), a program that provides scholarships for undergraduate research and mentoring activities.

In addition to the activities previously described, the Division of Continuing Education and Professional Studies (DCEPS) provides professional development support to the academic programs and the community in general.

Developmental Courses

After MSCHE's last visit in the spring of 2005 and pursuant to UPRA's mission "to provide quality education that allows for the student's integral formation," developmental courses were created in the areas of Mathematics, English and Spanish ([Certification No. 2005-2006-15 AS](#)) to support basic skills development and academic progress in first year students.

The academic achievement sections of the College Board Evaluation and Admissions Tests (PEAU), required in the UPR's Admission Process, is the indicator used to determine if a student should enrolled in a developmental course. Students who score less than 470 points in the Spanish section enroll in the Pre-Basic Spanish (ESPA 0060) course as a pre-requisite to take the Basic

Spanish (ESPA 3101) course. Students who score less than 450 in the English section enroll in the Pre-Basic English (INGL 0060) course as a pre-requisite to take the Basic English (INGL 3101) course. Students admitted to STEM or Business Administration Programs who score less than 650 in the Math section of the academic achievement tests will take a placement test in UPRA to determine if they must enroll in the Mathematics Pre-Basic Skills (MATE 0008) course. Students who score 70% or higher can enroll directly in their required basic math course without having to take MATE 0008. The enrolled students earn three credits for each developmental course, on a pass or non-pass grading system. Developmental courses are offered along with a component of on-site and virtual tutoring sessions and a network of services to ensure students' success in subsequent years.

In 2013, UPRA was granted the federal Title V proposal *Improving Students Learning Outcome through the Implementation of Learning Communities and Enhanced Academic Support Services*. This project incorporates the Center for the Development of Linguistic and Information Competencies, Library Services, and the Personal Development Guidance Seminar (EDFU 3005) course to support the development of basic skills.

The academic departments have criteria to select the faculty who instruct the developmental courses. The professors must instruct in accordance with the *Developmental Education* philosophy, accomplish the assessment strategies and determine the corrective actions required in the courses. The English Department uses pre and post-tests as assessment instruments in the Pre-Basic English (INGL 0060) course. These tests results are used to redesign the course, improve tutoring services, prepare instructional modules, and increase the services offered to students. After a longitudinal evaluation of the test results, the English Department is in the process of re-structuring the Pre-Basic English (INGL 0060) course. The Mathematics and Spanish departments use the results of diagnostic exams as assessment instruments. The students must score 70% or higher in the exams in order to meet the educational objectives of the courses.

Institutional Assessment of Developmental Courses

The effectiveness of developmental or basic skills courses was evaluated in several institutional studies. The first institutional study was presented in 2009 on the 2007 cohort. A recent study was presented in 2016 on the 2012, 2013 and 2014 cohorts. The results showed that developmental courses supported students in developing skills in Mathematics, English and Spanish and helped decrease the number of students withdrawing from first and second year courses. The results of these studies were used to re-evaluate the courses and take corrective actions, such as the revision of the syllabi, examinations, teaching staff profile, and training and recruitment of tutors.

Experiential Learning

Several academic programs at UPRA include supervised practice-based courses across their curricula (see table 13.1). The Program's Curriculum Committee prepares the course syllabus according to institutional and departmental learning objectives and the requirements of accrediting and governmental agencies. Also, the committee establishes the evaluation and assessment instruments. An experienced coordinating professor is responsible for identifying the

practice center, appointing a supervisor at the center, visiting the center, making the final evaluation of the students' performance and grading.

Practice centers include academic institutions (universities), government agencies, businesses, private industries, not-for profit organizations, schools, hospitals, veterinary facilities and other institutions. The academic departments offering supervised practice-based courses, sign agreements with accredited institutions or centers. The agreements establish criteria for evaluating the centers, the performance of the students and the responsibilities of each party.

The Department of Education has agreements with the public schools of Puerto Rico through [Circular Letter No. 2-2012-2013](#) on student teaching policy. The agreements establish a collaborative partnership in which both institutions must have licensed staff and trained technicians, in addition to the appropriate infrastructure. These experiences are offered concurrently with each student's course schedule. This allows for early and intermediate experiences, and sometimes in the last academic year. The departments of Nursing, Tele-Radial Communication, Office Systems and Veterinary Technology have similar agreements with public and private companies.

In addition to practice agreements, UPR promotes the creation of collaborative agreements with the centers. The Department of Tele-Radial Communication was sponsored by the Kamikazi Films Company, which is a practice center that donated laboratory equipment to the program and offered conferences and workshops for the students.

Table 13.1
Supervised Practice-Based Courses

Department	Course/Number of Courses (Credits)
Education	EDPE 4025(6), 4340(6), 4485(3), 4487(6), 4335(3)
Business Administration	ADEM 4015(4), 4016(4), MERC 4235(3)
Tele-Radial Communication	COMU 4335(3)
Office Systems	SOFI 4985(5)
Computer Sciences	CCOM 4095(3)
Biology Associate Program of Veterinary Technology	TVET 2027(6), TVET 2028(0)
Nursing Associate Degree	ENFE 1007(2), 1022(2), 1032(2), 2012(2), 2052(2), 2042(2), 2044(2)
Bachelor's Degree	ENFE 4106(2), 4108(2.5), 4217(2), 4207(2), 4110(2), 4300(6)
Social Sciences	PSIC 4211(3)

Learning assessment instruments include standardized tests, local exams, and student performance evaluation rubrics, among others. Moreover, rubrics are used to evaluate the

supervisors at the center and the coordinating professor. The coordinating professor grades the students and submits a final report at the end of each academic semester. UPRA provides time and space to share these experiences in departmental and institutional meetings.

COOP Program

The Institutional COOP Program (INTD 4995) is a project that allows students to earn elective credits in research or work experiences related to their academic programs during the semester or the summer. The student enrolls in the program and complies with forty hours weekly of research or work at a center for the duration of the semester or the summer. The student earns three elective credits during each enrollment period. The student can enroll in the program a maximum of three times for a total of nine earned credits. UPRA was the second institution at the UPR System to successfully implement this project. [The COOP Program Manual \(2008\)](#) establishes uniformity in terms of eligibility, enrollment process, work conditions and student supervision, among others. In addition, UPRA's Administrative Board approved [Certification No. 2008-2009-16 AB](#), which formalized the duties and responsibilities of the participating students.

To this purpose, each academic department has a liaison professor that validates the centers and coordinates the student enrollment process with the institutional coordinator of the COOP Program. The centers are accredited institutions in and outside Puerto Rico that can offer the students a research or work experience. The liaison professor also appoints a qualified supervisor at the center who will evaluate student performance, make reports, and recommendations. The liaison professor visits the center regularly and makes the final evaluation and grading. The institutional coordinator of the COOP Program is a professor that supervises the compliance of the academic departments with the administrative and academic requirements of the program. At the end of the academic year, the institutional coordinator submits a final report summarizing the accomplishments of the program.

Learning assessment instruments include portfolios, projects, reports and student performance evaluation rubrics, among others. Also, rubrics are used to evaluate the supervisors at the center and the liaison professor. A total of 392 students participated in the program from 2007 to 2015.

During the first semester of the 2014-15 academic year, the COOP Program included a new alternative to the non-paid traditional program, a paid internship. While enrolled in UPRA's Internship Program: First Work Experience (INTD 4998), the student complies with the requirements of the Institutional COOP Program and receives the minimum wage federal salary. A total of 134 students participated in the program from July 2014 to June 2015. During this period, the center that received more students was the *Autoridad de Acueductos y Alcantarillados de Puerto Rico*. Also, governmental and private centers such as the *Junta de Calidad Ambiental de Puerto Rico*, Baxter, WIPM-TV and Radio Isla, among others, provided work experiences for the students. The overall students' performance was rated above average by the participating centers.

Disney College Program

UPRA students can participate in the Disney College Program, which provides students with a paid work experience in the Walt Disney Corporation Facilities during the semester or the summer. The program also has an elective educational component in which student can earn college credits. The faculty coordinator at UPRA maintains regular communication with the students. Students are required to submit certifications of course approval, supervisor's evaluation forms and a portfolio that collects all of his/her experiences with the program. UPRA follows the requirement of the program which appear in the Disney College Program website. The amount of students who have enrolled in the program since its establishment in 2010 is 90.

Puerto Rico Louis Stokes Alliance for Minority Participation Program (PR-LSAMP)

PR-LSAMP is a collaborative venture of the main higher education institutions in Puerto Rico to increase the quantity and quality of minority and low-income college students who successfully complete a baccalaureate degree in science, technology, engineering, or mathematics (STEM), and continue on to complete a graduate degree in a STEM-related field. The PR-LSAMP program is federally funded by the National Science Foundation (NSF). The program is coordinated by the Resource Center for Science and Engineering of the University of Puerto Rico. A faculty coordinator at UPRA manages the administrative and educative requirements of the program and supervises the mentor students. Students are awarded scholarships and stipends to cover the expenses of their undergraduate research activities. During each semester a PR-LSAMP Conference Series is held at UPRA on research related topics. The conferences and workshops are open to students and professors and are coordinated by mentor students. A total of 46 students have received scholarships from 2006 to 2015. Also, PR-LSAMP organizes systemic events such as the Annual Best Practice Conference on Teaching and Learning, the Junior Technical Meeting (JTM) and the Puerto Rico Interdisciplinary Scientific Meeting (PRISM). Sponsored students and professors are required to participate in those events annually and present their research projects.

Division of Continuing Education and Professional Studies (DCEPS)

DCEPS contributes to UPRA's mission providing educational programs and activities targeting internal and external communities. The division responds to the immediate needs of communities as well as their socio-economic and cultural developments. Also, it meets the demands of the regional industry and other business sectors. Data from the Department of Labor and call for proposals from public or private agencies are used to identify areas of need.

DCEPS's components are: Short-Term Courses Program, Business Sector Program, High School Students Programs, Administration of Developmental Courses and Administration of the Professional Development Program.

The Short-Term Courses Program was designed to meet the needs of traditional and nontraditional students interested in acquiring a higher education that fosters lifelong learning. Its offerings vary according to the needs of the participants. Some of the short-term courses offered by the division are Pre-School Teaching Aid, Conversational English, Sign Language, Basic

Grooming, Coordination of Activities, Social Events and Corporate events, Digital Photography, Medical Plans Billing, Microsoft Office, Microsoft Excel, Peachtree for Windows, among others. Since 2005, approximately 5,446 students have taken at least one short-term course offered by the division.

The Business Sector Program aims to establish partnerships with public and private organizations to design and implement academic projects. The need of the business sector is met through on-site visits to local industries. From 2009 to 2015, the Business Sector Program has offered professional certifications in: Pharmaceutical Operations, Microbiology, Biotechnology, Customer Service, Bakery, Microsoft Office, Management and Supervision, English, Portuguese, Computing Mastery, Security Guards, Professional Ethics and Operation of Industrial Sewing Machines. Since 2005, over 1,600 students have benefited from the courses offered by the division

The High School Students Programs are: University Program for Academically Outstanding High School Students (PREAS), University Articulation Program, Review for the College Board Evaluation and Admissions Tests (PEAU) and Veterinary Technology Summer Camp. PREAS is a form of university outreach that allows academically outstanding high school students to earn college credits. Eligible courses include Math, English, Spanish, Social Sciences, and Humanities. The University Articulation Program provides the same educational opportunities as PREAS but the students are sponsored by the Department of Education of Puerto Rico. Since 2008 over 30 students have participated in both programs. The Review for the College Board Evaluation and Admissions Tests (PEAU) course is offered both academic semesters with an enrollment of 20 students per section. A total of 100 participated in the Veterinary Technology Summer Camp since 2014. The camp includes educative hands-on experiences for high school students interested in the field.

DCEPS manages the administrative requirements of Developmental Courses including enrollment and follow up procedures. DCEPS also manages the administrative requirements of the Professional Development Program at UPRA which allow graduated professionals to enroll in college course pertinent to their majors.

In addition, DCEPS also develops proposals to acquire external funds from governmental and private agencies. These funds are used to design initiatives that provide educational support to students, teachers, parents and the internal and external community. During the years 2005-2014, DCEPS developed over 1,600 proposals for this purpose. DCEPS has been funded by the Department of Education of Puerto Rico and the Department of Justice of Puerto Rico, among others.

DCEPS provides credit and non-credit courses. In general the Short-Term Courses Program and the professional certificates offered in the Business Sector Program are non-credit offerings. These non-credit courses maintain the same rigor, exigencies and teaching methodology as credit courses. The criteria used to evaluate non-credit courses is punctuality, attendance and academic achievement.

The assessment process of the courses offered through DCEPS includes services, student, and professors' performance. Student learning is assessed using pre and post-tests while professors' performance is assessed through questionnaires. Moreover, a questionnaire is used to assess the services. In the last two years, DCEPS has achieved a 90% satisfaction. Any changes in academic offerings at DECEPS occur through evaluation of assessment results, demand for courses and changes in the job market.

Findings

- UPRA identifies first year students who require developmental courses and evaluations showed that developmental courses supported students in developing skills in Mathematics, English and Spanish and helped decrease the number of withdrawals.
- Experiential learning experiences are offered in each academic program at UPRA using different and effective approaches.
- The Division of Continuing Education and Professional Studies (DCEPS) provides professional development support to the academic programs and the community in general.

Standard 14- Assessment of Student Learning

Introduction

The University of Puerto Rico at Arecibo recognizes the fundamental importance of learning assessment and has undertaken important actions to guarantee that the university has “a comprehensive and systematic culture of learning assessment at the departmental levels”, as established in the *Institutional Assessment Plan* by [Certification No. 2005-2006-18 AS](#). This certification emerges from [Certification No. 2002-2003-42 AS](#), as amended, *Policy of Assessment at UPRA*.

In this standard, the Institution will examine the process by which the University assesses students learning outcomes and how departments use the results to improve the teaching and learning process. In addition, it will also look at the way the academic programs and the General Education Program align and articulate the instructional activities to help accomplish its mission, goals, and objectives.

Overview

All the academic programs at UPRA have a formal *Learning Assessment Plan* based either on the Nichol’s Template for learning assessment or on other specific requirements of their accrediting agencies. Although the Nichol’s template has a horizontal-linear format, it should be noted that it involves a cyclic, continuous-ongoing process.

Table 14.1
Nichol’s Assessment Model

Institution’s Mission	Department’s Mission and Goals	Objectives (Expected Outcomes)	Assessment Procedures and Criteria	Results Obtained	Action Plan (Corrective Actions)
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The Nichol’s model provides a correlation among the institutional and departmental mission and goals, the expected program outcomes, assessment criteria and procedures, the results obtained, and a plan for action or corrective actions to be taken. This template was formally adopted by Certification No. 2002-2003-42 AS, as amended. It should be noted that the assessment plan considers the eight institutional excellence indicators of UPRA’s academic departments (Table 14.2).

Table 14.2
Institutional Excellence Indicators of UPRA

INSTITUTIONAL EXCELLENCE INDICATORS
The departmental mission, the goals, and objectives of each academic program are periodically revised to ensure that they remain congruent with the mission, goals, and objectives of UPR and UPRA.
The Department is guided by a development plan which is, in turn, guided by the results of departmental assessment.

INSTITUTIONAL EXCELLENCE INDICATORS

The Department promotes the relation among its academic programs, faculty and students, accrediting agencies, professional bodies, and academic organizations.

Curricula of academic programs are constantly updated taking into account the needs of the job market and society.

The faculty is highly qualified and keeps abreast of changes in their field.

Students enrolled in the Program receive an excellent education, show learning progress and effectively participate in co-curricular activities.

The Department promotes and participates in research, creative, and dissemination activities conducted by faculty and students.

Departmental administration is centered on the quality of student services

The Institutional Strategic Plans for 2003-2008, [2008-2014](#), and [2015-2020](#) include assessment objectives and activities under goal 1 of Curriculum, Teaching and Learning. Furthermore, in the document [University of Puerto Rico Ten for the Decade 2006-2016: An Agenda for Planning of the University of Puerto Rico](#), goal 2 states that an academic culture in which programs, departments, schools, and colleges adapt their offerings, teaching, and learning styles, and supports research in all disciplines and provides flexible protocols for evaluation, renovation, and academic assessment should be encouraged. Figure 14.1 presents the cyclic process of assessment which begins with the definition of the competencies of the program and ends with the reassessment of learning outcomes.

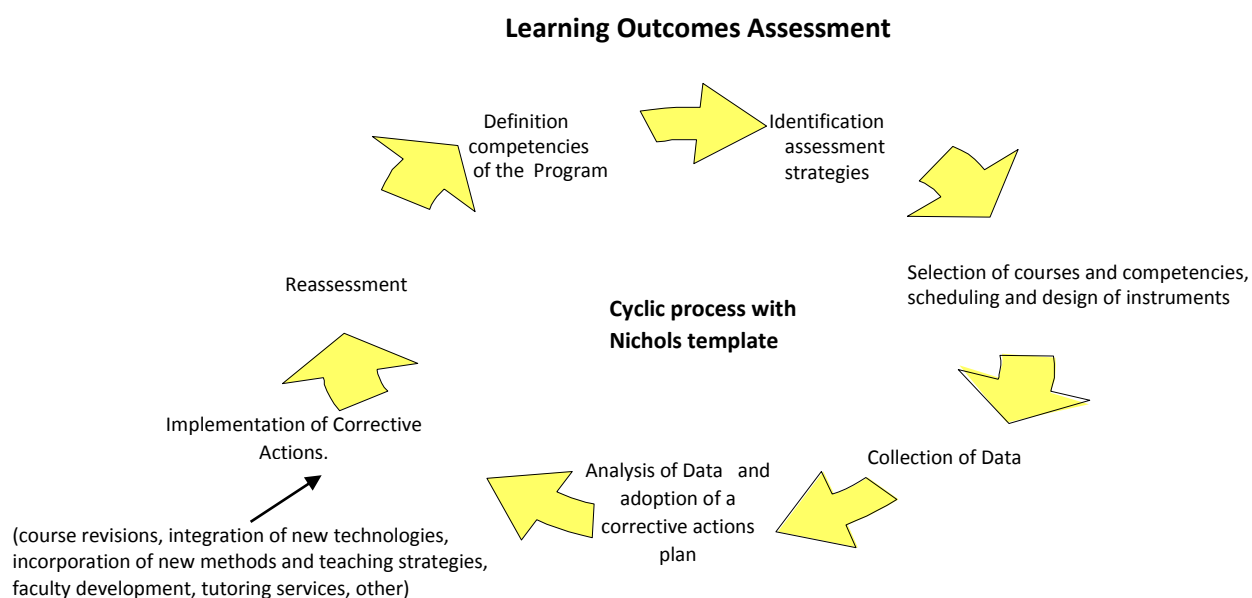


Figure 14.1 Learning Outcomes Assessment

The *Departmental Assessment Plan* (DAP) is drafted taking into account the assessment of the institutional effectiveness and the student learning outcomes which are based on course-embedded assessment and performance assessment criteria. Academic programs, such as Technology in Industrial Chemical Processes, Business Administration, Office Systems, Technology in Tele-Radial Communication, Elementary Education, and Nursing, among others, use course-embedded assessment to evaluate student learning outcomes at different transition points across the curriculum. This course-embedded assessment states the competencies to be assessed at different instances and different ways across the curriculum to measure their level of competency in their academic program and General Education.

Each academic program identifies which General Education outcomes it wants to address in its curriculum. This action is determined by consensus of the faculty and after a thorough analysis of the competencies, UPRA's mission statement, Program Outcomes (Alumni Profile) and General Education Policy to determine which ones can be addressed by the program. This is particularly important because General Education outcomes are required for all programs (see Standard 12).

The academic programs have rigorous courses that challenge students to become self-directed, active learners, as well as effective team members. In addition, the courses are designed to develop high-order thinking skills through authentic assessment activities. Quantitative and qualitative measures are used to gather data for future decision-making. It must be noted that a demanding curriculum and assessment requires solid teaching strategies that demonstrate dedication, competence, and fully qualified professionals. For that reason, faculty members not only articulate higher expectations to their students, but challenge them to maximize their potential through the use of different instructional delivery methods that provide students with opportunities for more real work-experiences in the classroom. Some of them are: work-based learning, co-curricular student organizations, online instruction, interdisciplinary instruction, project-based experiences, and student-centered activities (see Standard 13).

Before the academic year 2009-10, the demands of accrediting agencies, such as the National League for Nursing Accrediting Commission-NLNAC, currently known as Accreditation Commission for Education in Nursing (ACEN) and the requirements of the Department of Education of Puerto Rico (DEPR) were considered when implementing the assessment criteria for the departments of Education and Nursing. However, since the academic year 2009-10 and according to the systemic policy, [Certification 138 \(2003-2004\) BT](#), UPRA began to unify efforts in order to evaluate all those programs susceptible to specialized accreditation. This action influenced the departmental assessment plans. These plans were restructured to comply with the standard of assessment for each accrediting agency. Appendix 14. A shows a list of the assessment standards of the accreditation agencies for the academic programs at UPRA.

As a result of the accreditations, the academic programs have incorporated the use of a variety of instruments to collect information about the learning outcomes assessment at UPRA. At the course level, they provide information about the performance and learning outcomes. At the program level, they provide information about the overall performance of each academic program. The learning outcomes assessment incorporate a continuous and systematic assessment process throughout the curriculum, by integrating entry, mid-point, and exit level courses.

Table 14.3 illustrates internal direct and indirect measures at different transition points through a course-embedded assessment.

Table 14.3

Internal Learning Outcomes Assessment Information and Data Analysis Academic Programs (sample)

Group	Internal Data and Information	
	Direct	Indirect
First year students	Course level: Community projects, rubrics, portfolio Program level: Diagnostic test	OPIR: First Year Student Survey
Second year students	Course level: Rubrics, pre and post- tests, Portfolio, Departmental exams	OPIR: Second Year Student Survey Department Level: Active Student Survey Program Level: Course pass rate
Third year students	Course level: rubrics, pre and post- tests, portfolio, departmental exams, capstone projects Program level: Diagnostic test	OPIR: Second Year Student Survey Department Level: Active Student Survey Program Level: Course pass rate
Fourth year students	Course level: Portfolio, pre-post test Program level: Diagnostic test, capstone projects, employer evaluations, E-portfolios	OPIR: Fourth Year Student (Graduating Students Survey) Program Level: Student focus groups, Employer Survey OPIR: Employability rates (Job placement rates), retention rates, graduation rates

Table 14.4 presents a variety of instruments used to collect information about the external learning outcomes assessment information at UPR. At the course level, these instruments provide information about the performance and learning outcomes. At the program level, these instruments provide information about the overall performance of each academic program.

Table 14.4

External Learning Outcomes Assessment Information and Data Analysis Academic Programs

Group	External Data and Information	
	Direct	Indirect
Third year students (Nursing, Elementary Education and Physical Education)	Supervisors evaluations	
Fourth year students (Social Sciences: Major in Industrial Organizational Psychology, Business Administration, Office Systems, Elementary Education and Physical Education, Tele-Radial Communication, Technology in Industrial Chemical Processes)	Employers/Supervisors evaluations Senior exit test	employer surveys employer focus groups Senior exit interviews Major Field Test Teacher Certification Exam Nursing Licensure Exam senior exit surveys
Alumni (all academic programs)		alumni surveys

The Nursing Sciences and the Education Departments use external indicators, such as the Licensure Exam and the Teacher Certification Exam, to measure the effectiveness of their programs. The average passing rates for the Teacher Certification Exam for the last five years is

89.6% in the fundamental knowledge and communication competencies and 87.2% in professional competencies part. The passing score for the Licensure in Nursing has increased from 65% in 2012 to 96% in 2014. The results demonstrate that UPRA's Nursing Program is among the top ten schools of Nursing in Puerto Rico in the first attempt pass rate. UPRA has consistently demonstrated high passing rates for both academic programs (see Appendix 14.B and 14.C).

In addition to the assessment of academic programs, the General Education Program of our Institution assesses the general education competencies through different courses. The General Education Program includes, as stated by [Certification No. 2007-08-13 AS](#), a solid component of courses in English, Spanish, natural sciences, mathematics, humanities, and social sciences (see Standard 12). The assessment of general education has been conducted simultaneously across the curriculum with the student learning of the academic programs. Table 14.5 shows internal direct and indirect measures at different transition points through a course-embedded assessment for the General Education Program.

Table 14.5
Internal Learning Outcomes Assessment Information and Data Analysis of the General Education Program (sample)

Group	Internal Data and Information	
	Direct	Indirect (OPIR)
First year students	Pre/post -tests, diagnostic tests Essays	Profile of incoming student (First Year Student Survey)
Second and Third year students	Oral presentations, special projects, field trips, learning communities	Second and Third year Student Survey
Fourth year students		Graduating Student Survey

Moreover, since 2014-15, the *Assessment Plan for General Education* (PIAEG) was implemented by [Certification No. 2013-14-23 AS](#). This Plan organizes the assessment in two cycles (2014-16 and 2016-18) in which the departments will assess the defined competencies (see Standard 12).

Process and Use of Information

There is a formal process through which the faculty of each academic program articulates the program outcomes. The Departmental Assessment Coordinator utilizes the Nichols template to gather and analyze necessary data for generating the corresponding report from departmental faculty and compares with previous semesters. The template is filled every year with the data for each of the assessment criteria established in their plan. To determine what assessment criteria are included in the departmental plan, several factors, such as high failure rates, high repetition rates in particular courses (gatekeepers or capstone courses) as well as difficulties of specific units in these courses are considered. This helps align the results with program objectives and institutional mission and goals.

Assessment evidence is kept available in the academic departments. After preparing the reports, the Departmental Assessment Coordinator presents the results to the faculty in the Assessment Day and forwards them to the Institutional Coordinator for Learning Assessment. In addition, communication is held with department chairs of the General Education Program, for example: English, Spanish, and Mathematics Departments in order to coordinate the courses according to the students' needs. This interaction takes place also at the extraordinary faculty meeting and General Education Day.

All the data and relevant information that stem from the departmental assessment practices are collected and tabulated at the end of each semester. The Departmental Assessment Committee meets to compare and do a statistical analysis of the results. After the results are tabulated, a thorough examination of the results, conclusions and generalizations are drawn and corrective actions are taken in the areas with low percentages.

At the institutional level, critical departmental courses (courses with a high rate of repetition or low grades, according to the data provided by Office of Planning and Institutional Research-OPIR and the Registrar's Office), are analyzed (Appendix 14.D shows information available at the institutional level.). This analysis becomes a very valuable indicator that validates the need to take corrective actions in the courses identified. The data is used to draw comparisons with previous semesters and to take whatever corrective actions are needed. Qualitative assessment is also used to gather information that serves to improve our offerings and students' performance. For example, according to the Graduating Student Survey administered by OPIR, graduating students' opinions and perceptions about the teaching and learning process presented a high level of satisfaction, 94%, and 92% respectively, related to the course content for the period of 2008-2012 (see Standard 11). All the responses of the survey are analyzed in order to take the corrective actions, to improve the quality of teaching, administrative processes, and other student support services (see Standards 7 and 9).

In addition to internal assessment practices, the institution also gathers external data from employers of students in the internship program. This input helps identify strengths and areas of improvements in these programs. Some of the programs that offer internship as part of their curricular sequence are Office Systems, Education, Computer Sciences, Nursing, Tele-Radial Communications, Business Administration, Industrial and Organizational Psychology. Internship elective courses such as: INTD 4995, COOP Internship and INTD 4998, First Work Experience, also provide research internships that expose students to real laboratory experiences in programs such as Microbiology and Technology in Industrial Chemical Processes (see Standard 13).

Among the indicators used by the academic programs to assess general performance of their students are employer surveys, evaluations, and focus groups. The survey provides information about the effectiveness of the Program and about the degree of employer satisfaction with the intern students. Another indicator for academic programs, such as Industrial Organizational Psychology, Ibero-American Studies, Biology and Technology in Industrial Chemical Processes is the admission rate to graduate schools among their alumni.

If the academic program is interested in finding information to compare data gathered in the plan, a request for such information or for recommendations on how to obtain it is made to the

Office of Planning and Institutional Research (OPIR). It must be pointed out that the OPIR conducts annual studies such as Alumni Survey, First Year Student Survey, Second and Third Year Students, Graduating Student Survey, Internal Environment and External Environment Reports, and sends the results to all academic departments for analysis. The alumni survey measures the level of satisfaction among our graduates with the academic preparation received. An analysis of these studies is circulated among all academic departments with the purpose of evaluating the results and taking the necessary corrective actions and to compare these data to similar programs. The information provided by this office facilitates the process of preparing of data showing how graduates are performing relative to goals and other programs, which can lead to curricular changes and improvements.

Accredited academic programs have worked benchmarking studies which include comparative criteria with institutions that offer programs similar to UPRA in the area it serves. Retention rates and graduation rates are also used to maintain the quality of the Programs. Analysis of IPEDS (Integrated Postsecondary Education Data System) provides information about similar programs offered in other educational institutions in terms of institutional characteristics, enrollment, program data, time frame for completing degree, and benchmarking. The Labor Department Offices of United States and Puerto Rico give UPRA some important information about the supply and demand of academic programs. Occupational Outlook Handbooks and benchmarking surveys and data of professional associations are also important sources of information about the profile, trends, and projections of employment for the academic programs.

Furthermore, academic programs, such as Office Systems, Business Administration, Industrial Organizational Psychology, and Ibero-American Studies hold focus groups with active students (second/third year students and senior students). These focus groups include questions about various aspects of the program. The Office Systems Department also implemented a focus group with employers to evaluate their degree of satisfaction with the program and to receive recommendations for its improvement. The recommendations received in the focus groups have been implemented into this Program. For example, elective courses in business have been broadened, General Education requirements have been modified, credit value of some courses has been increased, changes were made to the curricular sequence, and information technologies were acquired. Another important indicator integrated by the Office Systems Department is the alumni reunions to measure their satisfaction with the program, their employability, and other criteria, such as recommendations to the curriculum, their interest in maintaining interaction with the program faculty.

Dissemination of Results

From the beginning of the assessment process, the information has been available to faculty, non-teaching staff and students. Yearly reports are submitted to the Office of the Dean of Academic Affairs and the Office of Planning and Institutional Research (OPIR). The results obtained are disseminated by the Departmental Assessment Coordinator who has an opportunity to present a formal report and obtain recommendations to the *Assessment Plan* by the faculty in each departmental meeting. Since 2005-06, the Assessment Day, an Annual Extraordinary Institutional Faculty Meeting, has been institutionalized to inform the recommendations presented

by each departmental Assessment Coordinator. In addition to the Assessment Day, the Institutional Assessment Coordinator reports on the results of learning assessment before the Academic Senate, Administrative Board, at meetings of departmental chairs, and in the Annual Management Forum.

Students, alumni, and the external community can access assessments annual reports which are posted on the web page of the academic departments. Complete reports and instruments are also available at the repository page of each department. Students are given participation in this process. Moreover, the institution promotes the dissemination of assessment reports to the Academic Senate.

In order to be accountable of the academic effectiveness, fifteen (15) presentations have been made in the past ten years to the Academic Senate, Faculty meetings, Department chairs and managerial activities. Appendix 14.E presents a table illustrating how the assessment reports have been presented at UPRA. In the 2014 Assessment Day, the faculty participated in a focus group which gave the opportunity to express the strengths and opportunities of improvement for each academic department. Faculty members gave specific recommendations for the teaching process as well as the learning process, for example, the need of a systematic and automated process for collecting the data in each academic department. The accrediting agency (ACBSP) for the Program of Office Systems commended UPRA's assessment initiative by stating that: *"Assessment Day in which all departments and programs, from UPR-Arecibo present results, challenges and improvements for each of the Departments. These day-long activities provide an opportunity to disseminate information across different units and share experiences and knowledge from the assessment process."*

Academic Effectiveness

The information gathered from the process of assessment has a direct effect on the use or modification of teaching strategies, on the contents or thematic sequence in courses and on the analysis made to determine technological, human, and physical resources. The data is used to promote program efficiency and effectiveness. Specifically, the findings of the Assessment Committee have bearing on the work of the following committees: Planning, Professional Improvement, Curriculum, and to the Advisory Boards of the academic programs. This information gives faculty members the opportunity to analyze teaching practices and adopt new strategies to improve the courses and the academic program. Every semester, there is an evaluation of the ways in which each academic department can be more effective in the use of the acquired information to achieve better results. All faculty members participate in the assessment process and give their support to the departmental assessment committee. For example, pre and post-tests assess if low scores might be the result of teaching strategies, students performance, or both. Actions taken to improve the teaching and learning process at each academic department include (a) tutoring and mentoring services, (b) design and development of curriculum materials, (c) design of assessment instruments, (d) integration of web design activities, and (e) creation of learning communities. Faculty members have also recommended modifications in instructional methods, in subject complexity, and in content, among others. Recommendations and corrective actions implemented have been taken into consideration in most recent curricular revisions made by the academic departments.

The information obtained from the analysis of results of assessment is translated into corrective actions that are implemented the following semester. This is evidence of a continuous and systematic process which conceives assessment as a process of continuous improvement. Some of the specific actions resulting from the assessment process are (a) curricular revisions, (b) creation of courses, (c) revision of syllabi, (d) design of rubrics, (e) collaboration among academic departments, (f) integration with the Library, (g) coordination of academic student support services, and (h) integration of educational technology.

The Program of Development of Basic Skills, initiated in 2006 by Certification No. 2005-06-15 AS, was designed to improve the deficiencies in the basic courses of English, Spanish and Mathematics. This action had impact on the retention rates. Some specific actions implemented in these courses were: (a) tutoring sessions, (b) integration of educational modules, (c) pre-post tests, (d) diagnostic exams. Moreover, Title V Project includes three different components that provide support to: (a) the linguistic competencies through tutoring services and integration of information technologies, (b) learning communities, and (c) Library's Learning Commons facility. It is expected that the implementation of learning communities have a direct impact on the retention rates. (see Standard 7)

Other mechanism that has strengthened the assessment efforts of the academic programs is the creation of advisory boards as a result of the process of specialized accreditations. These boards are informed of the outcomes assessment process, curriculum issues, and other relevant information of the programs. The academic programs that have integrated advisory boards are Nursing Sciences, Education, Office Systems, Computer Sciences, Technology in Industrial Chemical Processes, Business Administration, Veterinary Technology, Technology in Tele-Radial Communication. These boards have made significant curricular recommendations and provided excellent feedback about the strategies incorporated in each academic program. The incorporation of these advisory boards has proved to be very effective as a way for academic programs to keep in touch with the external community.

In addition, the Center for the Professional Development of Faculty (CPDF) has consistently coordinated workshops for the faculty not only on assessment strategies, but in integration of technology, among others. Some of the workshops related to assessment, offered through the CPDF were *Practical Use of the Nichols Template*, *The Use of Moodle for Departmental Assessment*, *Practical Tools for Student Learning Assessment*, and *Rubrics* (see Standard 10).

Institutional Support

Some of the actions undertaken in the Monitoring Report of 2007 and mentioned later in the Periodic Review Report of 2010 to the MSCHE were the allocation of significant resources to strengthen the process of assessment of student learning. Our institution has taken the necessary actions to assure the design, implementation, and continuity of departmental assessment plans. For example, UPRA has appointed assessment coordinators in every academic department, assigning them release time to coordinate all assessment activities at the department level. Assessment coordinators have been appointed at the institutional level, to effectively coordinate all assessment efforts campus wide.

Furthermore, the Institution promotes the dissemination of information through extraordinary and ordinary faculty meetings, Academic Senate, Administrative Board, departmental meetings, institutional web page, institutional blog, and publications such as NOTIOPEI, among others. Participation of faculty is fostered through the department committees. There is coordination of professional activities through the Center of the Professional Development of Faculty (CPDF). Also, the *Institutional Assessment Plan*, the *Institutional Assessment Policy* and the *General Education Policy* have promoted the culture of assessment in a coordinated way in all academic departments to improve the teaching and learning process according to the mission.

All these actions demonstrate that assessment is a priority for our Institution, which is reflected in the *Institutional Strategic Plan* and among the annual priorities for the last years to the Committee of Budgetary Allocation and the Administrative Board.

Findings

Assessment of student learning processes has improved significantly during the last decade in UPRA. During the last five years, there have been important achievements with a positive impact on academic offerings, which reflects its strong commitment to the assessment of student learning and have been validated by the specialized accreditation agencies. The most significant achievements are:

- Approval of the Institutional *General Education Assessment Plan*, Certification No. 2013-14-23 of the Academic Senate (see Standard 12)
- Accreditation of the academic programs susceptible to accreditation and one Associate Degree in Veterinary Technology in process by the *American Veterinary Medical Association* (AVMA), and one professional evaluation (Library-ACRL) (see Standard 11)
- Development of an institutional academic assessment culture
- Curricular revisions (see Standard 11)
- Creation of areas of emphasis on several academic departments (see Standard 11)
- Integration of information technologies to support assessment strategies: web pages and Moodle as a platform
- Integration of mentoring and tutoring services to improve students success
- Creation of learning communities as part of the Title V Project

CONCLUSION

The University of Puerto Rico – Arecibo continually assesses its effectiveness. This self-study process prepared as part of our reaccreditation efforts, has allowed the institution not only to continue its assessment processes, but also to reflect upon the effectiveness of its assessment processes currently in place. This self-study has also given UPRA the opportunity of reflecting on the institution's development for the past ten years. This process has reaffirmed the centrality of our mission as we move toward innovating our academic offerings and learning methodologies, by providing distance education and developing learning communities.

Upon reflection, we are convinced that UPRA has worked intensely to remain as a top four-year institution in Puerto Rico. To achieve this, during the past ten years our Institution has strengthened its practices, and as a result we:

- have revised our recruitment strategies, which has resulted in a significant increase in the number of applications selecting UPRA as a first option within the UPR system;
- have adopted aggressive strategies to help our students complete their academic degrees, which have resulted in increases of 10% in our retention and graduation rates;
- have achieved the accreditation of almost every single academic program that can be submitted for accreditation;
- have articulated a revised component of general education for all our 2 yr and 4 yr programs;
- are procuring external funds to continue improving services to our students;
- have adopted strategies aimed at increasing our presence in the community;
- have implemented and evaluated our strategic and facilities planning and assessment processes;
- have increased the number of full time faculty members with terminal degrees;
- are currently implementing various strategies aimed at incrementing the participation of faculty in research and other academic endeavors;
- have sustained our continuous commitment to achieve and maintain professional accreditations for the majority of our programs.

Our aspirations to educational excellence are evidenced by the highly qualified tenure and part-time faculty and by our vision to transform our traditional classrooms into virtual classrooms where students can be actively engaged in their own learning.

UPRA will continue to move forward in ways that are consistent with its mission, assess periodically the knowledge and perception of the university constituents through focal groups and surveys, continue its process of implementing new technologies to improve how the end-users see data and turn it into useful information, continue the assessment of the effectiveness of our academic and administrative processes, student learning, certifications, and policies, continue offering academic integrity workshops, training and related information for students, faculty and non-teaching staff during the academic year, and continue working with enhancing our facilities.

As noted in the self-study, the recommendations identified in this self-study report are addressed in Horizons 2020, our recently approved strategic plan: institutionalization of online courses, ongoing improvement of our laboratories and allocation of funds for faculty development. Our strategic plan contains UPRA's road map that will continue to hold the Institution accountable for its aspiration of educational excellence.

We are very proud of the continuous advancements and innovations achieved since MSCHE's last visit. This self-study report evidences our commitment and compliance with the 14 standards of excellence stated by MSCHE

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Steering Committee and Collaborators

Chair: Dr. Geissa Torres		
Co-chair: Prof. Sylka Torres		
Committee	Standard	Coordinator
Mission, Goals, and Integrity	1: Mission and Goals 6: Integrity	Prof. Blanca Roldán Library
Planning, Resources, and Institutional Renewal	2: Planning, Resource Allocation, and Institutional Renewal	Prof. José Ortega TV-Radio Communication
Institutional Resources	3: Institutional Resources	Dr. José Candelaria Research and Creation Center
Leadership, Governance, and Administration	4: Leadership and Governance 5: Administration	Prof. Sylka Torres Physics-Chemistry
Institutional Assessment	7: Institutional Assessment	Dr. Nilda Fernández Social Sciences
Student Admissions and Support Services	8: Student Admissions and Retention 9: Student Support Services	Prof. Rosamary Berríos TV-Radio Communication
Faculty	10: Faculty	Dr. Maiella Ramos Fontán Physics-Chemistry
Educational Offerings General Education	11: Educational Offerings 12: General Education	Dr. Wanda Delgado, Associate Dean of Academic Affairs
Related Educational Activities	13: Related Educational Activities	Prof. Vanessa Montalvo Physics-Chemistry
Student Learning Assessment	14: Assessment of Student Learning	Dr. Weyna Quiñones Office Systems

MSCHE Subcommittees Members

Standard 1 & 6: Mission & Integrity

Prof. Blanca Mabel Roldán, Library
 Prof. Vanessa Vélez, Systems Office Department
 Mrs. Myrta Ortiz, Deanship of Student Affairs
 Prof. Marisol Santiago, English Department
 Prof. Carmen González, Office Systems Department
 Miss. Angelie García Rodríguez, Student Representative
 Dra. Soriel Santiago Gerena, OPIR

Standard 2: Planning, Resource Allocation, and Institutional Renewal

Prof. José Ortega Solis, Department of TV-Radio Communication
 Prof. María García, Business Administration Department
 Mrs. Jeanne D. Vera Vadell, OPIR

Prof. Luis Colón, Center of Information Technologies
Mr. Joeric Medina Méndez, Department of TV-Radio Communication
Mr. Oscar Marrero Marrero, Student Representative

Standard 3: Institutional Resources

Dr. José F. Candelaría, Research and Creation Center
Dr. Marie Acevedo, Biology Department
Prof. Rafael García, Dean of Administrative Affairs
Mrs. Evelyn Rodríguez, Deanship of Administrative Affairs
Prof. Emanuel Gutiérrez, Department of TV-Radio Communication
Mr. Luis F. Laracuenta, Human Resources Office
Mrs. Sonia Vélez, Finance Office
Mrs. Nidza Alicea, Finance Office
Prof. Ángel Acosta, Physics/Chemistry Department
Mrs. Elizabeth Cortés, Fiscal Office
Mrs. Ingrid Mercado, Budget Office
Ing. Johnny Rosario Ruiz, Permanent Improvement Office
Miss. Jenniffer Natal, Student Representative

Standard 4 & 5: Leadership and Governance, Administration

Prof. Sylka Torres, Physics/Chemistry Department
Dr. Otilio González Cortés, Chancellor Office
Prof. José Fernández, Biology Department
Dr. José J. Rodríguez, Social Sciences Department
Prof. Juan Mercado, Social Sciences Department
Prof. Robert Rosado, Library
Prof. Maritza Rosa, System Office Department
Mrs. Liza Ramos, Academic Senate
Mr. Ernesto González, Student Representative

Standard 7- Institutional Assessment

Dr. Nilda Fernández, Institutional Assessment
Dr. Mateo Garcés, English Department
Prof. María Muñiz, OPIR
Mrs. Yolanda Román, Printing Office
Mrs. Edna Román, Chancellor Office
Miss. Taysha Bruno Ortiz, Student Representative

Standard 8 & 9- Student Admission and Retention and Student Support Services

Prof. Rosamary Berríos, Department of TV and Radio Communication
Mrs. Widilia Rodríguez, Registrar's Office
Mrs. Magaly Méndez, Admissions Office
Prof. Mildred Vélez, Department of TV and Radio Communication
Mrs. Yaritza Cruz, Bursar's Office
Mrs. Myrta Ortiz, Associate Dean of Student Affairs
Prof. María Muñiz, OPIR

Mr. Isaac Rosado, Student Representative

Standard 10: Faculty

Dr. Anilyn Díaz, Department of TV -Radio Communication
Dr. Maiella Ramos, Physics/Chemistry Department
Prof. Juan Puig, Social Sciences Department
Dr. Ana M. García, Interim Dean of Academic Affairs
Prof. Emanuel Gutiérrez, Department of TV-Radio Communication
Prof. Carmen Valencia, Nursing Department
Sr. Luis F. Laracuate, Director of Human Resources
Dra. Eliana Valenzuela, Computer Sciences Department
Miss. Amlenik Cartagena, Student Representative

Standard 11 & 12: Educational Offerings & General Education

Dr. Wanda Delgado, Associate Dean of Academic Affairs
Dr. Diana Harrison, Office Systems Department
Prof. Jesús Ramírez, English Department
Dr. Jane Alberdeston, English Department
Prof. Gloria Enid Saavedra, Office Systems Department
Miss. Loamie Borges, Student Representative

Standard 13: Related Educational Activities

Prof. Vanessa Montalvo, Physics-Chemistry
Prof. Jadira Maldonado, Library
Dr. Waskaleska Mercado, Business Administration Department
Sra. Carmen Torres, DCEPS
Mrs. Ileana Harrison, Tutoring and Mentor Office
Prof. Anneliesse Sánchez, Mathematics Department
Prof. Sondra Vega, Biology Department
Prof. Víctor Maldonado, Library
Sra. Itsa Vélez, DECEP
Sra. Irma Vicente, DECEP
Miss. Joanne Sánchez Laureno, Student Representative

Standard 14: Assessment of Student Learning

Dr. Weyna Quiñones, Office Systems Department
Dr. Carlos González, English Department
Prof. Vanessa Montalvo, Physics/Chemistry Department
Prof. Hugo Román, Biology Department
Miss. Rosa Matos Morales, Student Representative

APPENDIXES

Appendix

APPENDIX 2: STANDARD 2

APPENDIX 2.A: Elaboration of the Institutional Strategic Plan 2015-2020: Horizonte 2020

Process	Deadline and Evidence
Revision and Approval of UPRA's Mission	Approved by the academic Senate (certification No. 2002-03-32, as amended).
Internal Environment Analysis	Report published December 2014
External Environment Analysis	Report in process of publication
SWOT analysis to identify strategic lines (or vectors)	Discuss results of correlation matrices in meetings of the Committee of ISPC
Writing goals and objectives	Presentations of the ISPC Sub-committees, April and May 2014)
Identification of the activities for the Institutional Plan	Appointment of subcommittees (work completed in September, 2014)
Preparation of the draft of the institutional Strategic Plan 2014-2020	Presentation to the Academic Senate (October 2014)
Identification of indicators of performance and cost of activities	November, 2014
Approval of goals and objectives by the Academic Senate	November, 2014
Dissemination of the draft to the University community and public hearings	December, 2014
Review of the final draft and send to the Administrative Board for final approval	December, 2014

APPENDIX 5: STANDARD 5

Appendix 5.A: Summary of the Chancellor's Work Plan

Area	Priority
1. Academic Programs	Continuously update and review existing programs and create new programs, including lower concentrations, second concentrations, graduate programs and short careers
	Creation and offer distance education courses
	Maintain the accreditations of academic programs, and search for those accreditations that are missing to complete 100% of our programs
2. Curriculum, teaching and learning	Renewal of the Faculty through rigorous selection of new faculty members, support faculty who are completing their doctoral degrees and sponsor programs of training for the faculty
	Creation of sabbatical for research and lectures
	Support for cycles of conferences and congresses
3. Student Services	Evaluation and implementation of measures aimed at strengthening the bond of students with UPRA, to achieve a better retention and student persistence
	Strengthening of student services, including: The Student Exchange Program, athletic and recreational activities program, program support to sports teams / successful and developing athletes of UPRA
	Expansion of the cultural offer in UPRA, and support to the existing cultural initiatives
	Continued support to the library in its efforts of conceptualization to adapt to the new needs of the University and its students and faculty
4. Research and Creative Endeavors	Promotion and support to the writing and management of proposals for external funding
	Support for programs under the Center of Research and Creative Endeavors
	Adoption of incentives for faculty publishing books and journals
5. University Administration	Increase in the non-teaching staff training activities
	Establishment of an employee wellness program
	Implementation of a management style based on strategic planning, with the participation and representation of all members of the University community. As part of the new styles of management, it is necessary to adopt the following measures:
	<input type="checkbox"/> Zero tolerance for intervention during political event in decision-making, <input type="checkbox"/> Promotion of continuous dialogue between the University Administration and organizations representing non-teaching employees, teachers and students

Area	Priority
	<input type="checkbox"/> Continuation of the processes of planning and assessment that have proven to be successful in UPRA <input type="checkbox"/> Review of systems and procedures to reduce bureaucracy in areas where this review is possible <input type="checkbox"/> Continuous assessment of managerial staff <input type="checkbox"/> Assessment of the effectiveness of the service <input type="checkbox"/> Transparency in decision-making
6. Physical resources, infrastructure, and security	Caution and fiscal responsibility in the management of the budget Upgrade of the infrastructure, through permanent improvements and preventive maintenance programs. This includes land and buildings, classrooms and laboratories, meeting rooms and the Library.
7. Relationship with the external community	Implantación de medidas para fortalecer la seguridad en el campus Strengthen UPRA's image and the communication with the external communities Expansion of course offerings and programs offered by DCEPS Promotion of initiatives of internationalization

Appendix 5. B. Staff in Administrative Positions at UPRA

Staff Member	Ranking, Academic Preparation, and Experience
<p>Legal Advisor Prof. Juan Mercado</p>	<p>Education: Law Degree and Masters in International Relations. Academic Experience: Associate Professor, Social Sciences Department. Professional Experience: He has extensive experience in legal affairs of universities and workplace.</p>
<p>Special Assistant to the Chancellor Prof. Juan C. Puig</p>	<p>Education: Master's in Civil Engineering and Juris Doctor. Academic Experience: Professor, Social Sciences Department. Professional Experience: He has been director of the Social Sciences Department. He is an engineer and a lawyer.</p>
<p>Communications Assistant Dr. Anilyn Diaz</p>	<p>Education: Doctorate in Communications. Academic Experience: Associate Professor, Department of Tele-Radial Communication. Professional Experience: She has vast experience in public relations, journalism and production</p>
<p>Assessment of Student Learning Coordinator Dr. Weyna Quiñones</p>	<p>Education: Doctorate degree in Education with a specialization in Curriculum and Instruction and a Master's degree in commercial education in Higher Education. Academic Experience: Professor and Director of the Office Systems Department. Professional Experience: She has extensive experience coordinating assessment of student in her Department and at UPRA.</p>
<p>Institutional Assessment Coordinator Dr. Nilda Fernández</p>	<p>Education: Doctorate degree in Industrial Psychology. Academic Experience: Professor, Industrial Psychology, Social Sciences Department. Professional Experience: She has extensive experience in assessment, and has coordinated assessment initiatives at UPRA for more than ten years.</p>
<p>Associate Dean of Academic Affairs Dr. Wanda Delgado</p>	<p>Education: Doctorate in Puerto Rican and Caribbean Literature and an M.ED. in Instructional Design and an MA in Comparative Literature. Academic Experience: Professor, Humanities Department. Professional Experience: She was departmental Director, Special Assistant to the Dean of Academic Affairs, Director of Planning, Coordinator of Assessment, and General Education.</p>
<p>Associate Dean of Administrative Affairs Ms. Mirtha Ortiz</p>	<p>Education: Master's in Labor Professional Experience: She has over 25 years of experience in student services, mainly in the area of student aid. She has been Acting Dean of Student Affairs.</p>

Staff Member	Ranking, Academic Preparation, and Experience
Dean of Student Affairs Dr. Nayla Báez	<p>Education: Doctorate in International Business</p> <p>Academic Experience: Associate Professor of Accounting and Marketing, Business Administration Department.</p> <p>Professional Experience: Shas been Director of the Department of Business Administration of companies and of the Division of Continuing Education and professional studies at UPRA. She offers workshops and continuous advice on entrepreneurship.</p>
Dean of Academic Affairs Dr. Ana García	<p>Education: Masters and Doctorate in Chemical Engineering.</p> <p>Academic Experience: Professor in Industrial Chemical Processes, Physics and Chemistry Department.</p> <p>Professional Experience: She has more than 30 years of experience at the University, including positions as coordinator of academic programs, Associate Dean of Academic Affairs and Director of the Office of Planning and institutional Research. She has been the principal investigator in several research projects at UPRA.</p>
Dean of Administrative Affairs Prof. Rafael García	<p>Education: Master's in Industrial Management.</p> <p>Academic Experience: Instructor in chemistry, Physics and Chemistry Department.</p> <p>Professional Experience: He is an engineer by profession and has extensive experience in managerial aspects in complex environments, such as pharmaceutical and other workplace environments.</p>
Director of Research Dr. José F. Candelaria	<p>Education: Doctorate in Mathematics.</p> <p>Academic Experience: Associate Professor, Mathematics Department.</p> <p>Professional Experience: He has been director of the Department of Mathematics. He has been editor and principal investigator on a proposal for Federal funding.</p>
Human Resources Director Dr. Luis Laracuenta	<p>Education: Doctor in Clinical Psychology.</p> <p>Professional Experience: He has been Financial Aid official. He has extensive experience in human resources management. He has been director of Human Resources at UPRA.</p>
Director of Information Technology Prof. Luis Colón	<p>Education: Master's in Computer Science.</p> <p>Academic Experience: Professor, Computer Science Department.</p> <p>Professional Experience: He has been director of the Computer Sciences Department and has overseen computer projects of UPRA and Central Administration. He was director of the Center for Information Technology between 2002 and 2008.</p>
Director of the Office of Finance	<p>Education: Master's in Business Administration and Doctorate candidate in Accounting.</p>

Staff Member	Ranking, Academic Preparation, and Experience
Ms. Elizabeth Cortés	<p>Academic Experience: She has been part-time instructor for the Business Administration Department.</p> <p>Professional Experience: She is accountant IV in the institution. She has been Dean of Administrative Affairs and has extensive experience in the fiscal operations of the institution.</p>
<p>Director of Planning and Institutional Research</p> <p>Prof. Sylka Torres</p>	<p>Education: Master's in Chemistry from UPR-Mayaguez. Has been consultant for the Department of Education in Puerto Rico.</p> <p>Academic Experience: Professor, Physics and Chemistry Department.</p> <p>Professional Experience: She has been Dean of Student and Administrative Affairs, Senator, member of the UPRA Administrative Board, Director of the Physics and Chemistry Department and representative of UPR Board of Trustees of the UPR.</p>
<p>Director of the Budget Office</p> <p>Ms. Ingrid Mercado</p>	<p>Education: Master's in Finance and Doctorate candidate in Business Administration.</p> <p>Academic Experience: She has been part-time instructor for the Department of Business Administration.</p> <p>Professional Experience: She is accountant IV in the institution has vast experience in the fiscal operations of the institution. He has been a part-time instructor in the Department of business administration.</p>

Appendix 5 .C Workshops for Faculty and Non-Teaching Staff 2014-15

DATE	ACTIVITY	PLACE/TIME	RESOURCE	OCCUPATIONAL GROUP ADDRESSED
Thursday, February 12, 2015	Motivational Conference: Happiness at Work	9:30 am - 11:30 am Conference Room, Library	Ms. Liza Torres Rondón, Industrial Organizational Psychologist	ASPO Members
Wednesday, February 18, miércoles, 2015	Conference: Sensibility toward Disabled People	10:00 am - 11:00 am Theater	Movimiento para el Alcance de Vida Independiente (MAVI)	The whole community
Monday, February 23, 2015	Seminar: Effective Communication Skills for the Supervisor	9:30 am - 11:30 am Conference Room, Library	Ms. Liza Torres Rondón, Industrial Organizational Psychologist	Supervisors and/or directors who are in charge of non-teaching staff
Friday, February 27, 2015	Conversation: Domestic Violence and Stalking	1:00 pm – 3:00 pm Senate and Administrative Board Room	Sargent Lucenia Jiménez, Domestic Violence Division, Arecibo Police Department PR	Security officers and the staff from the Domestic Violence and Stalking Committee
Wednesday, March 11, 2015	Seminar: Seminario: Assertiveness: To Communicate Better and Improve our Life	9:30 am - 11:30 am Conference Room, Library	MS. Liza Torres Rondón, , Industrial Organizational Psychologist	Non-teaching staff
Friday, March 27, 2015	Conversation: How to Preserve a Crime Scene: Management before the Intervencion of the PR Police	1:00 pm – 3:00 pm Senate and Administrative Board Room	Agent Carlos Rosado, PR Police	Security Staff
Tuesday, March 31, 2015	Seminar: Professional Etiquette for a Healthier Work Environment	9:30 am - 11:30 am Conference Room, Library	Ms. Liza Torres Rondón, Industrial Organizational Psychologist	Non-teaching staff
Wednesday, April 22, 2015	Taller: Trabajo en equipo	9:30 am - 11:30 am Conference Room, Library	Dr. Annie Mariel Arroyo, , Industrial Organizational Psychologist	Supervisors and/or directors who are in charge of non-teaching staff
Tuesday, May 12, 2015	Conversation: Managing Difficult Clients	9:30 am - 11:30 am Conference Room, Library	Ms. Liza Torres Rondón, , Industrial Organizational Psychologist	Non-teaching staff
Tuesday, June 23, 2015	Conversation: Managing Work Stress	9:30 am - 11:30 am, Conference Room, Library	Dr. Annie Mariel Arroyo, , Industrial Organizational Psychologist	Non-teaching staff

Appendix 5. D. Reports presented to the Academic Senate and Administrative Board Informes (2013-14 and 2014-15)

TOPICS	DATE
Academic Senate	
• Socio-Economic and Academic profile of First Year Students 2013	September 2013
• UPRA Internal and External Report Informes de Ambiente Interno y	October 2013
• Renovation and Development of Academic Programs	November 2013
• Advances in the Framework for Physical Planning	December 2013
• Creative, scholarly and Research Work	January 2014
• Strategies for Acquiring External Funds	February -2014
• Second and Third Year Student Satisfaction	March 2014
• Status of Extracurricular Offerings	April 2014
• Results and Effectiveness of Institutional Assessment	May 2014
• Admissions and Financial Aid	September 2014
• Development of the Institutional Strategic Plan: Horizon 2020	October 2014
• Programmatic, specialized , and Institutional Accreditations	November 2014
• Framework for Physical Planning	December 2014
• Creative, scholarly and Research work and External Funds	January 2015
• Retention and Satisfaction at UPRA	March 2015
• Assessment of the Educational Effectiveness Process	April 2015
• Assessment of Supply and Demand for Extracurricular and Curricular Offerings	May 2015
Administrative Board	
• Allocation and Distribution of Budget	September 2013
• Challenges of Specialized Accreditations	October 2013
• Technological Infrastructure	November 2013
• Strategies for Acquiring External Funds	February 2014
• Effectiveness of Official External and Internal Communication Channels at UPRA	March 2014
• Institutional Safety Issues	April 2014
• Allocation and Budget Distribution	August 2014
• Technological Development and Implementation of Distance Education	September 2014
• Optimization of the Communication Systems at UPRA	October 2014
• Institutional Security Matters	December 2014
• Framework for Physical Planning	February 2015
• Strategies for Acquiring External Funds	March 2015
• Programmatic, specialized , and Institutional Accreditations	April 2015

APPENDIX 7: STANDARD 7

Appendix 7.A : Description of Assessment Instruments used by UPRA

Forums	Dates	Presentations
<i>First Institutional Assessment Forum:</i>	March 29, 2007	-Process of Institutional Assessment for Decision Making: Experiences from a Professional School and a Campus Dr. Kathleen Crespo, UPR-Río Piedras
<i>Integrating Assessment into Institutional Processes</i>		-Planning and Budget: Links with the Institutional Strategic Development Dr. Nivia Fernández, UPR-Central Administration -Concretion of the Concept of Institutional Effectiveness through the Use of Indicators Dr. Priscilla Negrón, UPR-Central Administration
<i>Second Institutional Assessment Forum:</i>	May 6, 2009	-The Role of Support Units in the Assessment of Institutional Effectiveness Dr. Gladys Miró, UPR-Medical Sciences Campus
<i>Building Collaborative Assessment Efforts in Student, Academic and Administrative Services</i>		-Evaluation Process of UPR Libraries: Contributions to Student Services, Academic Programs and the Institution Dr. Julia Vélez, UPR-Río Piedras -Assessment Levels: How do They Interact for the Accomplishment of Institutional Effectiveness? Dr. Raquel Vargas, UPR-Arecibo
<i>Third Institutional Assessment Forum:</i>	May 15, 2014	<i>Assessment of Student Services</i> -Speed up Deferment Applications, Office of the Dean of Student Services -Increase the number of first option applications, Office of Admissions -Offering individualized counseling to students who apply for loans, Office of Economic Aid <i>Assessment of Administrative Processes</i>

<i>Forums</i>	<i>Dates</i>	<i>Presentations</i>
		<ul style="list-style-type: none"> -Implementation of Labs and Classrooms Update, Dean of Administrative Affairs -Speed up the process of handing out checks to students, Cashier's Office -Implementation of corrective measures by audits from the Office of the Comptroller of PR, UPRA Audits
		<ul style="list-style-type: none"> -Speed up the renovation of the inspection and permit certificate of the Fire Department of PR, Office of Health, Occupational Safety and Environmental Protection
		<i>Assessment of Other Academic Activities</i>
		<ul style="list-style-type: none"> -Speed of the registration process, Dean of Academic Affairs -Implement new measures to maximize and be more efficient with the use of equipment, such as printers, photocopy machines, etc. to offer a better service to students, UPRA Library
<i>4th Institutional Assessment Forum: Improving Processes in Administrative and Student Services Offices (2nd Cycle)</i>	February 27, 2015	<i>Assessment of Student Services</i> <ul style="list-style-type: none"> -Speed up the process of entering grades, Office of the Registrar -Speed up the removal of <i>flags</i> related to medical plans, Office of Medical Services -Diversification in the offering of Tutoring, CDATA Tutoring Services <i>Assessment of Administrative Processes</i> <ul style="list-style-type: none"> -Increase the number of students in the Work and Study Program who receive direct deposit, Office of Student Aid -Speed up the process of applying the discount of the registration exemption to students, Office of the Registrar -Speed up the payment of purchase orders, Office of Purchases <i>Assessment of Other Academic Activities</i> <ul style="list-style-type: none"> -Strengthen professional counseling and psychotherapy services by using technology, Department of Counseling and Psychological Services -Providing diverse, agile and efficient services using online technology, Information and Technology Center

Appendix 7.B Institutional Assessment Forums

Assessment Instruments	Frequency	Description
Student Follow Up Questionnaires	Annually Since 1984 to the present	- <i>Questionnaire for First Year Students</i> The purpose is to study certain demographic characteristics, academic needs, goals and expectations of this part of our student population.
	Every two Years Since 1984 to the present	- <i>Questionnaire for Sophomore and Junior Students</i> The purpose is to collect data related to: socio-demographic traits, college experience, satisfaction with services and the education received in UPRA.
	Annually Since 1997 to the present	- <i>Questionnaire for Graduating Students</i> The purpose is to identify their academic and demographic profile, achievements in UPRA and student satisfaction with respect to their academic experience, processes and services. This information allows us to determine how UPRA has met its institutional goals.
	Since 1982 to the present	- <i>Questionnaire for Alumni</i> This questionnaire is addressed to UPRA alumni a year after their graduation. It collects information about their demographic data, degrees earned, satisfaction with their classes and current jobs and suggestions to improve the offerings and services in their academic programs.
Specialized Questionnaires by offices and processes	Every one or two years Since 2004 to the present	Questionnaires are designed using the Likert Scale to measure the level of satisfaction from a sample of students and employees about a process, services or a particular office.
Focus Groups	Every two or three years Since 2004	Frequently, the results of the questionnaires are complemented with focus groups sessions.
Buzón Exprésate (<i>Express Yourself Inbox</i>)	Continuously Since 2006 to the present	This is an electronic inbox in which we receive suggestions. It is located on our Institutional website (www.upra.edu). It receive anonymous messages regarding a variety of aspect in UPRA. The received messages are forwarded to the respective Deans.

APPENDIX 9: STANDARD 9

Appendix 9. A Institutions and Agreements with the Student Exchange Program

Country	Institution	Accrediting Agency	Agreement
Argentina	Universidad Nacional del Centro de la Provincia de Buenos Aires	La Comisión Nacional de Evaluación y Acreditación Universitaria (CONEAU)	Agreement open for faculty and students
Argentina	Universidad de Palermo	La Comisión Nacional de Evaluación y Acreditación Universitaria (CONEAU)	Agreement open for faculty, researchers, and students
Mexico	Universidad de Guadalajara	Consejo para la Acreditación para la Educación Superior (COPAES)	Agreement open for faculty, researchers, and students
Spain	Universidad Politécnica de Madrid	ANECA (Agencia Nacional de Evaluación de la Calidad y Acreditación). CNEAI (Comisión Nacional Evaluadora de la Actividad Investigadora) ANEP (Agencia Nacional de Evaluación y Prospectiva)	Agreement open for administrative staff, researchers, and students
Spain	Universidad Autónoma de Madrid	ANECA (Agencia Nacional de Evaluación de la Calidad y Acreditación)	Agreement open for students
Spain	Universidad de Salamanca	ANECA (Agencia Nacional de Evaluación de la Calidad y Acreditación)	Agreement open for faculty, researchers, and students
Spain	Universidad de San Jorge	ANECA (Agencia Nacional de Evaluación de la Calidad y Acreditación)	Agreement open for students
Spain	Universidad Complutense de Madrid	ANECA (Agencia Nacional de Evaluación de la Calidad y Acreditación)	Agreement open for students
England	University of Warwic, England	AACSB (Association to Advance Collegiate Schools of Business International) EFMD-EQUIS (European Foundation for Management Development) AMBA (Association of MBAs)	Agreement open for students
Spain	Universidad del Pais Vasco	ANECA (Agencia Nacional de Evaluación de la Calidad y Acreditación)	Agreement open for students
Dominican Republic	MESCYT	ACBSP (Accreditation Council for Business Schools and Programs)	Agreement open for faculty, researchers, and students

APPENDIX 10: STANDARD 10

Appendix 10. A Sample of Academic Research and Other Scholarly and Creative Endeavors

Department	Publications
Biology	<ul style="list-style-type: none"> • Dr. Mari L. Acevedo, Peer-Reviewed Articles: Proc Natl Acad Sci U S A. 2005 Jan 18;102(3):559-64. Altered pharmacology and distinct coactivator usage for estrogen receptor-dependent transcription through activating protein-1. Cheung E¹, Acevedo ML, Cole PA, Kraus WL. • Dr. Mari L. Acevedo, External Funding Proposal: PI-“ENVIRO-CHEM Research Experiences for Underrepresented Minority Teachers and Students through Mentoring”, The Camille and Henry Dreyfus Foundation, Inc., (2011); Co-PI: “Curricular and Professional Development Activities to support an Associate Degree in Biotechnology Operations”, NSF, Advanced Technological Education (ATE) Program, (2006-2009). • Dr. Mari L. Acevedo, CIC Proposal: Comparación de la actividad enzimática <i>in vitro</i> de lactasas comerciales para el tratamiento de hipolactasia (2014-2015) • Prof. Marilisa Amador, CIC Proposals: Evaluación de la eficacia del uso de autovacunas en el tratamiento de la Papilomatosis Bovina en animales infectados en el Área Norte de Puerto Rico (2009-2010); Análisis comparativo de la acción tóxica de Cloropirifos, Diazinón, Carbarilo y Malatión en términos de la inducción de apoptosis en la Línea Celular H4IIE (2007-2008) • Dr. Edgardo Mercado and Prof. Rebeka Sanabria, CIC Proposal: Community Action Plan Designed to Improve the Wellbeing of the Animal Companion of Homeless People in Puerto Rico (2014-2015) • Dr. Dalynés Reyes, Peer-Reviewed Articles: J Comp Neurol. 2009 April 1; 513(4): 399–416. Cloning and immunoreactivity of the 5-HT1Mac and 5-HT2Mac receptors in the central nervous system of the freshwater prawn <i>Macrobrachium rosenbergii</i>, Nietzell Vázquez-Acevedo, Dalynés Reyes-Colón, Eduardo A. Ruiz-Rodríguez, Nilsa M.; Brain Res. 2010 August 12; 1348: 42–54. Cloning and Distribution of a Putative Octopamine/Tyramine Receptor in the Central Nervous System of the Freshwater Prawn <i>Macrobrachium rosenbergii</i>. Dalynés Reyes-Colón, Nietzell Vázquez-Acevedo, Nilsa M. Rivera, Sami H., Jezzini, Joshua Rosenthal, Eduardo A. Ruiz-Rodríguez, Deborah J. Baro, Andrea B. Kohn, Leonid Moroz, and María A. Sosa.
Business Administration	<ul style="list-style-type: none"> • Dr. Nayla Báez (2010) "La Importancia de la Planificación Estratégica y el Desarrollo Organizacional en la Administración de los Recursos Humanos", Revista FORUM núm. XVIII.
Computer Sciences	<ul style="list-style-type: none"> • Prof. Javier Córdova, CIC Proposal: Ortogonalidad en Latin Squares (2009-2010) • Dr. Edward Latorre, Peer-Reviewed Articles: <u>Latorre-Navarro, E. M., & Harris, J. G. (2015). An Intelligent Natural Language Conversational System for Academic Advising. International Journal of Advanced Computer Science and Applications(IJACSA), 6(1); E. Latorre-Navarro and J.G. Harris, “A Natural Language Conversational System for Online Academic Advising”, 27th International FLAIRS Conference, 2014</u>

Department	• Publications
	<ul style="list-style-type: none"> • Dr. Edward Latorre, CIC Proposal: Centro de Aplicaciones Móviles (2014-2015) • Dr. Phillippe Scott, External Funding Proposal: Collaboration through Technology Initiatives to Enhance Academic, Student and Library Support Services (US Department of Education-Title V) (2006-2011), USA Department of Education • Dr. Eliana Valenzuela, CIC Proposal: Consolidación del Laboratorio de Desarrollo de Robótica (RoDeL) en UPRA (2014-2015)
Education	<ul style="list-style-type: none"> • Dr. Juan Andino and Dr. Miguel Albarrán, CIC Proposals: Proyecto 1,000-DIDEFI-UPRA 2006 Diagnóstico de desarrollo físico (PRUEBA DIDEFI ®) en escolares puertorriqueños de 6 a 12 años (2006-2007); Detección del talento deportivo infantil (2008-2009) • Prof. Luis Laracuenta, External Funding Proposals: TENNIS & EDUCATION (2005-2006); Learning by Playing (2008-2009), USTA Tennis and Education Foundation
English	<ul style="list-style-type: none"> • Dr. Elsa Luciano, CIC Proposal: Redescubriendo la Historia de Buenos Aires (2009-2010) • Dr. Geissa R. Torres (2013); The Role of Crucian Creole in Formal Education in St. Croix. <i>Transcultural Roots Uprising</i>. • Dr. Jane Alberdeston, Proposals: Compost: A Novel (2010-2011); "Poetry Circles: An exercise in community building" (2012-2013).; "Yesterday, in the Arms of Unrest". <i>Resisting Arrest: Songs to Stretch the Sky</i>, Tony Medina, ed. (Pending publication, Jacar Press, 2016).; "Para matar su duende", "Labial", "Between". Forum: Revista de la Universidad de Puerto Rico en Arecibo, (Pending publication, 2016.); "Taina Dreams (let's hear it for Cristobal Colón)", "Rosa's Beauty", "For Black Girls Who Don't Know", "Portorican Anthem", "Pull" and "Make-Believe", Afro-Latino Poetry Anthology. Arte Publico Press: University of Houston. Fall 2016. • Dr. Jane Alberdeston, "El Cuco" and "Ellipses", Forum: Revista de la Universidad de Puerto Rico en Arecibo (Anniversary Issue), 2013. • Dr. Jane Alberdeston, Co-Editor, Art and the Artist in Society, Cambridge Scholar Press, 2013. "Book Review: What We Ask Of Flesh by Remica L. Bingham", Rattle Poetry for the 21st Century, June 2013; "Book Review: Clifford's Blues by John A. Williams", Forum: Revista de la Universidad de Puerto Rico en Arecibo, 2013. "Naguabo", Caribbean Vistas Journal: Critiques of Caribbean Arts and Cultures. 2014. Vol. 1: 2. Internet <https://caribbeanvistas.wordpress.com/poetry-2/; "Paradise and Quenepas", Sargasso, A Journal of Caribbean Literature, Language, and Culture: Interconnections and Extension 2010-2011, I and II. ; "Saltations at the Cage" and ""Ghost Adventures", Forum: Revista de la Universidad de Puerto Rico en Arecibo, 2010.; "For Black Girls Who Don't Know", Full Moon on K Street: Poems about Washington DC, Plan B Press, 2010; "Ephemeroptera", Forum: Revista de la Universidad de Puerto Rico en Arecibo. University of Puerto Rico, 2009.; "Rite of Passages", "You Dance", "Ode to Decima", "Going Home", Temba Tupu! Africana Women's Poetic Self-Portrait, Africa World Press, 2009.

Department	• Publications
Humanities	<ul style="list-style-type: none"> • Dr. José A. Alberty Monroig, Publication: Poemario: Dicen que el amor es (serie de poemas de reflexión sobre el amor y la cotidianidad de los seres humanos) (2011). • Dr. Wanda Delgado, Peer-Reviewed Article: <i>La mujer habitada y El pergamino de la seducción: Dos propuestas del ser femenino en Gioconda Belli. El Amauta (enero 2013)</i>; La mujer habitada y El pergamino de la seducción: Dos propuestas del ser femenino en Gioconda Belli (El Amauta (Núms. 8- 9, 2012). • Dr. Wanda Delgado, CIC Proposals: El cuento irrealista de Salvador Salazar y Álvaro Menéndez Leal y Hugo Lindo: ruptura con la narrativa breve tradicional y fijación de un nuevo discurso en las letras salvadoreñas (2008-2009); Identificación de los rasgos del discurso oral y escrito en los niveles fonológico y morfosintáctico de una muestra representativa de los estudiantes del curso SOFI 4985: Internado de Práctica y Seminario (2007-2008) • Dr. María M. Flores Collazo, Peer-Reviewed Article: <i>(Des)memorias en torno a la esclavitud negra y la abolición: Puerto Rico, siglo XIX</i>; Cincinatti Romance Review, 30 (pp. 17-38) (2011). • Dr. María M. Flores Collazo, CIC Proposal: Legislar para recordar: las conmemoraciones de la abolición de la esclavitud en Jamaica y Puerto Rico (2008-2009) • Prof. Fernando Medina, CIC Proposal: Los músicos de jazz y sus instrumentos: instancias de cyborgs y el espacio indefinido que el performance crea (2007-2008)
Mathematics	<ul style="list-style-type: none"> • Dr. José Candelaria and Dr. Rosa del C. González, CIC Proposals: Desarrollo y Análisis de un Modelo Matemático para la frecuencia de uso de palabras (2008-2009) • Dr. Carlos Molinares, Peer-Reviewed Articles: <u>Molinares, C. A.</u>, & Tsokos, C. P. (2013). Bayesian Reliability approach to the Power Law Process with sensitivity analysis. International Journal of Reliability, Quality and Safety Engineering, Vol. 20, No. 1; Choi, B. J., <u>Molinares, C. A.</u>, Tsokos, C. P. (2012). Parametric and Bayesian Modeling of Reliability and Survival Analysis. Proceedings of Dynamic Systems and Applications; <u>Molinares, C. A.</u>, & Tsokos, C. P. (2011). Bayesian reliability analysis and the Higgins-Tsokos loss function. Problems of Nonlinear Analysis in Engineering Systems. • Prof. Anneliese Sánchez, CIC Proposal: El recurso del video corto en el mejoramiento profesional de maestros de 4-12 (2009-2010) • Prof. Glorymill Santiago, External Funding Proposal: Integrated Science Multiuse Laboratory (ISMuL), NASA (2005-Present).
Nursing	<ul style="list-style-type: none"> • Dr. David Reyes and Prof. José Puig, CIC Proposal: Creación de una plataforma sobre la documentación electrónica para la facultad y estudiantes del Departamento de Enfermería de la Universidad de Puerto Rico en Arecibo (2014-2015) • Dr. David Reyes, Revisión contenido de libro de texto Fundamentos de Enfermería, 9na ed. en español, editorial Pearson.

Department	• Publications
Office Systems	<ul style="list-style-type: none"> • Dr. Weyna Quiñones and Dr. Diana Harrison, CIC Proposal: Efectos de las estrategias de enseñanza basadas en las Inteligencias Múltiples en la ejecución de las destrezas gramaticales en los estudiantes matriculados en el curso de Escritura Rápida en Español del Programa de Sistemas de Oficina (2008-2009) • Dr. Weyna Quiñones, CIC Proposal: Identificación de los rasgos del discurso oral y escrito en los niveles fonológico y morfosintáctico de una muestra representativa de los estudiantes del curso SOFI 4985: Internado de Práctica y Seminario (2007-2008). • Prof. Maritza Rosa, CIC Proposal: Futuro (a) Educador (a): Diseñando Portafolios Electrónicos (PE) Profesionales para el cambio (2006-2007)
Physics and Chemistry	<ul style="list-style-type: none"> • Prof. Ángel Acosta, External Funding Proposal: Enviromental Solid Waste Manager, EPA Enviromental Education and Traning Program (2014-2015). • Dr. Ricardo Infante, Peer-Reviewed Articles: <u>Predicting Heats of Explosion of Nitroaromatic Compounds through NBO Charges and ^{15}N NMR Chemical Shifts of Nitro Groups</u>, <i>Advances in Physical Chemistry</i> Volume 2012 (2012), 11 pages. Ricardo Infante-Castillo and Samuel P. Hernández-Rivera; Predicting heats of explosion of nitrate esters through their NBO charges and ^{15}N NMR chemical shifts on the nitro groups. <i>Computational and Theoretical Chemistry</i>, Volume 963, Issues 2-3, February 2011, Pages 279-283, Samuel P. Hernández-Rivera, Ricardo Infante-Castillo; A systematic theoretical investigation of the relationship between heats of detonation and NBO charges and ^{15}N NMR chemical shifts of nitro groups in nitramines and nitro paraffins. <i>Journal of Molecular Structure: THEOCHEM</i>, Volume 960, Issues 1-3, 30 November 2010, Pages 57-62, Samuel P. Hernández-Rivera, Ricardo Infante-Castillo; Vibrational spectra and structure of RDX and its ^{13}C- and ^{15}N-labeled derivatives: A theoretical and experimental study. <i>Spectrochimica Acta Part A: Molecular and Biomolecular Spectroscopy</i>, Volume 76, Issue 2, July 2010, Pages 137-141; Monitoring the $\alpha \rightarrow \beta$ solid–solid phase transition of RDX with Raman spectroscopy: A theoretical and experimental study. <i>Journal of Molecular Structure</i>, Volume 970, Issues 1-3, 30 April 2010, Pages 51-58. Ricardo Infante-Castillo, Leonardo C. Pacheco-Londoño, Samuel P. Hernández-Rivera; Experimental and theoretical studies of the molecular structure of 1-(2-pyridinylmethyl)-2-methylbenzimidazole. <i>Journal of Molecular Structure</i>, Volume 968, Issues 1-3, 8 April 2010, Pages 6-12. Ricardo Infante-Castillo, Samuel P. Hernández-Rivera; On the choice of optimal protocol for calculation of ^{13}C and ^{15}N NMR isotropic chemical shifts in nitramine systems <i>Journal of Molecular Structure: THEOCHEM</i>, Volume 940, Issues 1-3, 30 January 2010, Pages 124-128. Ricardo Infante-Castillo, Samuel P. Hernández-Rivera; DFT studies of the structure and vibrational and NMR spectra of 1-(2-methylpropenyl)-2-methylbenzimidazole, <i>Journal of Molecular Structure</i>, Volume 917, Issues 2-3, 15 January 2009, Pages 158-163; Ricardo Infante-Castillo, Samuel P. Hernández-Rivera; Theoretical DFT, vibrational and structural characterization of 1-propenyl-2-methylbenzimidazole and its isomers , <i>Journal of Molecular Structure</i>, Volume 892, Issues 1-3, 15 December 2008, Pages 477-484. Ricardo

Department	• Publications
	<p>Infante-Castillo, Samuel P. Hernández-Rivera; Theoretical DFT, vibrational and NMR studies of benzimidazole and alkyl derivatives , <i>Journal of Molecular Structure</i>, Volume 877, Issues 1-3, 17 April 2008, Pages 10-19.</p> <p>Ricardo Infante-Castillo, Samuel P. Hernández-Rivera. Top 25 article first semester 2008; Effects of isotopic substitution on the vibrational spectra of α-RDX .R. Infante-castillo and S. P. Hernandez, <i>Proc. of SPIE</i>, 6538 (2007) 653825; Theoretical and experimental vibrational and NMR studies of RDX. R. Infante-Castillo and S. P. Hernandez, <i>Proc. of SPIE</i>, 6201 (2006) 62012F.</p> <ul style="list-style-type: none"> • Dr. Ricardo Infante, Book Chapters: Espinosa-Fuentes, E.A., Peña-Quevedo, A.J., Pacheco-Londoño, L.C., Infante-Castillo, R. and Hernández-Rivera, S.P., A Review of Peroxide Based Homemade Explosives: Characterization and Detection, in “Explosive Materials: Classification, Composition and Properties”, Janssen, T.J., ed., Chemical Engineering Methods and Technology Series, Nova Science Publishers, Inc. Hauppauge, NY, fourth quarter 2010, ISBN: 978-1-61761-188-9; Infante-Castillo, R and Hernandez-Rivera, S. P. Experimental and Theoretical Studies of the Molecular Structure of Five New 2-methylbenzimidazole Derivatives, in “Advances in Chemistry Research, Volume 11, Nova Science Publishers, Inc. Hauppauge, NY, fourth quarter 2011, ISBN: 978-1-61324-815-7. • Dr. Ricardo Infante, CIC Proposals: *Producción de Biodiesel por catálisis heterogénea asistida por microondas utilizando grasas animales y aceites vegetales usados. (2013-2014); Síntesis y evaluación de la actividad biológica de nuevos derivados del 2-metilbenzimidazol (2014-2015). • Prof. Abel Méndez, Peer-Reviewed Articles: Irwin, L. N., Méndez, A., Fairén, A. G., & Schulze-Makuch, D. (2014). Assessing the Possibility of Biological Complexity on Other Worlds, with an Estimate of the Occurrence of Complex Life in the Milky Way Galaxy. <i>Challenges</i>, 5(1), 159-174; Schulze-Makuch, D., Méndez, A., Fairén, A. G., von Paris, P., Turse, C., Boyer, G. & de Sousa António, M. R. (2012). A Dynamic Scheme to Assess Habitability of Exoplanets. In <i>Life on Earth and other Planetary Bodies</i> (pp. 307-321). Springer Netherlands; Schulze-Makuch, D., Head, J. N., Houtkooper, J. M., Knoblauch, M., Furfaro, R., Fink, W., & Andersen, D. (2012). The Biological Oxidant and Life Detection (BOLD) mission: A proposal for a mission to Mars. <i>Planetary and Space Science</i>, 67(1), 57-69; Schulze-Makuch, D., Méndez, A., Fairén, A. G., Von Paris, P., Turse, C., Boyer, G. & Irwin, L. N. (2011). A two-tiered approach to assessing the habitability of exoplanets. <i>Astrobiology</i>, 11(10), 1041-1052. • Prof. Abel Méndez, CIC Proposal: Planetary Habitability: Modeling the specific growth in the dynamic temperatures of natural environments (2007-2008) • Dr. Maiella Ramos, Peer-Reviewed Articles: Uptake of Trace Elements by Roots of Aquatic Plants from the Caño Tiburones Wetland”, <i>Forum</i>, 14 (2005). • Dr. Maiella L. Ramos, Proposals: PI-“ENVIRO-CHEM Research Experiences for Underrepresented Minority Teachers and Students through

Department	• Publications
	<p>Mentoring”, The Camille and Henry Dreyfus Foundation, Inc., (2011); Co-PI: “Curricular and Professional Development Activities to support an Associate Degree in Biotechnology Operations”, NSF, Advanced Technological Education (ATE) Program, (2006-2009).</p> <ul style="list-style-type: none"> • Prof. Neftalí S. Rivera, CIC Proposal: Estudio de la Extinción Atmosférica para Largos de Onda Visibles (2014-2015) • Dr. Hirohito Torres, External Funding Proposal: Construction of a Solar Energy System (SES) at the University of Puerto Rico at Arecibo, US-ARRA-State Energy Program & Sun Energy Program (2009-2010) • Dr. Hirohito Torres, CIC Proposal: “Producción de biogás y su utilización efectiva para la producción de electricidad” (2012-2013). • Dr. Hirohito Torres and Dr. Carlos Maldonado, CIC Proposal: A quantitative analysis of methane production from highly diluted manure fed in to packed-bed down flow reactor (2008-2009) • Prof. Néstor Velásquez, Proposal: “Energías renovables: Aplicaciones de la Energía solar Fotovoltaicas” (2012-2013)
Radio and TV Communications	<ul style="list-style-type: none"> • Prof. Rosamary Berríos, CIC Proposals: Fotografía Digital: percepción y manipulación, la búsqueda de un “nuevo aura” (2008-2009); De la serie: Voces de Protesta mujer, discurso y representación (2007-2008) • Dr. Otilio González, CIC Proposal: Noticias por televisión: manejo de la información periodística producida para televisión (segunda etapa) (2008-2009) • Prof. Emanuel Gutiérrez, (2013) La Ciencia del Sonido.
Spanish	<ul style="list-style-type: none"> • Third International Congress: <i>Escritura, Individuo y Sociedad En España, Las Américas y Puerto Rico</i> was dedicated to Mario Vargas Llosa (<i>Premio Nobel en Literatura 2010</i>) and Luis Rafael Sánchez (<i>Premio Internacional Pedro Henríquez Ureña de Literatura en su primera edición</i>) (2006-2007). • Fourth International Congress: <i>Escritura, Individuo y Sociedad En España, Las Américas y Puerto Rico</i> dedicated to Elena Poniatowska (<i>Premio Cervantes 2014</i>), Rosa Montero and Mayra Montero (2011-2012). • Fifth International Congress: <i>Escritura, Individuo y Sociedad En España, Las Américas y Puerto Rico</i> to Ana Lydia Vega (2014-2015). • Dra. Yeidi Altieri, CIC Proposal: Publicación y divulgación de un libro de poesía contemporánea “Oceánica” (2009-2010) • Dra. Rebecca Franqui, Peer-Reviewed Articles: <i>Simetrías de Luisa Valenzuela y la domesticidad de lo macabro</i>, El Amauta (marzo 2013); <i>Espejitos de Papel: un breve recorrido por los múltiples reflejos del quehacer literario</i>. El Amauta (marzo 2013) • Dr. Eduardo Ortiz, Peer-Reviewed Articles: Arcana gota de lo invisible; ¿Qué es un fantasma?: el trauma histórico en El espinazo del diablo (2011). • Dr. Eduardo Ortiz, CIC Proposal: La copia postis-pánica: simulacros de la heroicidad surrealista en las obras de Juan Eduardo Cirlot, Fernando Arrabal y Alejandro Jodorowsky (2009-2010) • Dr. Edgardo Pérez Montijo, CIC Proposal: El performance como tema y como campo discursivo en la narrativa de Earl Lovelace (2010-2011) • Dra. Yazmín Pérez, CIC Proposal: El diván vacío: locura, fragmentación y discurso femenino en la narrativa caribeña contemporánea (2010-2011)

Department	• Publications
Social Sciences	<ul style="list-style-type: none"> • Dr. C. Altagracia (2011) "El cuerpo de la patria: Intelectuales, imaginación geográfica y paisaje de la frontera en la República Dominicana durante la Era de Trujillo", • Dr. C. Altagracia (2013) "La utopía del territorio perfectamente gobernado. Miedo y poder en la época de Miguel de la Torre, Puerto Rico 1822-1837, • Dr. Carlos Andújar Rojas (2007) El Líder y la Inteligencia Emocional, Editorial AKRON. • Dra. Karen Entrialgo, Peer-Reviewed Article: "Economía de la deuda y biopoder: recomposiciones contemporáneas de la biopolítica frente a la nueva figura subjetiva del ser endeudado" (2011-2012). • Prof. Juan C. Puig, CIC Proposal: "Desarrollo y delimitación de un sendero ecoturístico entre la UPRA y la UPRU" (2011-2012). • Dra. Martha Quiñones, Book Chapters: <i>Pobreza, desempleo y vulnerabilidad social en Puerto Rico ¿Autodeterminación huracanada? El engaño de EE.UU. a la ONU</i>, 2006, CAPRE, España; <i>Surge un nuevo Puerto Rico, en Puerto Rico ¿Autodeterminación huracanada? El engaño de EE.UU. a la ONU</i>, 2006, CAPRE, España. • Dra. Martha Quiñones, Peer-Reviewed Articles: Las Fiestas Tradicionales de Santiago Apóstol de Loíza Aldea: Las dimensiones económicas. Publicado en el tema LAS DIMENSIONES ECONOMICAS DE LAS FIESTAS CARNAVALESCAS, <i>Revista Cultura y Desarrollo</i>, Número 5, enero de 2008. UNESCO. En Revista Cultura y Desarrollo; Portal de la Cultura, Oficina Regional de cultura para América Latina y el Caribe, UNESCO ; Percepción sobre seguridad y conocimiento sobre violencia contra el género de los (as) estudiantes de UPRA, presentado en el V Coloquio Nacional de Mujeres en Puerto Rico en marzo de 2007 en la UPR Mayagüez y publicado en Actas del V Coloquio Nacional de Mujeres en Puerto Rico, 2007, CePA (Centro de Publicaciones Académicas), UPR Mayagüez, Puerto Rico; Percepción de l@s estudiantes de UPRA sobre la homosexualidad, en conjunto con Ivette Delgado, presentado en el Primer Coloquio Nacional ¿Del otro la'o?: Perspectivas sobre sexualidades diversas en octubre de 2008 En Actas del Primer Coloquio Nacional ¿Del otro la'o?: Perspectivas sobre sexualidades diversas, 2008, CePA (Centro de Publicaciones Académicas), UPR Mayagüez, Puerto Rico. • Dra. Martha Quiñones, External Funding Proposals: Análisis de la "Gentrificación en ciudades históricas" San Juan, Puerto Rico; Santo Domingo, República Dominicana; y La Habana, Cuba, entrevista a los gestores y actores del proceso. CIC 2009-2010-ATLANTEA 2009-2010; Análisis de la Gentrificación en las comunidades: Pueblo, Vigía y Abra San Francisco de Arecibo, Fondos del Comité Institucional de Investigación Académica y Creación de UPRA, 2005–2006; Globalización del reagaetton, identidades y discursos: Entre Vico C, Daddy Yankee y Residente Calle 13. Fondos del Comité Institucional de Investigación Académica y Creación de UPRA, 2006-2007. La Globalización del Reagaetton:

Department	• Publications
	<p>manifestación de la juventud caribeña, Vídeo documental. Fondos de ATLANTEA, 2006–2007; Las Fiestas Tradicionales de Santiago Apóstol de Loíza Aldea: Las dimensiones económicas. Propuesta presentada y aceptada por la UNESCO para la publicación de las Fiestas Carnavalescas. 2006–2007.</p> <ul style="list-style-type: none"> • Dra. Martha Quiñones, CIC Proposals: Publicación libro: Comunidades en lucha ¿Exclusión, Pobreza, Medio Ambiente y Conflicto Social en Puerto Rico? Hacia el Desarrollo Sostenible (2011-2012); Análisis de la “Gentrificación en ciudades históricas” en San Juan, Puerto Rico; Santo Domingo, República Dominicana; y la Habana, Cuba, entrevista a los gestores y actores del proceso (2009-2010) • Dr. Inocencio Rodríguez (2013) "Land as a Renewable Resource: Integrating Climate, Energy, and Profitability Goals using NetLogo", Scholar's Press. • Dr. José J. Rodríguez, CIC Proposal: Las máscaras de la identidad: poder y exclusión en la construcción de las identidades nacionales en América Latina de los siglos XIX y XX (2008-2009) • Dr. M. Saponara (2008) "Inglaterra y la Abolición de la Esclavitud en el Perú, Aspectos de Política Pública 1820-1854", Fondo Editorial del Congreso del Perú. • Dra. Hilda M. Vilá, Peer-Reviewed Article: "Factores psico-sociales vinculados al diagnóstico de la fibromialgia y otros dolores crónicos" • Dra. Hilda M. Vilá, CIC Proposals: “Desarrollo del observatorio de investigación en psicología, salud y sociedad. Primera fase: dolor y fibromialgia en Puerto Rico” (2012-2013); El dolor y su cronicidad (2009-2010)

Appendix 10. B. A Sample of Recent Doctoral Dissertations by UPRA Faculty

Faculty	Department	Title of Doctoral Dissertation
Dr. Anilyn Díaz	Radio and TV Communications	<i>El legado colonial de “Fiesta Island”: Política y producción de eventos musicales en vivo en Puerto Rico</i>
Dr. Miriam Cruz	Office Systems	<i>Estrategias para la Enseñanza de Destrezas y conocimiento de los Problemas Específicos de Aprendizaje y/o Déficit de Atención en Sistemas de Oficina de PR</i>
Dr. Yuitza Humarán	Mathematics	<i>Entendimiento del concepto de la fracción que poseen los maestros en formación para el nivel elemental</i>
Dr. Sondra Vega	Biology	<i>“Ecological Interactions of Anolis cristatellus and Anolis krugi in two secondary tropical karst forests at the northern karst belt of Puerto Rico: Occupancy estimates and degree of Omnivory/Frugivory”.</i>
Dr. Olga Alfonzo	Business Administration	<i>Entendiendo y mejorando los factores que inciden en la utilización de la deducción de cuenta de retiro individual IRA, por los estudiantes universitarios del área sureste de las universidades públicas de Puerto Rico</i>
Dr. José F. Jiménez	Education	<i>La intervención de un modelo curricular en la asignatura de educación física en el desarrollo de la responsabilidad personal y responsabilidad social en los estudiantes de sexto grado en escuelas de alto riesgo de los Distritos Escolares de Arecibo</i>
Dr. Elba Guzmán	Counseling and Psychological Serv	<i>"Percepción del Consejero Universitario sobre sus Prácticas como Líder Transformador"</i>

APPENDIX 11: STANDARD 11

Appendix 11.A Table Learning Communities

FALL SEMESTER 2014-2015					
Academic Departments	Learning Communities Courses	Class Code	Section	Professor	Students
Office Systems	Production and Processing of Business Documents III	SOFI 3003	CA1	Dr. Weyna Quiñones	18
English	Business Communication I	INCO 3005		Dr. Mateo Garcés	18
Office Systems	Administration and Office Procedures I	SOFI 4401	CA2	Dr. Diana Harrison	18
Humanities	Western Culture I	HUMA 3101		Dr. Wanda Delgado	15
Spanish	Basic Spanish I	ESPA 3101	LE1	Dr. Marilyn Ríos	30
English	Basic English I	INGL 3101		Prof. Delia Cruz	20
Spanish	Basic Spanish I	ESPA 3101	L10	Dr. Emma Domenech	19
English	Basic English I	INGL 3101		Prof. Jesús Ramírez	20
Spanish	Pre-Basic Spanish	ESPA 0060	B95	Prof. José J. Rivera	19
English	Pre-Basic English	INGL 0060		Prof. Yaniré Díaz	19

SPRING SEMESTER					
2015-2016					
Academic Departments	Learning Communities Courses	Class Code	Section	Professor	Students
Spanish	Basic Spanish I	ESPA 3101	CA1	Dr. Emma Domenech	24
English	Basic English I	INGL 3101		Prof. Yaniré Díaz	
Spanish	Basic Spanish II	ESPA 3102	CA2	Prof. Marilyn Ríos	27
English	Basic English II	INGL 3102		Prof. Delia Cruz	
Spanish	Basic Spanish II	ESPA 3102	CA3	Prof. José Rivera	28
English	Basic English II	INGL 3102		Prof. Priscilla Morales	
Spanish	Basic Spanish I	ESPA 3101	CA4	Prof. William Mejías	22
Business Administration	Marketing Principles	MERC 3115		Dr. Waskaleska Mercado	
Spanish	Hero and Antihero	LITE 4276	CA5	Dr. Eduardo Ortiz	14
Spanish	Spanish Literature II	ESPA 3212		Dr. Eduardo Ortiz	
Education	Social Basis of Education	EDFU 3007	CA7	Dr. Manuela Velázquez	20
Education	Human Growth and Development II	EDFU 3002		Dr. Amílcar Colón	

Appendix 11.B Non-Traditional Education Modalities Courses

Academic Department	Course Title and Code	Professor	Non-Traditional Education Modality	Current Status
Office Systems	Strategies for Planning and Implementation of Virtual Trainings (SOFI 4506)	Dr. Diana Harrison	Online course	1 st Semester Academic Year 2015-16
English	Business Communication I (INCO 3005)	Dr. Mateo Garcés	Online course	1 st Semester Academic Year 2015-16
Mathematics	Pre-Calculus II (MATE 3172)	Prof. Anneliese Sánchez	Online course	1 st Semester Academic Year 2015-16
Spanish	Writing and Style (ESPA 3208)	Dr. Eduardo Ortiz	Online course	1 st Semester Academic Year 2015-16
Mathematics	Introductory Mathematics I (MATE 3001)	Dr. Yuitza Humarán	Online course	2 nd Semester Academic Year 2015-16
Business Administration	Business Statistics I (ESTA 3001)	Prof. Luis Hernández	Online course	2 nd Semester Academic Year 2015-16
Computer Science	Topics in Computer Science (CCOM 3135)	Prof. Norma J Torres	Online course	2 nd Semester Academic Year 2015-16
Computer Science	Operating Systems (CCOM 3041)	Dr. Javier Córdova	Online course	2 nd Semester Academic Year 2015-16
Humanities	Digital Literature (LITE 3055)	Dr. Wanda Delgado	Hybrid course	2 nd Semester Academic Year

Academic Department	Course Title and Code	Professor	Non-Traditional Education Modality	Current Status
2015-16				
English	English for Science and Technology	Dr. Geissa R. Torres	Online course	2 nd Semester Academic Year
Social Sciences	Introduction to Economics I (ECON 3005)	Dr. Martha Quiñones	Online course	In process of being completed.
Social Sciences	Industrial Organizational Psychology (PSIC 3116)	Dr. Carlos Andújar	Online course	In process of being completed.
Business Administration	Publicity (MERC 4027)	Dra. Waskaleska Mercado	Online course	In process of being completed.
Counseling and Psychological Services Department	Seminar for Personal Development and Success in College (EDFU 3005)	Prof. Jesús Rodríguez	Online course	In process of being completed.
Library	Information Literacy Skills	Prof. Víctor Maldonado	Online course	In process of being completed.
Humanities	Mythology in Western Literature (LITE 3035)	Dr. Wanda Delgado	Hybrid course	In process of being created.
Humanities	Seminar Web 2.0 Tools Research Process in the Humanities (HUMA 3145)	Dr. Wanda Delgado	Hybrid course	In process of being created.
Education	Pedagogical Research Seminar I	Dr. Brenda Laboy	Online course	In process of being created.

Academic Department	Course Title and Code	Professor	Non-Traditional Education Modality	Current Status
	(EDPE 4051)			
Spanish	Introduction to Spanish Literature II	Dr. Yeidi Altieri	Online course	In process of being created.
Social Sciences	Introduction to Organizational Development (PSIC 4036)	Dr. Nilda Fernández	Online course	In process of being created.
English	Introduction to Creative Writing (INGL 3238)	Dr. Jane E. Alberdeston	Online course	In process of being created.
Business Administration	Principles of International Business (ADMI 4225)	Dr. Eva López	Online course	In process of being created.
Nursing	Pharmacotherapy (ENFE 3210)	Dr. Jorge Corchado	Online course	In process of being created.
Office Systems	Theoretical Principles of the Emerging Information Technologies in the Office (SOFI 3406)	Dr. Miriam Cruz	Online course	In process of being created.

APPENDIX 12: STANDARD 12

Appendix 12.A. Template for the Institutional Plan for the Assessment of General Education to Be Operationalized in the Academic Department

<i>Institutional Plan for the Assessment of General Education Cycles for Academic Years 2014-2016 and 2016-2017</i>							
Competency	Course (Name and code)	Criteria and Indicator (The indicator is determined by the department.)	Method, Strategy or Instrument (Direct or Indirect)	Cycle 1 st or 2 nd	Person(s) Responsible	Results	Recommen- dations / Corrective Action
1. Skills in written and oral communication in Spanish							
2. Skills in written and oral communication in English							
3. Skills in quantitative and scientific reasoning							
4. Skills in logical and critical thinking							
5. Information skills							
6. Collaborative work skills							
7. Historical and socio-cultural knowledge							
8. Environmental awareness							
9. Ethical, moral and spiritual values							
10. Esthetic and cultural values							
11. Knowledge of self							

APPENDIX 14: STANDARD 14

Appendix 14.A List of Assessment Standards of the Accreditation Agencies for the Academic Programs

Program	Accreditation Agency	Assessment Standard
Bachelor's degree in Nursing Sciences	ACEN	Standard 6. Outcomes
Associate degree in Nursing	ACEN	Standard 6. Outcomes
Bachelor's degree in Arts in Elementary Education	CAEP/ACEI	Standard 4. Assessment
Bachelor's degree in Arts in Education with a major in Physical Education for Elementary School	CAEP/NASPE	Standard 4. Assessment
Bachelor's degree in Office Systems:	ACBSP	Standard 4. Measurement and Analysis of Student Learning and Performance
Bachelor's degree in Computer Sciences:	ABET-CAC	General Criterion 4. Continuous Improvement
Bachelor's degree in Technology in Industrial Chemical Processes:	ABET-ETAC	General Criterion 4. Continuous Improvement
Bachelor's degree in Tele-Radial Communications	ACEJMC	Standard 9. Assessment of Learning Outcomes

Appendix 14. B Teacher Certification Exam

Year	N	Fundamental knowledge and communications competencies	Professional competencies
		Takers/Pass Rate	Takers/Pass Rate
2014	42	38/90%	34/81%
2013	38	37/97%	33/87%
2012	48	45/94%	44/92%
2011	40	33/83%	33/83%
2010	62	84%	93%

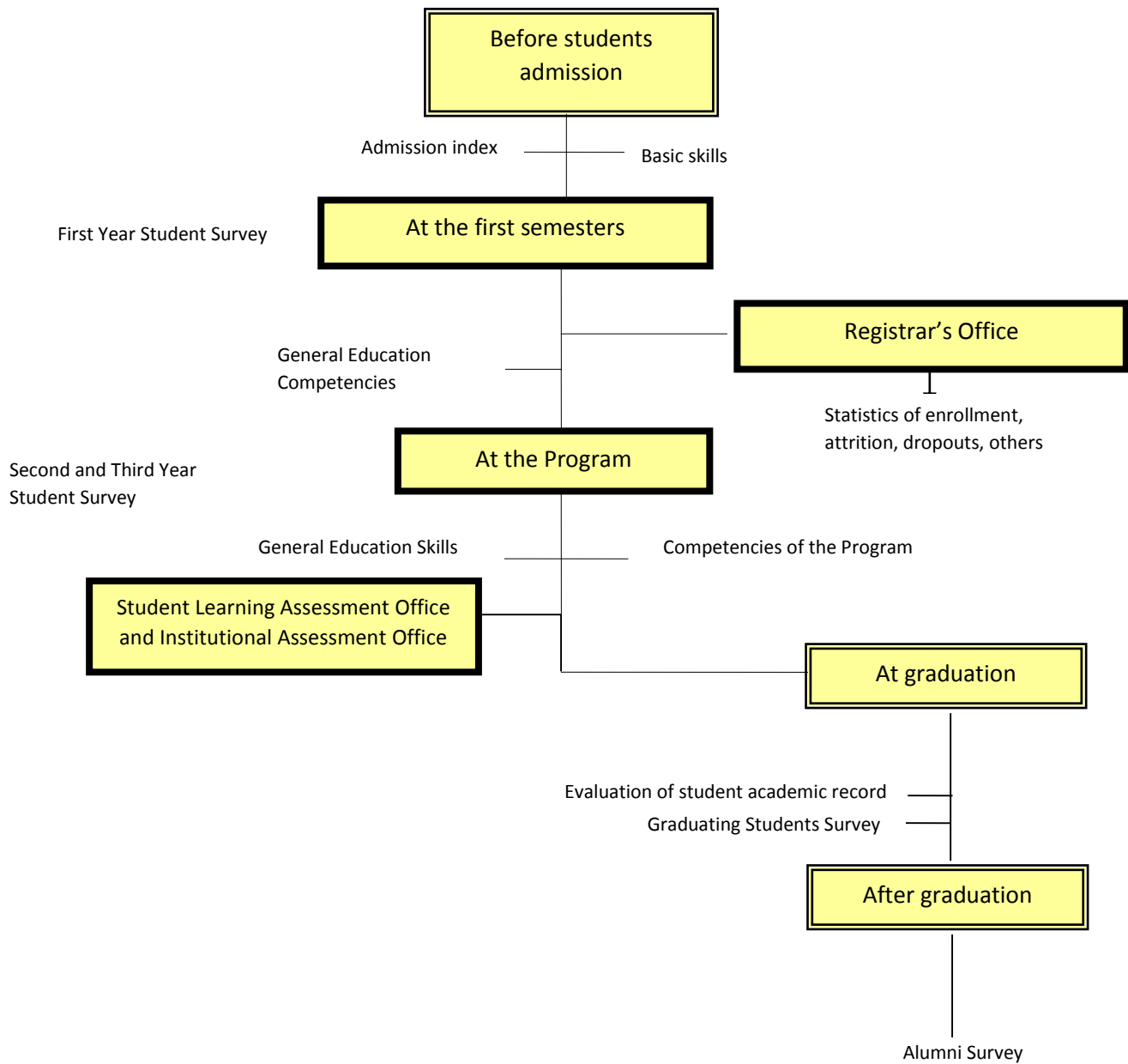
Source: Teacher Certification Exam Results provided by the College Board: Puerto Rico.

Appendix 14. C Nursing Licensure Exam

Year	Total students taking the test in PR	Total students passing the test in PR	Passing score percent of PR Nursing Schools	Total students taking the test of UPRA	Total students passing the test of UPRA	Passing score percent of UPRA
6/1/2012-8/9/2012	499	383	77%	34	22	65%
6/1/2013-8/15/2013	551	445	81%	52	43	83%
12/2/2013-1/31/2014	1062	944	89%	88	85	96%

Source: Puerto Rico Board of Nursing (JEEPR) Licensure Examination Results

Appendix 14. D. Information Available of Assessment at UPRA



Appendix 14. E Assessment Report Presentations

Type of Presentation	Audience	Date
	Faculty	March 2016 Extraordinary Faculty Meeting/Assessment Day
Assessment Report of the Effectiveness of the Educational Process	Academic Senate	April 2015
Reports of student learning and the General Education outcomes	Faculty	March 2015 Extraordinary Faculty Meeting/Assessment Day
General Education Plan Implementation	Department Chairs	September 2014 Academy of Directors
Student Learning Assessment: working groups in the academic departments, assessment workshops and presentations, focus group to faculty	Faculty	April 2014 Extraordinary Faculty Meeting/Assessment Day
Outcomes of the academic effectiveness assessment report	Academic Senate	November 2013
Working groups in the academic departments and a Panel discussion of assessment initiatives	Faculty	February 2013 Extraordinary Faculty Meeting/Assessment Day
Presentation of assessment reports	Faculty	February 2010 Extraordinary Faculty Meeting/Assessment Day
Panel discussion of assessment initiatives	Faculty	March 2009 Extraordinary Faculty Meeting/Assessment Day
General Education Program	Faculty	February 2009 Extraordinary Faculty Meeting/General Education
Reports of student learning assessment	Faculty	February 2008 Extraordinary Faculty Meeting/Assessment Day
Reports of student learning assessment	Faculty	March 2007 Extraordinary Faculty Meeting/Assessment Day
Progress report of student learning assessment	Academic Senate	February 2007
Progress report of student learning assessment	Department Chairs	February 2007
Student Learning Assessment 2004-05	Faculty	February 2006 Extraordinary Faculty Meeting/Assessment Day
Progress report of student learning assessment	Academic Sen.	2006
Progress report of student learning assessment	Academic Sen.	2004

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