



University of Puerto Rico at Bayamón

**Moving to a Culture of
Information and Evidence
Self-Study Design 2009-2011**



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I. Institutional Overview

The University of Puerto Rico (UPR) is a public institution of higher education that is composed of 11 campuses and the Central Administration Office. The UPR has emerged as the leading national teaching and research institution of higher education. It offers programs from associate to the doctoral degree level.

The highest governing body of the UPR is the **Board of Trustees**, which has representation of the community (appointed by the governor of Puerto Rico), faculty, and students. The Board prescribes the policy for the UPR system, guides its development, allocates its budget, and appoints the President and the Chancellors of the campuses.

The **President** is the executive director and official representative of the University. He acts as a representative of the Board of Trustees, who, in collaboration with the University Board, coordinates and supervises the UPR's activities and takes the initiative in promoting the development of the Institution. The President, advised by the University Board, submits for consideration to the Board of Trustees a plan for the integral development of the UPR. He also submits to the Board of Trustees a total budget for the campuses and the University with the advice of the campuses' chancellors.

The Central Administration is composed by five offices that oversee the essential aspects of institutional policy: Academic Affairs, Students Affairs, Planning and Development, Budget and Finance, and Administration. The directors of these offices, who are members of the University Board, work directly with the President of the UPR to implement the systemic institutional policies among all the academic units.

The **University Board** is presided by the President and includes the directors of the five offices of the Central Administration, the chancellors of all campuses, three additional officials appointed by the President with the approval of the Board of Trustees, a student representative, and a faculty representative elected by each Academic Senate. The Board's essential functions are to promote the overall administrative and academic development as well as advise the President in such matters. This body establishes the General Student Regulations and submits them for the final consideration of the Board of Trustees. It considers the integral development plan and budget proposal for the University presented by the President and then submits them to the Board of Trustees for their approval.

As in all the campuses of the UPR, the University of Puerto Rico at Bayamón (UPRB) is under the direction of the **Chancellor**. The **Chancellor** exercises administrative and academic authority in accordance to the provisions of the University law and other University regulations. The President of the University submits nominations to the chancellor's positions for consideration to the Board of Trustees after consultation with the corresponding Academic Senate. The chancellors preside over their respective Academic Senate, the Administrative Board, and campus meetings. They also develop the budget proposal, which is submitted to the President and the University Board after approval by the Administrative Board.

The **Administrative Board** of the UPRB examines and approves the general performance rules stated by the University's legislative and administrative organisms in agreement with the University of Puerto Rico's bylaws and supervises the general progress of the unit. Among its

functions the board advises the Chancellor regarding his/her duties and works on the budget and academic procedures regarding tenure, promotions, and leaves of absence according to the University bylaws. The board also intervenes in all other academic affairs submitted to them that need to be addressed by the Chancellor accordingly.

The **Academic Senate**, as in the others campuses of the UPR, constitutes the official forum of the academic community for the discussion of the general problems of the university, development of academic policies and other matters of concern to the community.

In the UPRB the **Chancellor** works directly with the **Dean of Academic Affairs**, the **Dean of Administrative Affairs**, and the **Dean of Student Affairs**. Among their responsibilities, the deans participate in the development and implementation of the campus' strategic plan, support all steps taken to collaborate with the teaching-learning and research processes, and promote all institutional efforts directed toward a culture of assessment. They also are responsible for the development and implementation of the operational plans of their respective deanships.

In 1998 the University of Puerto Rico at Bayamón became an autonomous campus for the UPR System. It was originally established as a community college in August 1971 to mainly serve a densely populated area.

Located at the northeastern part of Puerto Rico in an area of rapid industrial and economic development, it is oriented to fulfill the growing academic needs of such a community. The UPRB mostly serves students of the municipalities of Bayamón, Guaynabo, San Juan, Cataño, Dorado, Comerio, Naranjito, Toa Alta, Corozal, Toa Baja, and Vega Alta.

The UPRB is an institution of higher education whose mission is to facilitate significant, continuous and long-lasting learning with the ultimate goal of having students become responsible citizens who will help transform their world with a heightened sense of ethics, esthetics and actions that will contribute to change. To achieve this, the Institution should advocate the establishment of support systems for learning, research and collaboration with the Puerto Rican society.

The UPRB offers its undergraduates academic programs in the content areas of technology [*BS Computer Science, BS Electronic Engineering Technology, BA Materials Management, AD Civil Engineering Technology; Land Surveying and Highway Construction, AD Civil Engineering Technology; Construction, AD Instrumentation Technology, and AD Electronics (in moratorium)*]; business [*BBA Accounting, BBA Marketing, BBA Management, BBA Finance, BOS Office Systems*]; science [*BS Human Biology, and BS General Biology*]; and education [*BA Special and Elementary Physical Education, and BA Preschool and Elementary Education*] content areas. The UPRB also offers academic coordinated transfer programs in the mentioned disciplines, as well as in the liberal arts areas.

The UPRB is a 100 percent Hispanic serving institution with total headcount enrollment of 5,014 in the fall of 2008. A total of 83.5 percent of the student population studied full time, 67.2 percent received some financial aid and 53.6 percent were female. Most of our students are enrolled in bachelor's degree programs (76.1 percent) while 8.6 percent are in associate degrees, and 13.3 percent in transfer programs. The remaining 2.1 percent of our students is

classified in other categories.

The student body is served by 363 non-faculty personnel and 289 faculty members. Most of our faculty members are full-time employees (224 full-time and 65 part-time). Of these 289 faculty members 216 are on tenure or tenure track and 73 are adjunct professors. A total of 64.4 percent of the faculty members have master's degrees while 35.6 percent have doctoral degrees.

II. Nature and Scope of the Self-Study Design

The UPRB selected the comprehensive self-study model with a reorganization of standards that reflects the interdependence that should exist among the diverse processes occurring in the Institution in support of the offerings of academic programs of excellence. On the other hand, this model allows for an ample appreciation of all relevant information in all Institutional areas regarding standards of excellence, and also promotes the ample participation of the entire Institutional sector and its dependents.

This self-study process should be one of profound reflection and evaluation where the Institution's strategic, operational and academic changes are founded on a short, middle and long-range time span. Moreover, the document will facilitate for the collection of responses that help us to deeply understand how institutional processes come about, the relationship and pertinence of the academic programs to the area we serve, and the search and strengthening of diverse modalities of study (Extended University, and Continuing Education and Professional Studies Division).

Through the self-study process it is hoped that a broad and homogeneous knowledge of the Institution's reality is generated to all members of the university community. This knowledge will be translated into ample participation based upon information of this community in the search for solutions to the different challenges faced.

Finally, this process, in conjunction with the specialized accreditation processes in the programs or divisions of Business Administration (ACBSP), Preschool and Elementary School (NCATE), Adapted Physical Education (NCATE), Engineering (ABET), Electronics (ABET), Computer Sciences (ABET), Office Systems (ACBSP), Library (ACRL) and the Counseling and Orientation Department (IACS), will help us to continue developing a culture of information and evidence that will continually support decision making at all administrative levels of the Institution in a systematic and reliable manner. In Appendix A we include the status of accreditation of the academic journal, and both, academic and services programs.

III. Organizational Structure of Self-Study Documents

Beginning with the comprehensive model selected, the self-study will be developed into eight main chapters with the participation of the diverse components of the university community in each of these chapters. This is in response to the interest in presenting, in an extensive manner, information relevant to the institutional areas in the Standards of Excellence, as well as promoting the ample participation of all sectors and dependencies of the institution.

The first three chapters and part of the last section of the self-study will mostly concern aspects related to institutional elements, while the remaining five chapters will focus mainly on the teaching-learning processes. Each topic will present the relationship with the assessment process as well as a short and a long-term action plan on the findings to be addressed in each area analyzed. The following presents a table of the community members that will participate in each topic and the MSCHE standards that will be addressed in each:

Table 1: Chapter Matrix

Self-Study Theme	MSCHE Standards	Members of the Community
Mission, Goals and Integrity	1, 6, 7	Administrators, Faculty, Staff, Students
Planning, Resources and Institutional Renewal	2, 3, 7	Administrators, Faculty
Leadership, Governance, and Administration	4, 5, 7	Administrators, Faculty, Students
Student Admissions and Support Services	8, 9, 14	Administrators, Faculty, Staff, Students
Faculty	10, 14	Administrators, Faculty, Students
Educational Offerings	7, 11, 14	Administrators, Faculty, Students
General Education and Related Educational Activities	12, 13, 14	Administrators, Faculty, Students
Institutional Assessment and Student Learning Assessment	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	Administrators, Faculty, Staff, Students

IV. Organizational Structure of Self-Study Process

A. Steering Committee

Responsibilities

1. Determine the key areas of the self-study.
2. Recommend, with the advice of the administrative leaders, the self-study model that best reflects the institutional reality.
3. Develop the self-study design.
4. Establish and coordinate the sub-committee working groups' discussions and actions.
5. Organize the flow of information among the sub-committee working groups.
6. Keep the UPRB's re-accreditation webpage updated.
7. Ensure that the tasks assigned are done within the scheduled times.
8. Maintain communication with all sectors of the Institution in the self-study process and foster their participation.

9. Coordinate all tasks related to the translation of the self-study document.
10. Carry out the final integration of the self-study report and of any other document relevant to the process.
11. Coordinate the evaluation committee's visit.

Methodology

The Steering Committee was appointed by the Chancellor (Table 2) taking into consideration the diverse areas of expertise and responsibilities that will be addressed in the self-study. Each member of the committee will be in charge of one topic and will recommend to the Chancellor a maximum of eight persons to be part of the sub-committee working groups that will be responsible for developing the topic assigned. This member will not necessarily preside over the sub-committee; however, s/he will be the liaison between the Steering Committee and the sub-committee working group assigned.

The Steering Committee prepared an itinerary of biweekly meetings. During these meetings the self-study design will be developed and the sub-committees' work will be facilitated. On the other hand, follow-up will be given to the sub-committees' tasks regarding meeting with deadlines, monitoring of reports and documents due, and keeping information about the re-accreditation process updated on the webpage.

The Steering Committee will receive two progress reports from the sub-committee working groups (December 2009 and February 2010) for review and feedback. Later the drafts of the chapters (March and April 2010) will be received, reviewed and integrated into one document. It should be noted that the steering committee has developed official homogeneous formats for the sub-committee working groups to acquire minutes of agreements made during meetings, generate reports of work done, request information and sub-committee reports. This action allows for the systematic and standardized documentation of the re-accreditation process.

Table 2: Steering Committee

Name	Position	Sub-committee working groups
Mr. Javier Zavala	OIPR* Director	Steering committee chair
Dr. Héctor De Jesús Cardona	Professor of the Chemistry Department	Steering committee co-chair
Dr. Héctor De Jesús Cardona	Professor of the Chemistry Department	Mission, objectives & integrity
Mr. Rafael Rosado	Executive Assistant of the Chancellor	Leadership, government & administration
Dr. Jorge Rovira	Acting Assistant Dean of Academic Affairs	Planning & assigning of resources
Ms. Anilda González	OIPR Administrative Officer	Student admissions & support services
Prof. Margarita Ramos	Professor of the Business Administration Department	Faculty
Prof. Miguel Vélez	Assistant Dean of Academic Affairs	Academic offerings
Dr. Maritza Sostre	UNEX & DECEP** Coordinator	General education & related educational activities
Dr. María Aguirre	Institutional Assessment Coordinator	Institutional assessment & assessment of student learning

*Note: Office of Institutional Planning & Research (OIPR)

Note: **UNEX-Spanish Acronym for the Extended University Division [Evening university]/ **DECEP**-Spanish acronym for the Division of Continuing Education and Professional Studies

B. Goal of the Self-Study

It is of utmost importance for the UPRB that this re-accreditation process allows us to:

- Support the systemic and institutional strategic planning process as well as the establishment of priorities and the assignment of resources.
- Strengthen and commit ourselves to the documentation and analysis of the institutional and student learning assessment processes.
- Reinforce the teaching-learning process through the use of systematically acquired, reliable information achieved as the result of learning outcomes assessment.

- Maintain a continuous and integrated culture of evaluation and actualization of the academic programs in their curriculum and teaching modalities through institutional policies and specialized accreditation processes.
- Continue developing a culture of documentation and analysis that lays the foundations for all decision making at all levels of hierarchy in the Institution.
- Analyze the institutional needs to search for new ways to attract more resources as well as the utilization of more effective and efficient forms than those in existence.

C. Sub-committees

Methodology

Each sub-committee will have a coordinator, a liaison and a maximum of eight additional members. These subcommittees will hand in reports of work accomplished to the Steering Committee (according to the format developed) in December 2009 and February 2010. The first draft of the report by each sub-committee is due in March 2010 and the final report is due in April 2010.

The structure of the report will consist of a summary of the most significant findings, a description of the sub-committee's responsibilities, a description of the topics revised and analyzed from the evidence considered related to the topic, an analysis of the strengths and relevant changes of the topic and its fundamental elements, reference to significant material used, and recommendations for improvement.

Responsibilities

Sub-committee Coordinator

- Coordinate teamwork methodology
- Call for meetings
- Meet deadlines
- Prepare minutes of the agreements made
- Facilitate the liaison's petition for information and required documents with the Steering Committee
- Provide progress reports and drafts of the assigned topic

Liaison with the Steering Committee

- Present information and documents developed by the Steering Committee
- Solicit support from the Steering Committee for the sub-committee in all that is necessary
- Channel petitions for information through the Steering Committee
- Keep the channels of communication open among the sub-committees and the Steering Committee

Sub-committee Members

- Attend meetings; be prepared and on time
- Ensure that standards and fundamental elements are addressed in the committees work and reports
- Investigate, analyze and discuss the guide questions assigned
- Facilitate the feedback of the documents and information presented
- Participate in internal discussions or with the university community on the topic assigned to the sub-committee

a. Sub-Committee 1 - Mission, Goals, and Integrity

Purpose

This sub-committee will review aspects of the mission in relation to how this clearly defines our purpose in the context of higher education, whom we serve and what we hope to achieve. It will examine if the institutional goals are consistent with the Institution’s aspirations and with meeting the mission. The sub-committee will note how much the university community knows about the mission and the goals and how much support is being given for their achievement and development. It will also analyze how the institutional mission and goals are founded, the development and maintenance of the academic programs, the institutional practices and the evaluation of the Institution’s effectiveness. On the other hand, institutional integrity will be evaluated through an analysis of our compliance with institutional and external regulations. This will demonstrate how to promote the participation of all members of the university community without any type of discrimination and how institutional behavior is always based upon ethical principles.

Table 3: Members of Sub-Committee 1 - Mission, Goals and Integrity

Name	Position	Role
Dr. Héctor De Jesús Cardona	Professor of the Chemistry Department	Liaison
Dr. Elizabeth Crespo Kebler	Professor of the Social Sciences Department	Member
Prof. Fernando Fernandez	Director of Educational Services	Member
Prof. Antonio Huertas Bermudez	Coordinator of the Computer Sciences Department	Member
Prof. Sonia Morales	Professor of the Chemistry Department	Member
Mr. Juan Nieves	Student	Member

Guide Questions:

Standard 1: Mission and Goals

1. To what extent are the mission, goals and objectives clearly understood by all sectors (students, faculty, and non-faculty personnel)?
2. Could the mission of the Institution be identified in its programs, policies, activities, and other characteristics? How does each department integrate the policies, priorities, and objectives of the Institution?

3. How does the Institution determine whether it is achieving each aspect of its mission? (Assessment)
4. How could the Institution’s constituencies be involved in re-thinking the mission and/or redirecting activities inconsistent with it?

Standard 6: Integrity

1. How does the Institution review its policies, practices, and publications to ensure integrity in all components about its mission, programs, and services? How does the Institution consistently carry out its obligations to students and personnel according to written policies and procedures?
2. How does the Institution ensure that the Catalog, class schedules, Student Handbook, and all other documents related to student recruitment and orientation provide appropriate and accurate information to students and prospective students regarding academic policies and curriculum?
3. How does the Institution demonstrate impartiality in its procedures and requirements for the selection of new students and for the recruitment of faculty and non-teaching personnel?

b. Sub-Committee 2 - Planning, Resources Allocation, and Institutional Renewal

Purpose

The sub-committee will review how the institutional planning processes occur and their relationship to the placement of resources. It will analyze if there exists alignment among planning and the institutional mission and goals. In addition, it will analyze the manner in which the strategic plans and the placement of the resources are evaluated to carry out the necessary changes and improve or maintain institutional quality. Moreover, the sub-committee will analyze how human, financial, and technological resources as well as the physical facilities are utilized effectively and efficiently to fulfill the mission.

Table 4: Members of Sub-Committee 2 - Planning, Resources Allocation, and Institutional Renewal

Name	Position	Role
Dr. Jorge Rovira	Acting Assistant Dean of Academic Affairs	Liaison
Ms. María Molina	Official of the Human Resources Office	Member
Mr. Wilfredo Ortiz	Director of the Budget Office	Member
Ms. Evelyn Rivera	Official of the Finance Office	Member
Mr. Samuel Torres	Student	Member

Guide Questions

Standard 2: Planning, Resource Allocation and Institutional Renewal

1. To what extent does the strategic plan respond to and guide the Institution in the attainment of the established mission, goals, and objectives?
2. How involved are the students, faculty, non-teaching personnel, and community in the creation, development and evaluation of the strategic plan?
3. What mechanisms and evidence exist to demonstrate that there is an effective and a continuous assessment of the strategic plan?
4. Up to what degree are resources being used effectively to carry out the strategic plan?

Standard 3: Institutional Resources

1. What steps have been taken to evaluate how effectively resources are allocated and expended? What specific changes have been implemented and with what results?
2. In what areas, and in what ways in those areas, is the distribution of resources affecting the Institution's ability to achieve its mission and goals? How have the programs and supporting services been considered in the Institution's planning of financial resources?
3. What are the sources of income for the UPRB, and what additional strategies has the university used to increase its budget?
4. What are the most significant challenges facing the Institution relative to human and technological resources and physical facilities over the next five years?
5. How does the Central Administration determine the annual budget of the institution? What is the relationship between funds assigned and the institutional needs? To what extent do funds assigned meet the institutional needs relative to the academic programs and enrollment?

c. Sub-Committee 3 - Leadership, Governance, and Administration

Purpose

The sub-committee will present how the Institution's governmental systems are clearly defined in the development of political roles and decision making as well as how decisions are informed and the members of the internal and external institutional community participate. The sub-committee will also analyze how the decisions guarantee the financial integrity of the Institution and support the achievement of the institutional mission. In addition, it will analyze how the administrative leaders and personnel have the necessary skills and knowledge to carry out their duties and facilitate the processes to support the educational steps to be taken.

Table 5: Members of Sub-Committee 3 - Leadership, Governance, and Administration

Name	Position	Role
Mr. Rafael Rosado	Executive Assistant of the Chancellor	Liaison
Dr. Rosa Alers	Director of the Audiovisual Office	Member
Ms. Minerva Collazo	Director of the Mediation Office for Students	Member
Prof. Judith Díaz	Director of the Employment Office	Member
Ms. Aissha Flores	Student	Member
Prof. Jaime Laracuenta	Assistant Dean of Administrative Affairs	Member
Prof. Evaristo Medina	Professor of the Business Administration Department	Member
Ms. Betzaida Miranda	Academic Senate Secretary	Member
Ms. Lourdes Tañon	Director of the Students Association Office	Member

Guide Questions***Standard 4: Leadership and Governance***

1. To what extent do the Board of Trustees, the Chancellor and Deans, the Administrative Board and the Academic Senate consider the characteristics of the internal community for decision making?
2. How do the Chancellor and Deans and Administrative Board assist in generating resources to sustain and guarantee the Institution's financial integrity?
3. How well are the mechanisms used to keep the internal and external community informed of all matters concerning the UPRB?
4. How do the administrators provide the internal community with a well-defined system of governance with written policies outlining governance responsibilities of administration and faculty?

Standard 5: Administration

1. How does the Institution's governance respond to the open discussion of the mission, planning and resource allocation?
2. How are non-faculty personnel trained to perform their tasks? Do they bring services in an effective and timely manner? What is the Institution's commitment to achieve the continuing education of non-faculty personnel?
3. How do the institutional requirements regarding skills, degree and training of the assistant personnel that support the Chancellor and Deans affect the planning and decision making process?

d. Sub-Committee 4 - Student Admissions and Support Services

Purpose

This sub-committee will report on how the students admitted possess the goals, interests and abilities in accordance with the institutional mission and academic program, and how the Institution, through its services, will facilitate student retention and the achievement of students’ educational goals.

Table 6: Members of Sub-Committee 4 - Student Admissions and Support Services

Name	Position	Role
Anilda González	Assistant of the Planning and Institutional Research Office	Liaison
Marcos De Jesús	Analyst of the Financial Aid Office	Member
Nathalí López Díaz	Student	Member
Luz N. Mercado	Secretary of the Medical Services Office	Member
Carmen I. Montes	Director of the Admission’s Office	Member
Dr. Ana Morales	Coordinator of the Spanish Department	Member
Wanda Portalatín	Official of the Collections Office	Member

Guide Questions

Standard 8: Student Admissions

1. How do the admissions policies as developed and implemented support the mission and vision of the Institution?
2. How does the Institution ensure that students meet qualifications to achieve expected goals and higher education outcomes?
3. How do we combine the alumni profile of the academic programs with the interests and needs of the students to determine a course of action to maintain a stable enrollment?
4. How expensive is the cost of study and how does it compares with other institutions of the Bayamón area.
5. Which are the processes that we follow for the assessment of student’s success, including the student’s retention and graduation rate? How do we evaluate the correlation between the profile of student candidates and their success as student in the institution? What changes have been generated by the evaluations?

Standard 9: Student Support Services

1. How does the Institution provide student support services appropriate to student strengths and needs?
2. How are assessment practices used to improve student support services? How is the information or findings regarding support services analyzed and managed? How available are the results?
3. How safe and secure are policies and procedures for the maintenance of student’s records? How are policies to release student’s information used for assessment results and improvement?
4. How qualified are the professionals who supervise the student services programs? What are the policies and procedures that govern athletics and what role should the student support services play in setting and reinforcing these policies?

e. Sub-Committee 5 – Faculty

Purpose

This sub-committee will review the aspects related to (1) the hiring and retention of highly qualified faculty for the academic aspects of teaching-learning, research and service; (2) how this is monitored through the assessment processes; (3) and how the institutional policies and decisions affect the aforementioned.

Table 7: Members of Sub-Committee 5 – Faculty

Name	Position	Role
Prof. Margarita Ramos	Professor of the Business Administration Department	Liaison
Dr. Samuel Díaz	Professor of the Engineering Department	Member
Mr. Luis E. Fornia Rivera	Student	Member
Dr. Ilia E. Ramírez Acevedo	Professor of the Business Administration Department	Member
Dr. Carmen A. Rivera Torres	Professor of the Preschool and Elementary Department	Member
Dr. Mariano Santini Rivera	Professor of the Physical Education Department	Member
Mr. Javier Zavala	Director of Planning and Institutional Research Office	Member

Guide Questions

Standard 10: Faculty

1. How are faculty involved in academic program development, assessment, and improvement?
2. What are the expectations and opportunities for faculty development? Are faculty development opportunities equitably distributed? Has the level of Institutional support increased, decreased, or remained stable over time? What has been the impact?
3. How does the Institution know that its policies and practices actually enable it to recruit, develop and retain faculty who support the teacher/scholar model? How does its success in doing that compare to peer institutions?
4. Are there differences across departments in the criteria for faculty appointment, tenure, and promotion? Identify and evaluate the basis for such differences.
5. How has the utilization of part-time and adjunct faculty changed over the past five years? What has been the impact on student learning and success?
6. How do faculty issues (educational and research materials, salaries, benefits, promotions, development and studies, facilities, copyrights, academic load, faculty student ratio) affect student learning?

f. Sub-Committee 6 - Educational Offerings

Purpose

The sub-committee will review aspects related to the Institution’s academic offerings and how this ensures alignment of academic content, rigor, and coherence with the academic program and Institutional mission. On the other hand, it will check that all of the UPRB’s academic programs have their own goals and objectives as well as profiles of alumni’s knowledge and skills.

Table 8: Members of Sub-Committee 6 - Educational Offerings

Name	Position	Role
Prof. Miguel Vélez Rubio	Assistant Dean of Academic Affairs	Liaison
Mr. Jeanlouis Betancourt	Student	Member
Dr. Amaury Samalot	Professor of the Adapted Physical Education Department	Member
Dr. Aminda Sierra	Professor of the Chemistry Department	Member
Prof. Amárilys Torres	Professor of the Spanish Department	Member
Prof. Arnaldo Rodríguez	Professor of the Office Systems Department	Member

Guide Questions

Standard 11: Educational Offerings

1. How does the Institution demonstrate that the educational offerings have academic content and rigor appropriate to the degree level(s)?
2. How are students meeting the Institution’s goals for information literacy and what actions have been taken in response?
3. How relevant are the existent programs to the students and to the external community? How should we select and assess future educational offerings?
4. Are the programs structured so as to provide for early practices, internships, research, and job experiences?
5. How well are the adult’s needs meet by the extended university?
6. How adequate are the learning resources, their facilities, equipment, and library services to support the academic programs curriculum? How well is the collaboration between learning faculty and library personnel?

g. Sub-Committee 7 - General Education and Related Educational Activities

Purpose

This sub-committee will review how the UPRB students and alumni, through the General Education component, have succeeded in developing essential oral and written communication skills, quantitative and scientific reasoning, critical thinking, technological competencies, and information management. Lastly, it will examine how programs and/or related educational activities support the teaching-learning process and if the resources assigned to these programs are adequate for obtaining positive results.

Table 9: Members of Sub-Committee 7 - General Education and Related Educational Activities

Name	Position	Role
Dr. Maritza Sostre	UNEX Coordinator	Liaison
Prof. Sonia Feliciano	Professor of the Business Administration Department	Member
Prof. Nora Medina	Professor of the Biology Department	Member
Ms. Luz Idalia Morales	Director of the Payroll Office	Member
Dr. Tatiana Tajirova	Professor of the English Department	Member
Ms. Angie Torres	Student	Member
Prof. Lydia Ubarri	Director of the Business Administration Department	Member
Prof. María de los Ángeles Zavala	Director of the Learning Resources Center	Member

Guide Questions

Standard 12: General Education

1. In what ways and for what reasons has the General Education Program been changed over the past five years?
2. How are the Institution’s graduates meeting the expected, acceptable levels of competency in oral and written communication, scientific and quantitative reasoning, technological capability, information literacy, and critical analysis and reasoning?
3. How effectively are General Education and academic program requirements linked and interrelated?
4. How is the “general education” of students shared across the faculty instead of being the special responsibility of the arts and sciences faculty?

Standard 13: Related Education Activities

1. How significant is the Institution’s commitment to provide programs and services for under-prepared students? Does the assessment of these programs and services demonstrate that the level of institutional investment and commitment is warranted?
2. In what ways and for what reasons have procedures for approving, administering, and evaluating non-credit offerings changed over the past five years? What has been the impact of these changes?

h. Sub-Committee 8 - Institutional Assessment and Student Learning Assessment

Purpose

The subcommittee will evaluate how the institutional assessment plan and the learning assessment plan evidence the way in which the Institution achieves its mission effectively and efficiently, as well as the competencies, knowledge and skills the alumni present in accordance with their educational goals and the goals of the Institution.

Table 10: Members of Sub-Committee 8 - Institutional Assessment and Student Learning Assessment

Name	Position	Role
Dr. María Aguirre	Coordinator of Institutional Assessment	Liaison
Dr. Elena Maldonado	Professor of the Education Department	Member
Mr. Evaristo Medina Cucurella	Student	Member
Mr. Héctor J. Navedo Aldarondo	Student	Member
Prof. Alba Osorio	Librarian of the Learning Resources	Member

	Center	
Prof. Norma Pérez	Professor of the Business Administration Department	Member
Prof. Anabel Torres	Professor of the Business Administration Department	Member
Prof. Guadalupe Vega	Counselor of the Counseling and Orientation Office	Member

Guide Questions

Standard 7: Institutional Assessment

1. How does the institutional assessment process present validated information that evidences the accomplishment of the UPRB’s mission and goals?
2. How does the UPRB gather and analyze the information required for decision making, and how is it disclosed and used?
3. How does the institutional assessment process support that budget and resources are assigned according to the institutional needs?
4. How does the Institution ensure that procedures and academic policies are appropriate, widely distributed, fairly administered and updated when necessary?

Standard 14: Assessment of Student Learning

1. How do the results of the Institutional student learning assessment plan help to improve the student learning process in the classroom?
2. How adequate are campus efforts to encourage, recognize and value faculty efforts to assess student learning?
3. How effectively do academic and support programs document that the curriculum or program helps students achieve each key learning outcome?
4. What improvements has the academic program made with the assessment outcomes? How does this process of improvement happens?

V. Timetable for the Implementation of the UPRB’s Self Study (Appendix A)

For the UPRB it is very important to schedule all tasks required by the re-accreditation process. In Table 11 we present all the tasks by dates needed to accomplish the self study and reaccreditation process. On the other hand, in Appendix A we present a Gantt Chart that simplifies the way of seeing the whole process.

Table 11: Timetable

Task	Month/Year
Steering Committee (SC) composition	March 09
Selection of self-study model	March 09
Development of administrative work processes	March 09
Selection of the most important elements to be emphasized	March 09
Development of research guide questions	March 09, April 09
Creation & Official Designation of Working Subcommittees	April 09, May 09
Development of the self-study's first draft of the design	June 09
Integration of recommendations in self-study design	June 09
Translation of the self-study design	July 09, August 09
Submit self-study design	Sept 09
Evaluation & approval of the design by MSCHE	Oct 09
Visit by Mary Ellen Petrisko (MSCHE liaison with the UPRB)	Oct 09
Training of subcommittee working groups	Oct 09
Identification & digitalization of required documents	April 09, May 09, June 09, July 09
Development of cybernetic area in the UPRB portal/webpage	April 09, May 09, June 09, July 09
Steering Committee (SC) Meetings	March 09 – Dec 09; Jan 10 – Dec 10; Jan 11 – Mar 11
Steering Sub-Committee (SSC) Meetings	June 09 – Dec 09; Jan 10 – May 10
Development of scholarly work by subcommittees	Oct 09 – Dec 09; Jan 10 – May 10
Search & analysis of steering subcommittees' information	Oct 09 – Dec 09; Jan 10 – May 10
Submit progress report to steering committee	Dec 09, March 10
SC's revision of subcommittees' progress reports	Dec 09, March 10
First draft of SSCs' reports	April 10
SC's revision of subcommittees' first drafts	April 10
Suggestions to SC's first draft	April 10
Submit documents to translator	April 10
Second draft of SSCs' reports	May 10
SC's revision of subcommittees' second drafts	May 10
Suggestions to SC's second draft	May 10
Steering subcommittees' final reports	June 10
Integration by the SC of the subcommittees' final reports	June 10
Translation of SC's final reports	June 10, July 10
Draft of Self-study	July 10
Presentation of the draft to the university community	July 10, August 10
Compile suggestions	August 10
Evaluate & integrate suggestions	August 10
Final translation	August 10, Sept 10

Task	Month/Year
Final Self-study	Sept 10
Submit self-study	Oct 10
Development of the exhibit room (display of evidence)	Oct 09 – Dec 09; Jan 10 – Dec 10; Jan 11 – Feb 11
Logistics of the visit	Jan 11, Feb 11, March 11
Visit by the accrediting commission	March 11

VI. Inventory of Support Documents

All the documents presented in this section are going to be available in PDF format of the UPRB web page or in hard copy as requested.

- General Regulations of the UPR
- Certifications by the Academic Senate, University Board and Board of Trustees
- UPRB’s Mission and Vision
- Institutional Catalog
- Collective Agreement with the Brotherhood of Non-teaching Employees
- Collective Agreement with the Labor Syndicate
- Student Manual
- Faculty Manual
- Affirmative Action Plan
- Capital/Assets Improvement Plan
- Policies regarding sexual harassment, discrimination and illegal use of drugs and alcohol
- Health and Fire Department Permits
- UPR Board of Trustee Reports
- UPRB’s Annual Reports
- UPRB’s Annual Reports from the Deans’ Offices
- Annual Reports from the Academic Departments and Dependencies
- Diez para la Década* document’s strategic guides
- UPRB’s Strategic Plan
- UPRB’s Operational Work Plan
- UPRB’s Operational Work Plan – Deans’ Offices
- Budget Petitions
- Budget Assignments
- Audit Reports
- Learning Assessment Plan
- Institutional Assessment Plan
- Departmental Reports on Learning Assessment
- Final Grades Report
- ACBSP’s Self-Study
- NCATE’s Self-Study
- Institutional studies and reports
 - Reasons for withdrawals
 - Graduates
 - Alumni
 - Employees
 - Profile of new students’ academic background
 - Characteristics of newly admitted students
 - Student satisfaction

- Integrated Post Secondary Data System (IPEDS)
- College Navigator
- Executive Peer Analysis Tool
- OIPR's Statistical Reports
- Historical data
 - Applications
 - Admitted
 - Registration of new students
 - Transfers from other universities (External Transfers)
 - Transfers within the UPR system (Internal Transfers)
 - Readmissions
 - Reclassifications
 - Total registration
 - Alumni
 - Retention
 - Graduation Index

VII. Style and Format

The following guidelines are to be followed when preparing the self-study document and sub-committees' reports. Please submit all reports to Ms. Schakira Torres in the Office for Planning and Institutional Research in Microsoft Word format both electronically and in hard copy.

Font	Calibri size 11
Page Margins	Left bound (1.5" left; 1" right)
Tab	.5"
Major Headings	Left justify, bold, double space after heading, capitalized first letter of each word
Minor Headings	Left justify, bold, double space after heading, capitalized first letter of each word
Paragraphs	Single space, double space after each paragraph
Page Numbering	Bottom right
Headers	Top left
Footers	Bottom left
Tables	Numbered left justify, title left justify, title in columns center, source and notes left bottom
Graphics	Numbered left justify, title left justify, title in columns center, source and notes left bottom

VIII. Expectations of Final Document

The self-study document should reflect the reality of the Institution throughout its eight chapters. For each topic it will be essential to make sure that the questions considered are answered with evidence, based on Institutional facts, as well as with proof that the standards of excellence that are integrated in each chapter are fulfilled or not fulfilled. Any question that cannot be answered with evidence will remain in the self-study process and the reasons for this explained. On the other hand, anything in the self-study report that does not have documented evidence will not be included.

The final self-study document will present an executive summary with its eight chapters. The structure of each chapter will consist of a summary of each chapter, an index of the areas discussed, the methodology, the questions that will be answered, conclusions and recommendations, and the appendixes necessary to support the document.

The evaluation process will consider historical evidence beginning with the Academic Year 2002-2003 and completed with the data produced and compiled up until the Academic Year 2009-2010.

IX. Profile of Evaluation Team

To aid the UPRB in this self-study process, we would like to request evaluation team members with experience and knowledge in:

- Undergraduate programs
- Primarily teaching institutions
- The areas to be evaluated
- The general characteristics of higher education in Puerto Rico
- The programs we offer in business administration, teacher preparation programs, engineering, technology and science
- Collective bargaining

In addition, we would like evaluation team members that have some mastery of Spanish and feel comfortable working with people of different cultures.

Appendix A: Academic Programs under Professional Accreditation Process

Academic and Services Programs Accreditation/Certification	Status
Bachelor Degree in Business Administration <i>Association of Business Schools and Programs (ACBSP)</i>	Accredited
Bachelor Degree in Special and Elementary Physical Education <i>National Council for Accreditation of Teacher Education (NCATE)</i>	Nationally recognized by NASPE. Expecting evaluation visit by November 2009.
Bachelor Degree in Early Childhood and Elementary Education <i>National Council for Accreditation of Teacher Education (NCATE)</i>	Nationally recognized by ACEI and NAEYC. Expecting evaluation visit by November 2009.
Bachelor Degree in Office Systems <i>Association of Business Schools and Programs (ACBSP)</i>	To submit the self study by August 2010. Expecting evaluation visit by October 2010.
Bachelor Degree in Computer Sciences <i>Accreditation Board for Engineering and Technology (ABET)</i>	To submit the intention letter by January 2010.
Bachelor Degree in Electronic Engineering Technology <i>Accreditation Board for Engineering and Technology (ABET)</i>	To submit the intention letter by January 2010.
Associate Degree in Civil Engineering in Construction Technology <i>Accreditation Board for Engineering and Technology (ABET)</i>	To submit the intention letter by January 2010.
Associate Degree in Civil Surveying, and Highway Construction Technology <i>Accreditation Board for Engineering and Technology (ABET)</i>	To submit the intention letter by January 2010.
Associate Degree in Industrial Engineering Technology <i>Accreditation Board for Engineering and Technology (ABET)</i>	To submit the intention letter by January 2010.
Associate Degree in Instrumentation Technology <i>Accreditation Board for Engineering and Technology (ABET)</i>	To submit the intention letter by January 2010.
Academic Journal <i>Milenio</i> <i>Latindex</i>	Certified
Learning Resources Center <i>Association of Colleges and Research Libraries (ACRL)</i>	Certified
Department of Guidance and Counseling <i>International association of Counseling Services (IACS)</i>	To submit self study by May 2010.

Appendix B – Timetable

Tasks	Mar 09	Apr 09	May 09	Jun 09	Jul 09	Aug 09	Sep 09	Oct 09	Nov 09	Dec 09	Jan 10	Feb 10	Mar 10	Apr 10	May 10	Jun 10	Jul 10	Aug 10	Sep 10	Oct 10	Nov 10	Dec 10	Jan 11	Feb 11	Mar 11
Steering Committee (SC) composition	*																								
Selection of self-study model	*																								
Development of administrative work processes	*																								
Selection of the most important elements to be emphasized	*																								
Development of research guide questions	*	*																							
Creation & Official Designation of Working Subcommittees		*	*																						
Development of the self-study's first draft of the design				*																					
Integration of recommendations in self-study design				*																					
Translation of the self-study design					*	*																			
Submit self-study design							*																		
Evaluation & approval of the design by MSCHE							*	*																	
Visit by Mary Ellen Petrisko (MSCHE liaison with the UPRB)								*																	
Training of subcommittee working groups								*																	
Identification & digitalization of required documents		*	*	*	*																				
Development of cybernetic area in the UPRB portal/webpage		*	*	*	*																				
Steering Committee (SC) Meetings	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Steering Sub-Committee (SSC) Meetings				*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Development of scholarly work by subcommittees								*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Search & analysis of steering subcommittees' information								*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Submit progress report to steering committee								*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
SC's revision of subcommittees' progress reports										*			*												
First draft of SSCs' reports														*											
SC's revision of subcommittees' first drafts														*											
Suggestions to SC's first draft														*											
Submit documents to translator														*											
Second draft of SSCs' reports															*										
SC's revision of subcommittees' second drafts															*										
Suggestions to SC's second draft															*										
Steering subcommittees' final reports																*									
Integration by the SC of the subcommittees' final reports																*									
Translation of SC's final reports																*	*								
Draft of Self-study																	*								
Presentation of the draft to the university community																	*	*							
Compile suggestions																		*							
Evaluate & integrate suggestions																		*							
Final translation																		*	*						
Final Self-study																			*						
Submit self-study																				*					
Development of the exhibit room (display of evidence)								*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Logistics of the visit																							*	*	*
Visit by the accrediting commission																									*