

PERIODIC REVIEW REPORT

**PRESENTED BY:
INTER AMERICAN UNIVERSITY OF PUERTO RICO
METROPOLITAN CAMPUS**

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Table of Contents

Executive Summary	6
Periodic Review Report Process	9
Certification Statement	11
2003 Self-Study Action Agenda for Institutional Improvement.....	12
Metropolitan Campus Overview	20
Mission and Goals.....	21
Planning, Resource Allocation, and Institutional Renewal	22
Institutional Resources.....	25
Information Access Center (Library).....	25
Information and Telecommunications	26
Enrollment Management.....	31
Leadership, Governance, Administration and Integrity.....	32
Administration	36
Integrity.....	38
Outcomes Assessment Process: Institutional Effectiveness and Student Learning.....	39
Student Satisfaction Survey	41
Student Admissions and Retention	46
Promotion and Recruitment	46
Retention	49
Student Support Services and Student Life	54
Faculty.....	57
Educational Offerings	60
General Education.....	62
Related Educational Activities.....	63
Distance Learning	63
Adult Education Program (“AVANCE”).....	63
Entrepreneurial Initiative	64
Cyber Extension Center in Caguas: Additional Location.....	64
Pre-School – Center for Integral Development	65

Psychological Services Clinic.....	65
Enrollment, Financial Trends and Projections.....	66
Institutional Planning and Budgeting Processes.....	67
Metropolitan Campus Five Year Action Agenda	73
Appendix 1 – PRR Steering Committee and Sub-committees	75
Appendix 2 – Academic Offerings	76
Appendix 3 – Vision 2012	81
Appendix 4 – Chancellor Advisory Committees	85
Distance Learning and Technological Development.....	85
Periodic Review Report	85
Honors Program.....	85
Student Organizations Accreditation and Student Council Elections.....	85
Faculty Appeals	85
Sabbaticals and Scholarships	86
Promotions and Tenure	86
Fund Raising	86
Institutional Publications	86
Retention	86
Security	86
Auxiliary Enterprises and Auction.....	87
Information and Telecommunications	87
Assessment.....	87
Mission Statement Revision	87
Quality of Life.....	87
Center for Environmental Education, Interpretation and Conservation	87
Inter Ecclesiastical Council (External Community Committee)	88
Neighborhood Committee (External Community)	88
Appendix 5 – Organizational Charts.....	89

Appendix 6 – Learning Outcomes Assessment Action Plan	94
Appendix 7 – 2006-07 Student Extracurricular Activities	95
Appendix 8 – Faculty Development Activities.....	100
Appendix 9 - Institucional Profile.....	101
Appendix 10 - Financial Statements	115

Figures

Figure 1 Administrative Personnel Profile	36
Figure 2 Student Satisfaction Survey 2000-01, 2003-04, and 2006-06.....	42
Figure 3 Graduate Student Satisfaction Survey	45
Figure 5 Alumni Survey – Graduate Students	46
Figure 4 Alumni Survey – Undergraduate Students	46
Figure 6 MC Enrollment 2001-02 to 2007-08	48
Figure 7 Percentage of retention of participants in Title V Project	50
Figure 8 Participants in Title V Project by course enrollment.....	51
Figure 9 Passing grades of participants vs. non participants of Title V Project	52
Figure 10 Full-Time and Part-Time Faculty from 2003-04 to 2007-08	57
Figure 11 Full-Time Faculty by Rank	57
Figure 12 Full-Time Faculty by Type of Contract.....	58
Figure 13 Full-Time Faculty by Degree	58
Figure 14 Online course sections.....	61

Tables

Table 1 Retention Data by Cohort 2001 to 2005	48
Table 2 Percentage of participants in tutoring student service – Title V Project	51
Table 3 Retention and academic advising workshops for faculty	52
Table 4 Honors Program enrollment 2004 to 2007	54
Table 5 Participants in exchange and study abroad programs from 2004-05 to 2006-07	56
Table 6 Campus Strategic Plan from 2007-2008 to 2011-2012	68

List of Abbreviations

AD	-	Active Directory
CADDT	-	Distance Learning and Technological Development Center (Centro de Aprendizaje a Distancia y Desarrollo Tecnológico)
CEDIIM	-	Center for Integral Development (Centro de Desarrollo Integral Inter-Metro)
CIREF	-	Center of Institutional Research and External Resources
CSI/RMS	-	Collage Student Inventory/Retention Management System
CSW	-	Council of Social Work
DLTDC	-	Director of the Distance Learning Development Center
IAC	-	Information Access Center
IAUPR	-	Inter American University of Puerto Rico
IC3	-	Internet Competencies 3
ISDN	-	Integrated Services Digital Network
ITC	-	Information and Telecommunication Center
MC	-	Metropolitan Campus
MSCHE	-	Middle State Commission on Higher Education
NAACLS	-	National Accrediting Agency for the Council Laboratory Science
PEG/PEM	-	General Education and Teacher Preparation Program
PRCHE	-	Puerto Rico Council on Higher Education
PSCA	-	Academic Advising and Class Schedule
SAN	-	Storage Area Network
SMS	-	Software Management System
SSAAII	-	Self Study Action Agenda for Institutional Improvement
TFS	-	Ten Fast Step , Title V Project
WSUS	-	Windows Server Update Services

EXECUTIVE SUMMARY

The Metropolitan Campus (MC) is the largest and most complex unit of the Inter American University of Puerto Rico system (IAUPR), which is comprised of nine campuses and two professional schools: Optometry and Law. IAUPR is a private, coeducational non-profit teaching institution that offers 132 undergraduate degree programs, 63 masters, 12 doctorates, a Juris Doctor, and a doctoral degree in Optometry. IAUPR served 44,000 students during academic year 2007-08.

MC is located in San Juan metropolitan area. It was established in 1962 and moved to its present location in 1982. At present, 10,610 students are enrolled in one of MC four Faculties: Sciences and Technology, Education and Behavioral Professions, Economy and Management Sciences, and Humanistic Studies. Sixty-five percent (65%) of the student population is undergraduate, and thirty-five percent (35%) graduate. In 2007, the Campus graduated 2,000 students. MC offers 8 technical postsecondary certificates, 6 associate degree programs, 45 bachelors, 34 masters, 12 doctoral, and 5 professional certificate programs.

Since the last Middle States Commission on Higher Education Association (MSCHE) accreditation visit, the MC has undergone significant changes and transformations at both academic and administrative levels. Under the new leadership of the Chancellor, appointed in 2004, a more participative decision making process centered on the student has been established. Communication processes have also been strengthened through different periodical publications directed to the campus community. An extensive reengineering and reorganization of academic and administrative services took into consideration the campus challenges identified in 2003 Self-Study Report.

In 2005, MC experienced successful renewal of licensure from the Puerto Rico Council of Higher Education (PRCHE). The license was renewed for 5 years, which constitutes the maximum number of years that it may be granted. Also the Medical Technology Program (BS and Post BS Professional Certificate) and the Social Work programs (BA and MA) were reaccredited by the National Accrediting Agency for the Clinical Laboratory Sciences (NAACLS) and the Council of Social Work (CSW), respectively. Both reaccreditations were granted for the maximum number of years.

Revision, creation and elimination of programs are a result of the programmatic outcomes assessment. Twenty six (26) new academic programs have been created; fourteen (14) programs have been reviewed and seven (7) have been discontinued. MC has incorporated to its offerings eight (8) technical certificate programs.

MC is the only institution on the island that offers programs taught in the English language. Students can earn undergraduate degrees in Business Administration, Nursing and Psychology and master degrees in Business Administration in English. An office, English Trimester and International Student Support Services, serves the students who opt to study in English.

One of MC's major endeavors during this period has been to examine the 1994 Mission and Goals Statement of the campus. A committee was appointed to lead the process of the mission statement revision in 2005. The committee composed of faculty members, students, and members of the administration delineated a plan that allows ample participation of the community. In 2007-08, a new Mission Statement of the Metropolitan Campus was submitted to the Chancellor for her consideration and further submission to proper authorities. In 2008-09, it is expected that the new Mission will be approved.

Since the decennial visit assessment processes have been significantly improved. One of the 2003 Self-Study major objectives addressed the need for MC to develop an overall assessment plan and to advance educational assessment at institutional and program level. Assessment was being done at different levels but not systematically. The assessment process allows the campus to verify that the institutional goals, objectives, and its outcomes are congruent and provides evidence to confirm that students are learning. In addition, it identifies areas of improvement, ensuring that students have sufficient opportunities to achieve the institution's expected outcomes. To address this challenge, an action plan was developed and submitted to MSCHE as part of the Self-Study.

A Campus Assessment Committee was established in 2004 in order to integrate and strengthen all campus assessment efforts. The committee, composed of four faculty members and the Dean of Studies, received training in assessment practices by MSCHE as well as from other organizations. The first step was to organize and offer assessment workshops to faculty and administrators. The main responsibility of this committee is to advise and assist academic deans and chairpersons in their assessment plan implementation. Both institutional assessments, as well as student learning assessment processes have been strengthened following MSCHE standards. The Campus Committee developed and initiated a Five Year Assessment Implementation Action Plan (2004-2009).

Notable advances have also occurred in areas dealing with technology. The development of distance learning has been significant. Four (4) programs are completely offered online and 109 courses have been designed and certified. The demand for online courses is continuously growing as well as for blended courses where 50% of the course is online. Many faculty

members have integrated the use of technology by enhancing the courses with web materials. Certification of online courses is a quality control effort. A committee composed of two peers, one from the same discipline and one a distance learning expert, and the department chairperson evaluate all online courses. The Director of the Distance Learning and Technological Development Center (DLTDC), who is also a member of this committee, participates in the certification process. He provides technical expertise and articulates the development of distance learning courses. During academic year 2006-2007, forty-two (42) new courses were certified, some of them in English. Distance learning has allowed MC to expand internationally. To provide support to distance learning students, a help desk has been established at the DLTDC. Online faculty evaluation by students has also been implemented with satisfactory results.

The Campus has also established an Off Campus Extension and Cyber Center in Caguas. At least, 10% of MC enrollment comes from Caguas and its vicinities. This Center is authorized to offer the BBA in Entrepreneurial Development and Management, and masters in Educational Computing and the MBA. The Center also serves students taking online courses, as well as in the enrollment management processes, such as admission, registration and financial aid. The Center includes the services of a librarian from the Information Access Center.

In addition, the Campus webpage has been redesigned making it more attractive and efficient. Arrays of services are available through it. Several online campus journals are now published in specialized areas and can easily be accessed through the page. MC also acquired SharePoint, a web-based collaboration and document management platform from Microsoft. Through this intranet, important official university documents are now easily accessible to the university community. Moreover, the Campus newsletter is now bilingual and available online. Students also have their own emails (tigers.metro.inter.edu) making the campus the first in Latin America and the Caribbean to use WindowsLive@edu platform. All faculty and administrative personnel also have their official email addresses (metro.inter.edu) facilitating communication within the campus community. Moreover, the Digital Signage project has placed plasma monitors throughout the Campus where campus news, relevant information, and future activities are advertised. Also free wireless connections are available in different campus locations: Student Center, Lobby, Mezzanine, among others. Also a Santander Bank service office and a Cyber Café are available in the lobby.

On March 3, 2008 the Writing Center reopened as a multidisciplinary center to meet the needs of graduate and undergraduate students' writing communication skills. The center is located in the Student Center and is opened everyday from 8:00 AM until 8:00 PM except for Friday and Saturday when it is opened from 8:00 AM until 12:00 PM. The Writing Center has

tutors who help and guide students through the writing process. It also gives workshops on this topic to faculty and students.

The physical facilities of the Metropolitan Campus have greatly improved since 2003. A central air conditioning system is being installed throughout the campus. Once the installation is completed, all classrooms will be equipped with air conditioning. Many of the student service offices have been remodeled and relocated. The Admissions Office is now located in a new modern office at the entrance of the main building allowing students easy access to it. The Enrollment Management Office and the Offices of the Registrar, Financial Aid, and the Bursar are now close to each other to improve student services and communication among enrollment management collaborators. The Dean of Students Office was also relocated closer to the Student Center.

In 2005 a professional development program, “Distínguese” was established to address the needs and interests of the administrative personnel. The purpose of this program is to create a culture of customer service and quality improvement within the personnel. The program is continually assessed demonstrating that it is achieving its goals.

Finally, it is worthy to mention that the InterMetro Alumni chapter has an office on campus. The office, which opened in March 2006, is located in the Student Center facilities. Members of the university personnel are actively involved in the Chapter helping to strengthen its presence in the community.

Periodic Review Report Process

In 2006, the Chancellor appointed a Periodic Review Report Steering Committee composed by:

- Dr. Matilde García-Arroyo, English Faculty, President
- Dr. Lillian Gayá, Biology Faculty – Coordinator for Accreditation and License
- Dr. Antonio Lloréns, Business Administration Faculty
- Dr. Dinah Kortright, Spanish Faculty and President of MC Academic Senate
- Dr. Irma Brugueras, Education Faculty and Assessment Coordinator
- Dr. Luis Mayo, Spanish Faculty and Chairman of the Spanish Department
- Dr. Ángel Caraballo, Computer Science Faculty and MA in Educational Computing Coordinator
- Dr. Débora Hernández, Dean of Institutional Research and External Funds
- Prof. Migdalia Texidor, Dean of Studies

The Steering Committee established the following sub-committees: (a) Mission and Goals, Planning, Resources Allocation and Institutional Renewal under the leadership of Dr. Débora

Hernández, (b) Institutional Resources under the leadership of Dr. Ángel Caraballo, (c) Leadership, Governance and Administration under the leadership of Dr. Dinah Kortright, (d) Integrity and Assessment under the leadership of Dr. Irma Bruguera, (e) Admissions, Retention and Student Services under the leadership of Dr. Lillian Gayá, (f) Faculty under the leadership of Dr. Antonio Lloréns, and (g) Academic Programs, General Education and other Educational Activities under the leadership of Dr. Luis Mayo.

The Committee also developed a timetable for a plan of work for every sub-committee. These plans included gathering, analyzing, and presenting data for discussion and elaboration of the Periodic Review Report (PRR). This Report was submitted to the university community for recommendations and suggestions. IAUPR system Central Office is in charge of the submission of the final PRR to MSCHE.

This Periodic Review Report is based on the objectives identified by the 2003 Campus Self-Study Action Agenda for Institutional Improvement (SSAII): (a) university community participation in decision making processes, (b) improvement of enrollment management procedures and customer service to students, (c) faculty development, (d) enhancement of students writing, math and technology skills, (e) monitoring of new program development and evaluation of enrollment in all programs, (f) support to honor students, adult education (AVANCE), and English Trimester Programs, (g) information technology literacy for students and faculty, (h) faculty training in institutional and classroom assessment, and (i) improvement in the analysis and use of data that can enhance institutional effectiveness. Academic advising, mission revision, physical facilities, promotion and recruitment, and external funds were also included in the SSAII. This report includes specific actions and outcomes in these areas. The 2003 MSCHE Evaluation Team Report commended Metropolitan Campus and endorsed suggestions included in the Campus Self-Study Action Agenda. The team did not provide any other recommendations.

CERTIFICATION STATEMENT

2003 SELF-STUDY ACTION AGENDA FOR INSTITUTIONAL IMPROVEMENT

2003 Self-Study Action Agenda for Institutional Improvement

OBJECTIVE	ACTION TAKEN	OUTCOME	CHALLENGE
Assess the adequacy of MC Mission and Goals statement regarding society's changing needs and its specific demands for professionals.	1) Appointment of a Mission and Goals Committee in 2005, (2) Analysis and evaluation of current Mission and Goals, (3) Identification of MC strengths and challenges, (4) Adoption of a framework to guide the process of revision, (5) Development of a draft for the new Mission statement, and (6) Meetings with campus constituents to discuss the draft	Mission statement final Draft	Implementation of the new mission statement
Study the feasibility of seeking diverse alternative financial funds.	1) The Center for Institutional Research and External Funds was created, 2) An external fund Official was recruited, 3) Workshops and orientations were given to interested faculty, 4) External fund sources are continuously identified and evaluated, 5) Support is given for proposal writing and implementation of grants	Since 2003-04, 38 proposals submitted, 28 grants, \$9.2 millions in funds received	Increase the faculty engagement in research and external funds
Keep updating the computer hardware and software and on-line materials to provide a favorable campus environment for student learning.	1) Enhancement of network infrastructure, 2) implementation of Active Directory (AD), 3) Acquisition 188 additional computers, 4) Update of video conference technology, 5) implementation of Intranet using Microsoft Sharepoint, 6) Implementation of virtual desktop infrastructure, 7) Adoption of WindowsLive@edu and Blackboard platforms, 8) WIFI connectivity	<p>Unique user accounts</p> <p>Email addresses to university community</p> <p>Upgrade of 7 Computer Labs</p> <p>42 multimedia classrooms</p> <p>109 certified online courses with 295 course sections</p> <p>Certification of faculty and staff: 12 Blackboard in 20 IC³</p> <p>Certification of faculty and staff in Campus applications: 250 members</p> <p>Document management and enhanced communication via Intranet</p>	<p>Implement the second phase of network infrastructure (1,400 new connections with the new standards of cable)</p> <p>Increase the bandwidth available to desktops</p> <p>Expand the WIFI to the whole Campus</p> <p>Equip all classrooms with multimedia technology</p> <p>Continue faculty & staff development in distance learning</p> <p>Increase the number of online programs</p> <p>Implement workflows and electronic forms to automate and streamline businesses</p> <p>Create a personal Mysite portal to share information. Personalize the user experience and content of an enterprise Web site based on the user's profile. Share information through the use of</p>

2003 Self-Study Action Agenda for Institutional Improvement

OBJECTIVE	ACTION TAKEN	OUTCOME	CHALLENGE
Keep up the physical facilities and surroundings	Strategic planning has given top priority to MC physical facilities. 1) Student Satisfaction Survey evaluated physical facilities, 2) Many of the student service offices have been remodeled and relocated. The Admissions Office is now located in a new modern office at the entrance of the main building allowing students easy access to it. The Enrollment Management Office and the Offices of the Registrar, Financial Aid, and the Bursar are now close to each other to improve student services and communication among enrollment management collaborators, 3) The Dean of Students Office was also relocated closer to the Student Center, 4) To address parking demand, a MC free trolley service was inaugurated in 2006 to provide transportation to the public mass transportation system; due to university community demand, in 2007 a new larger trolley was added	75% score in Physical Facilities in the Student Satisfaction Survey This category included: Classrooms, Parking, Communication by Phone, Gymnasium, General Janitorial Services, and Landscaping, Facilities for the Handicapped, and the Chapel. Improvement was observed in each of these areas when compared with 2002-04 scores. All classrooms are being connected to a new AC central unit. An average of 400 students per day uses the Trolley service.	wikis and blogs The Chapel facility average percent score decreased from 80% in 2004 to 74% in 2007. Under the category of Physical Facilities, the gymnasium received a below 70% score. Construction of a new more accessible and comfortable Chapel, conference hall and gym renovations are under way.
Evaluate the Audiovisual Circulation area	1) All audiovisual resources are now included in the online catalog, 2) Additional shelves were acquired to improve the organization and classification, 3) Audiovisual equipment is also included in the online catalog	Data collection for user statistics and immediate resource access Audiovisual educational resources available online to students and faculty	
Foster professional development of librarians	1) Two professional librarians were recruited since MSCHE last visit, 2) Professional development for librarians, especially, in the use of electronic resources was given	Institutional Student Satisfaction Survey of 2006-07 revealed that student satisfaction related to library resources increased from 77% to 90% since 2003-04	
Provide bibliographic instruction seminars to students and faculty members	1) GEIC 1000 aims to develop an information literate graduate, who can gather, analyze, and effectively use information in an ethical manner, 2) Faculty members have also received continuous training in the latest information technologies, 3) Online modules were developed to provide bibliographic instruction to students	Alumni Student Satisfaction Survey showed that 74% of graduates agreed that the education received at MC helped them in the development of information technology skills	
Evaluate the new organizational structure to determine its contribution to the support of the learning process	An extensive reengineering and reorganization of academic and administrative services was undertaken. In 2006, the Campus implemented a new organizational structure to respond to the following purposes: (a) to implement a client-oriented philosophy in all academic and administrative processes and to optimize the use of technology; (b) to share faculty resources among different academic departments to promote a multidisciplinary emphasis in the curriculum; (c) to differentiate among the operational, administrative and management roles of	The MC academic structure is now organized in four Faculties: (1) Sciences and Technology; (2) Education and Behavioral Professions; (3) Economy and Management Sciences; and (4) Humanistic Studies The Center for Institutional Research and External Funds was created with the following responsibilities: to gather data and evaluate institutional effectiveness and compliance to quality standards; to strengthen	

2003 Self-Study Action Agenda for Institutional Improvement

OBJECTIVE	ACTION TAKEN	OUTCOME	CHALLENGE
	academic deans and chairpersons; (d) to promote an agile decision making process within deanships and all university constituents; and (e) to create a structure to support institutional research and external funds	strategic planning; and to promote research and programs' development through federal, state and local grants	
Establish an internal Strategic Council comprised of representatives of different community sectors.	The Chancellor's Strategic Council includes deans, academic chairpersons, and other key administrative directors. This Council discusses issues ranging from students recruitment and retention, faculty profiles, academic program outcomes, and comprehensive institutional research in the areas of program and curricula. It serves as a liaison to other constituents (faculty members, students, and other administrative personnel). The Council has an advisory role in planning, budgeting, and resource allocation allowing for the proper alignment with constituents' needs.	The new Enrollment Management administrative structure improves student services and attracts potential new clientele.	
Revise the catalogs and the Campus webpage.	1)The Campus webpage has been redesigned making it more attractive and efficient. Arrays of services are available through it. Several online campus journals are now published in specialized areas and can easily be accessed through the page, 2) New Catalog is already online and printed copies are on the way.	A Strategic Council meets monthly with the Chancellor to analyze the MC challenges and opportunities, as well as to identify strategies and activities for improvement	
Develop and implement an aggressive campaign about the prevention of alcohol and drugs abuse on campus.	1)One of the MC seventeen advisory committees of faculty and administration deals with alcohol and drug abuse prevention, 2) A professional counselor has been appointed as coordinator of MC prevention plan, 3) MC coordinated with San Juan major a public ordinance for an alcohol and noise free zone	Incoming students receive copies of current General and Graduate Catalogs and other relevant documents in CD format	The next step is to create materials in English for a growing international student population.
Implement the Research and External Resources Center to increase faculty and students involvement in research and creative thinking.	1)In 2005, MC established the new Center for Institutional Research and External Funds (CIREF). It is responsible for providing the necessary data and information that support the Campus decision making process. CIREF guides the Campus community through the planning and budgeting processes, 2) Support has been given for faculty publications. Annually release time has been given to 11 faculty members, 3) MC has joined efforts with Ediciones Puerto to facilitate publications of faculty.	The official Biennial Prevention Report includes all activities and campaigns implemented for this purpose	To engage all key personnel and improve level of student awareness
		A new faculty rank (professor-investigator) has been incorporated in the Faculty Manual	Faculty and students involvement in research and creative thinking continues to be a challenge. MC action agenda includes the increase of research activities of faculty members, especially in graduate programs.
		Two online journals: Kálathos, a transdisciplinary journal, and Revista Empresarial Inter Metro, a project of the Business Administration Faculty. Both journals are coordinated by an Editorial Board composed of faculty members from a variety of disciplines.	
		During academic year 2006-07, there were 28 faculty publications.	

2003 Self-Study Action Agenda for Institutional Improvement

OBJECTIVE	ACTION TAKEN	OUTCOME	CHALLENGE
Conduct an evaluation on how the new modes of instruction are impacting the educational programs, services, and resources.	1)An online faculty evaluation questionnaire was designed for distance learning students, 2) A new questionnaire was recently approved for faculty evaluation by peers and chairpersons. All of these evaluation forms are also available for distance learning, 3) A two year study among students in GEIC 1000 course compares results of both online and traditional modalities	Student evaluations showed high satisfaction with faculty and distance learning platform GEIC 1000 study results showed that online students have higher retention and better grades	Use evaluation results for decision making in distance learning, services, and resources
Develop and implement an academic advising program for the campus.	1)Retention efforts included Ten Fast Steps (TFS), Strengthening Academic Achievement and Student Retention through a Comprehensive Student Services Model, a Title V funded project, and other pilot programs emphasizing counseling and academic advising, 2) The PEG/PEM Academic Advising and Assessment Pilot Project (General Education and Teacher Preparation Program) was developed in 2006-07 to improve students' performance in teacher certification test, 3) Prepare and distribute curricular requirement documents for each program (printed and online), 4) New academic program brochures, applications for admissions, and promotional materials were designed, 5) Student referral forms and procedures for counseling were implemented	Academic advising was strengthened through faculty workshops. Train the trainers' strategy was used by sending a team of faculty members to NACADA and Noel-Levitz seminars and participated in NACADA webinars with Nancy King. Well recognized scholars, such as Dr. Ángel Cintrón, Dr. Manuel Morales, and Dr. Samuel Clavell were invited to address students about how to succeed in college. The implementation of automatic Academic Advising and Class Schedule PSCA will contribute to both course selection and class programming.	Engage more faculty in academic advising Implement new policies regarding student orientation and academic advising
Make an intensive promotion of the educational opportunities offered in exchange programs.	1)Students participate in a summer English immersion program, in agreement with Towson University, in Maryland, 2) A consortium between IAUPR and the Ortega y Gasset Foundation, allows students to study abroad in the International Center for Hispanic Studies in Toledo, Spain, 3) Other students choose to participate in the Córdova-Fernós US Congressional Internship or in the Global Village Institute for Future Leaders of Business and Industry to name a few	Student satisfaction with academic advising was 78%. Since 2004, 92 students have participated in 16 exchange or study abroad programs.	Increase the number of students participating in exchange and study abroad programs
Establish a systematic information system to gather data on student characteristics and to improve retention.	The new Center for Institutional Research and External Funds (CIREF) is responsible for providing the necessary data and information that support the Campus decision making process. This Center has been instrumental in complying with Self-Study objectives related to research, external funds, and a systematic information system to gather data on student characteristics to improve retention. College Student Inventory/Retention Management System	The 2007 CSI/RMS results showed that most students perceived that university standards are very high. The study also showed that students were interested in artistic and creative activities. Results indicated that 30% of MC incoming students were leaders in their high schools and 25% had participated in scientific research. Almost half of them are first generation in higher education; 85% lives with their parents while	Use information for decision making in student retention To improve approval rate of first year students in gateway courses (Math, Christian Faith, Spanish, Accounting)

2003 Self-Study Action Agenda for Institutional Improvement

OBJECTIVE	ACTION TAKEN	OUTCOME	CHALLENGE
	(CSI/RMS) tests have been administered to first year students.	attending college; and 69% plans to get a graduate degree.	
	Many follow-up activities are celebrated in response to CSI/RMS outcomes, including faculty development activities with Dr. Vincent Tinto, Dr. John Gardner, Dr. Richard Lyons, and Dr. Betsy Barefoot.	Since 2003-04, second year student retention increased from 47.56% to 61.36%, and first year student retention was maintained	
Keep students informed regarding the different financial options available.	The Enrollment Management Office and the Offices of the Registrar, Financial Aid, and the Bursar are now close to each other to improve student services and communication among enrollment management collaborators. Another key project was a Digital Signage Network. Fifteen LCD displays transmit relevant information from the Enrollment Management Office like financial aid opportunities and due dates, University and local news, activities, weather reports, television channels, and course schedules.	Financial Aid category in Student Satisfaction Survey showed an increase from 64% to 78% in 2001 to 2007 respectively. During 2007-08, financial aid distributed to students amounted to \$15 millions in Pell Grant, over \$28 millions in student loans and \$4.2 millions from other sources	
Evaluate the registration process.	1)As part of the institutional assessment, student satisfaction is measured every two years. IAUPR surveys three different populations: undergraduate, graduate and alumni. The purpose of these assessments is to determine the degree of satisfaction students have with the quality of services provided by the Institution. Student Satisfaction Survey examined registration processes, 2) In January 2008, a call center was established with the capacity to accommodate a total of ten (10) helpers to receive call from students regarding enrollment management issues. Students recruited for the call center were trained to provide rapid response to student inquiries. A protocol was established to channel issues that could not be solved at the call center level to ensure solutions within 24 hours.	Average score decreased from 80% to 75%. This category included: Payment Options, Course Selection, Registration Process (rapid, simple, comfortable) and Class Schedule. Payment Options was the only area that was perceived as excellent by students (90%). The Registration Process received an average percent score of 75. MC developed and implemented action plans to strengthen registration process. The implementation of automatic Academic Advising and Class Schedule PSCA contributes to both course selection and class programming.	To improve registration process by linking class scheduling, student needs, and academic advising
Study the feasibility of providing incentives to students who register early each semester Provide Guidance and Counseling Services to graduate students	1)Distribution to students of curricular course requirement documents for graduate programs, 2) Periodic group orientation and academic advising offered by Faculties, 3) Reports on student academic progress by programs, 4) Redesigned of application forms for graduate programs, 5) Brochures with the requirements and description of academic programs, for special	MC developed and implemented action plans to strengthen registration process. The implementation of automatic Academic Advising and Class Schedule PSCA includes graduate students.	MC is in the process of designing a comprehensive View Book and attention has also been given to audiovisual promotional materials and the webpage The next step is to create materials in

2003 Self-Study Action Agenda for Institutional Improvement

OBJECTIVE	ACTION TAKEN	OUTCOME	CHALLENGE
Develop a marketing and recruitment campaign geared towards attracting traditional as well as non traditional students.	<p>projects and activities, 6) General and Graduate Catalogs and other relevant documents in CD format</p> <p>The Office of Promotion and Recruitment was reorganized to respond directly to the Chancellor. The position of Marketing and Student Promotion Director was created. Special attention has been given to establishing new marketing strategies to attract potential students both at the graduate and undergraduate level such as: (a) to reach the goal of 5000 applications per year; (b) to increase to 154 the number of high schools visited during the first semester of every academic year (80% of the schools); (c) to update promotional materials – New publications include a Campus view book, academic programs brochures, post cards and flyers that include information about graduate, undergraduate, and technical certificate programs as well as the financial aids available, among others, (d) to implement a School Contact Collaborators Project – Key personnel participates in recruiting students. The group visits junior and high schools to promote the Campus and its specific program and curricula; (e) to redesign Campus webpage; (f) to oversee that the Campus image in order to highlight the Campus strengths and advantages; (g) to facilitate students' access by providing creative solutions to specific problems like the use of the Trolley for transportation, preschool and after school services, tutoring, and summer camp.</p>	Total enrollment went from 10,451, in 2004-05, to 10,610 students in 2007-08.	English for a growing international student population.
Evaluate student satisfaction with student services and extracurricular activities	<p>As part of the institutional assessment, student satisfaction is measured every two years. IAUPR surveys three different populations: undergraduate, graduate and alumni. The purpose of these assessments is to determine the degree of satisfaction students have with the quality of services provided by the Institution.</p> <p>At the undergraduate level, the questionnaire was administered twice since the MSCHE visit (2003-04 and 2006-07).</p> <p>The Student Satisfaction Survey at the graduate level (master and doctoral) was administered in 2005.</p> <p>The Alumni Satisfaction Survey was administered to the Class of 2003. The areas evaluated are: work experience,</p>	<p>Student satisfaction was high in the areas of admission (91%), security (91%), student center (87%), and extracurricular activities (83%).</p> <p>Student satisfaction was also high in the following categories: faculty, academic offerings, processes related to registration, physical facilities, student academic support services, university climate, student complementary services, and university life</p> <p>Three hundred and eight MC alumni (17% of total graduates) responded. According to survey results, 84% of the bachelor level and 71% of master level alumni stated that their current job was related with their major. Seventy nine percent (79%) of the</p>	Increase undergraduate admissions and retention

2003 Self-Study Action Agenda for Institutional Improvement

OBJECTIVE

ACTION TAKEN

institutional mission, academic experience, and participation in continuous professional and personal activities

OUTCOME

bachelor level alumni stated that they had a full time job and six percent (6%) are part time employees, while 92% of the master level were full time employees, and five percent (5%) were part time employees. Alumni expressed that MC contributed to their level of competencies in Spanish, English, and Mathematics, as well as critical thinking and the use of technology.

CHALLENGE

Establish a mechanism to coordinate all initiatives related to faculty professional development, mentorship and faculty evaluation aimed to transform faculty into facilitators of learning.

1) Since the last MSCHE visit, the Faculty Development Plan has incorporated more professional training in and outside Puerto Rico, educational travels, scholarships, and sabbaticals, 2) The results of faculty evaluation provide the basis for the Campus Faculty Development Plan and each faculty member professional development plan, 3) Workshops on distance learning instructional design and teaching skills as well as the use of the Blackboard platform are provided through the Distance Learning and Technological Development Center (CADDT by its Spanish acronym). The Center of Information and Technology (CIT) also provides training on the use of computers and software applications, 4) The webpage has information regarding workshops that are offered, and professors can register online.

Coordination is accomplished through the interaction of the Deans of Studies and the four Faculty Deans.

Engage faculty in conducting research and publications, as well as in the incorporation of outcomes assessment into teaching and learning

During 2006-07, over \$115,000 were distributed to 142 faculty members to participate in 80 development activities. Seven faculty members received scholarships for doctoral studies, and one was granted a sabbatical

Complete the development of the new faculty evaluation instrument.

During the last five years, some important goals have been reached regarding the faculty evaluation process. A new questionnaire was recently approved for faculty evaluation by peers and chairpersons.

An online faculty evaluation questionnaire was designed for distance learning students. In 2007-08, 103 faculty members have been evaluated in distance learning courses

Review other faculty evaluation instruments

Translate into English all faculty evaluation questionnaires for distance learning courses

Establish a faculty lounge to stimulate the intellectual dialog among the faculty.

1) A faculty lounge was inaugurated in 2005. The facilities include a dining area, a lounge area with plasma television and cable TV, and wireless connection (WIFI), 2) A Campus guest house, Casa Carmona, was renovated to host visiting professors, and special guests, as well as for special seminars and group meetings. The two story facility has six bedrooms, three bathrooms, kitchen/laundry facilities, a dining area, an office and a terrace.

Several activities such as committee meetings, social activities, and academic forums are held in this facility.

Faculty and student exchange programs with Boston University, and Virgin Island University, to name a few, have used this facility.

Establish and strengthen non-traditional programs to meet the needs of the student population.

1) The English Trimester and International Student Support Service Office serves Puerto Rican students who prefer to receive their education in English. It also serves students from Caribbean Islands, India, Croatia, Germany, and Canada, to

The English Trimester and International Student Support Service Office was reconceptualized to give special attention to all international students.

2003 Self-Study Action Agenda for Institutional Improvement

OBJECTIVE	ACTION TAKEN	OUTCOME	CHALLENGE
	<p>name a few, 2) The academic leadership of the Metropolitan Campus has given particular attention to the Honor's Program. To ensure that students get the best attention an Honor's Program Director was appointed and a professional guidance counselor assigned to work exclusively with this population. An advisory committee from faculty members of different disciplines guarantees that courses and special activities are designed for the Program. Honor students receive financial aid from an institutional fund according to their GPAs, 3) The Higher Education Program for Adults (AVANCE) has remained stable during these past few years. Adult students at IAUPR are 21 years or older. Students admitted to AVANCE only represent a part of the adult population. Admission process for adult students in AVANCE considers their work experience as well as other academic requirements. Since 2006, the program has a new director with administrative support from a professional guidance counselor. In addition, more attention has been given to recruitment of adults. New promotional material targeted to this population has been developed, and included in the webpage.</p>	<p>During the last five years, enrollment of honors' students has increased from 58, in 2004, to 184 students, in 2007.</p> <p>The offices of the three programs were relocated and remodeled.</p>	
Continue evaluating and revising current undergraduate and graduate academic offerings.	1)Academic programs are revised every five years to ensure that they meet the demands of the job market and institutional commitment to excellence, 2) Curricular decisions are based on outcomes assessment, 3) Restructure of Academic Senate	<p>Since MSCHE visit, the Academic Senate has approved the revision of fourteen (14) academic programs and twenty four (24) new academic programs. Seven programs were discontinued: BA in Finance, BA in English, BS in Environmental Evaluation and Protection, BS in Mathematics, MA in Elementary Education, MA in Vocational Education, and MA in Adapted Physical Education.</p>	<p>Seek professional accreditations for ASN in Nursing, BA in Education, MA in School Psychology, Master of Business Administration, PHD in Theological Studies</p> <p>Maintain all professional accreditations</p>
Establish an Assessment Office in order to integrate and strengthen all campus assessment efforts.	1)A Campus Assessment Committee was established in 2004 composed of four faculty members and the Dean of Studies, 2) Workshops for faculty and administrators were organized, 3) Advice and assistance to deans and academic chairpersons in relation to assessment activities	<p>During the last five years, MC has designed four online programs and 109 online courses. Likewise, 8 technical certificates have been created.</p> <p>The Committee developed and initiated a 2004-09 Assessment Implementation Action Plan.</p>	The goal is that by the year 2008-09, all academic programs have implemented their assessment plans
Assess the comprehensive exams development procedures.	Special ad hoc committees, such as Graduate Admissions, Research, and Comprehensive Exams addressed specific objectives of 2004 and 2005 MC plans.	<p>14 academic programs have been revised based on outcomes assessment</p> <p>Creation and adoption of a Comprehensive Exams Manual</p>	

METROPOLITAN CAMPUS OVERVIEW

MC is the largest and most complex unit of the Inter American University of Puerto Rico system. IAUPR system has nine campuses and two professional schools: Optometry and Law. It is a private, coeducational non-profit teaching institution that offers 132 undergraduate, 63 masters, 12 doctoral degree programs, a Juris Doctor, and a doctoral degree in Optometry serving 44,000 students.

MC is located in San Juan metropolitan area; it was established in 1962 and moved to its present location in 1982. At present, 10,610 students are enrolled in one of four Faculties: Science and Technology; Education and Behavioral Professions; Economy and Management Sciences; and Humanistic Studies. Sixty-five percent (65%) of the student population is undergraduate and thirty-five percent (35%) is graduate. MC offers 8 technical certificates, 6 associate, 45 bachelor, 34 master, 12 doctorates, and 5 professional certificate program (Appendix 2: Academic Offerings).

Since the last MSCHE visit, MC has undergone significant changes and transformations both at the academic and administrative levels. Under the leadership of the Chancellor, appointed in 2004, a more participative decision making process centered on student learning and institutional effectiveness has been established. Communication processes have also been strengthened by means of different periodical publications directed to the campus community and frequent meetings with different university components. The 2005 reengineering and reorganization of academic and administrative services took into consideration the campus objectives identified in the SSAII and endorsed by the MSCHE evaluation team.

The Metropolitan Campus (MC) experienced successful renewal of licensure from the Puerto Rico Council of Higher Education (PRCHE). In 2005, the license was renewed for 5

years, which constitutes the maximum number of years that it may be granted. Also Social Work, BA and MA programs, were accredited by the Council on Social Work and the Medical Technology programs, BS and Professional Certificate, were reaccredited by the National Accrediting Agency for the Clinical Laboratory Sciences (NAACLS). Both areas were granted accreditation for the maximum number of years.

The MC academic offerings are renewed through the revision, creation, and elimination of programs as a result of institutional assessment. Twenty six (26) academic programs have been added; fourteen (14) have been revised, and seven (7) have been discontinued. A table with the detailed information is included in Appendix 2. Also, MC has incorporated 8 technical certificates. In addition, MC has a variety of support services for programs such as the Honors Program and AVANCE for adult students.

The campus offers students the opportunity to study in English. The following programs can be completed in English: Business Administration, Nursing and Psychology at the undergraduate level, and Business Administration at the graduate level. The English Trimester and International Student Support Services Office serves the needs of international students and those who choose English as the language of instruction.

MISSION AND GOALS

One of MC's major endeavors during this period has been to examine the 1994 campus Mission and Goals statement. In the 2003 SSAAIL, the MC established the objective of assessing the adequacy of its mission and goals taking into account society's changing needs and its specific demands for professionals. In order to accomplish this objective, the following actions have been taken: (1) appointment of a Mission and Goals Committee in 2005, (2) analysis and evaluation of current Mission and Goals, (3) identification of MC strengths and

challenges, (4) adoption of a framework to guide the process of revision, (5) development of a draft for the new Mission statement, and (6) meetings with campus constituents to discuss the draft. These actions allowed the Mission and Goals Committee to submit a revised Mission statement to the Chancellor.

Asset mapping methodology guided the university community discussions to identify MC strengths and challenges, community values, and aspirations. Two hundred and seventy five (275) faculty members, administrators, and students participated in eleven Mission and Goals workshops. A group of fifteen graduate students from the Organizational and Industrial Psychology Program helped the committee in the implementation of the asset mapping strategy.

The revised Mission statement emphasizes the development of leadership and entrepreneurial skills to an internationally diverse student population. MC new mission also identifies the commitment to community service, democratic values and the Christian ecumenical tradition of the University. The draft of the new mission statement, completed in March 2008, was discussed with faculty members, as well as administrative personnel and students. In addition, the draft has been presented to external community members, such as the Metropolitan Inter Ecclesiastical Council and the Neighborhood Committee. Both groups were convened by the Chancellor.

After the final revision of the new Mission statement is submitted to the Chancellor, the approval process includes the President and the Board of Trustees and the official notification to both MSCHE and the PRCHE. This process will conclude in academic year 2008-09.

PLANNING, RESOURCE ALLOCATION, AND INSTITUTIONAL RENEWAL

Planning at the Metropolitan Campus considers the University System Vision 2012, the Mission and Goals of the Campus and the analysis of internal and external challenges of higher

education institutions in Puerto Rico and the United States (Appendix 3: Vision 2012). The Chancellor's Strategic Council, one of the SSAII objectives, meets the first Tuesday of every month and includes deans, academic chairpersons, and other key administrative directors. This Council discusses issues ranging from student recruitment and retention, faculty profiles, academic program outcomes, and comprehensive institutional research in the areas of program and curricula. It serves as a liaison to other constituents (faculty members, students, and other administrative personnel). The Council has an advisory role in planning, budgeting, and allocating resources allowing for the proper alignment with constituents' needs.

One of the objectives of the SSAII was to implement the Research and External Funds Center. In 2005, MC established the new Center for Institutional Research and External Funds (CIREF). It is responsible for providing the necessary data and information that support the Campus decision making process. CIREF guides the Campus community through the planning and budgeting processes. This Center has been instrumental in complying with Self-Study objectives related to research, external funds, and a systematic information system that gathers data on student characteristics to improve retention.

Key issues in the planning process have been enrollment, student and faculty profiles, and the incorporation of information technologies, including distance learning, into the teaching and learning processes. Strategic planning considers the need to emphasize the development of new undergraduate programs and the revision of existing ones as well as the recruitment and retention of undergraduate students.

The challenges and needs of present day students are quite different from the traditional students of the 1970's and before. Strategic planning considers the strengthening of academic advising, outcomes assessment of programs and services, and new teaching modalities, including

online courses, to serve better this student profile. In addition, the student profile has redefined the role of faculty as mentors who have high proficiency in information technologies. At present, faculty members should not only be committed to conducting research and publishing, but also to teaching and learning incorporating outcomes assessment to their courses. One of the great challenges of strategic planning in this area is how to address these faculty issues. This requires a Faculty Development Plan that considers engaging faculty in higher education issues at stake.

As a strategy to enhance the quality of academic programs, MC will continue seeking professional accreditations of academic offerings. The following programs are the next ones to be submitted to professional accreditation: AAS in Nursing, the BA in the Teacher Preparation Program, the MBAs, the MA in School Psychology, and the PhD in Theological Studies. The Campus already has professional accreditations for Medical Technology (BS and Professional Certificate), Social Work (BA and MA), and Nursing (BSN). These accreditations will be maintained.

In 2006, the Board of Trustees established performance indicators to address goals and objectives of the System Strategic Plan. Annually, information from data collected at campus and system level is reported and analyzed.

In sum, planning and resource allocation is a process of university community dialog to identify strategies to develop and enhance the areas of students, academic offerings, faculty, religious life, promotion-recruitment-retention, information and telecommunications, management, finance, and infrastructure.

INSTITUTIONAL RESOURCES

Information Access Center (Library)

The MC SSAII considered the evaluation and strengthening of library services, the development of information literacy skills for faculty and students, and the continuous professional development of librarians. In this respect, the Campus has remodeled the library to comply with its institutional goal to transform traditional libraries into Information Access Centers (IAC), evaluated the collections, recruited new librarians, and developed online information literacy skills modules.

SSAII objective of evaluating the Audiovisual Collection was addressed. All audiovisual resources are now included in the online catalog. Additional shelves were acquired to improve organization and classification of materials. Audiovisual equipment is also included in the online catalog as educational resources available to students and faculty. This system also facilitates data collection for user statistics and immediate resource access. Two professional librarians were recruited since MSCHE last visit. In addition, MC fosters the professional development of librarians, especially in the use of electronic resources.

To guarantee faculty and student support by librarians, MC has created a research area located in the Information Access Center that houses the reference materials and journals. Seven research centers have been established: a) Center for the Study of the Christian Faith, b) Center for Environmental Education, Interpretation, and Conservation, c) Interdisciplinary Research Center for Gender Studies, d) Puerto Rican Agenda for the Quality of Life – UNESCO Chair, e) UNESCO Chair for the Promotion of Reading and Writing, f) Entrepreneurship Development Center, and g) Oral History Research Center.

At present, IAC has 119,611 volumes with a recent acquisition of 9,298 texts. It also has 79 full-text databases, an increase of 51 since 2003. IAC has continuously revised and updated

collections. Four hundred volumes were discarded last year. During the last five years, IAC has serviced an average of 51,073 clients, including students from other campuses through inter library loans. Since 2003, the numbers of computers at IAC increased from 47 to 65, and the number of printers from 4 to 6.

As a general education requirement, first-year students take the course GEIC 1000, Information and Computer Literacy. This course aims to develop an information literate graduate, who can gather, analyze, and effectively use information in an ethical manner. Online modules were developed to provide bibliographic instruction to students. Faculty members have also received continuous training in the latest information technologies.

The Institutional Student Satisfaction Survey of 2006-07 revealed that student satisfaction related to library resources increased from 77% to 90% since 2003-04. Furthermore, the Alumni Student Satisfaction Survey showed that 74% of graduates agreed that the education received at MC helped them in the development of information technology skills.

Information and Telecommunications

The Campus technological infrastructure is being revamped to meet the challenges of the incorporation of new information technologies into teaching, learning, and administrative processes. In an effort of providing more and simple use of the network resources, the Campus implemented unique user accounts to access all the resources of the network. Using the Active Directory (AD) network infrastructure of the consolidation of a unique account for all the services was possible; over 1,000 computers are all integrated in one domain eliminating the need of having multiple local accounts for the users in all the computers in the network. This also addresses user account problems because all the accounts are managed from a central directory. AD permits the control of resources available to the users and applies policies for

securing the data and networks threats that may exist. That effort was also applied to the server infrastructure.

The campus implemented a blade server architecture environment acquiring 14 blade servers to support the network services offered to the campus community. Most of the servers are being used to support the AD infrastructure and network connection services. The availability of a network storage area for all the users was implemented with a Storage Area Network (SAN) capable of more than 2 terabyte of space. Network management tools were installed to begin monitoring the network resources. Applications for the desktop management were also installed; Microsoft SMS and WSUS were deployed to help in the administration and software installation for all the computers in the network.

Local emails accounts were created for the faculty and administration to contribute in the communication and collaboration process of all the community. The implementation of the email accounts using the AD infrastructure and unique accounts helps in the consolidation of the services. Community access of local email can be obtained not only from computers on the campus but from computers with Internet access across the world. Other services such as calendars, task and public folders are also provided through the local email accounts.

Intranet services are provided using Microsoft SharePoint, a portal for content management that facilitates collaboration. Sites for different groups in the community were created, so they can publish their documents and share important information between themselves and with all the community members. Still these services need to be improved to fully benefit from all the capabilities that the application can provide. These include implementing workflows and electronic forms to automatic and streamline business processes, creating a personal MySite portal to share information with others and personalize the user

experience and content of an enterprise Web site based on the user's profile, and share information through the use of wikis and blogs.

The SSAII objective to update computer hardware and software to provide a favorable Campus environment for student learning is in the process of being met. With the help of the institutional budget and federal grants the campus was able to revamp seven computer labs and one video conference room. In Information and Telecommunications Center (ITC) computer labs, 188 new computers were recently replaced to support academic courses. In seven computer labs audiovisual equipment was also installed. Some labs have Virtual Desktop Infrastructure for the deployment of software and management. This model also contributes to lower the cost of administration, the replacement of computers and electric power consumption. Software such as Sympodium is available in some labs to help faculty in monitoring student activities and enabling instant questions and responses. The plan is to continue the updating all computers labs with the annual allocation of funds for this purpose. A video conference room was established with newer IP Video Conference technology substituting ISDN previous Video Conference system and enabling communication between MC, the Cyber Centers, other campuses, and other external locations.

Living online in the 21st century requires optimal use of emergent technologies to develop a sense of community. Therefore, other key projects have been developed to improve communication between all sectors of the University and to maintain students informed and involved. Metropolitan Campus, in agreement with Microsoft Corporation, provides students with email accounts using the Windows Live@edu program. This agreement was the first one in the Caribbean and Latin America. The program provides not only email accounts to students but also instant messaging, SMS alerts, email access through mobile device access, Myspace, blogs,

Skydrive and collaborating spaces. The email account allows, with the unique account the Campus provides to students, for network resources access. A Cyber Café was also established with the help of external funds bringing the technology closer to the students. Seven computers and two TV monitors are available in this area.

Another key project is a Digital Signage Network. Fifteen LCD displays transmit relevant information from the Enrollment Management Office including financial aid opportunities and due dates, University and local news, extracurricular activities, weather reports, local television programs, and course schedules. Some of the LCD are connected to a server which records the programs and then deploys the information to the LCD using the network. Other LCDs have individual Sony Network Players that receive the program for that specific LCD. These videos are produced in house by the Audiovisual staff, students, and the public relations staff. Some of the videos are transmitted via web. This way MC notifies and promotes projects and activities to all the university community. Video production provides students with an opportunity to gain experience in all aspects of creation of promotional materials.

A wireless network has been installed to support the community with access to the MC network. Still the implementation is short of covering the totality of the Campus, making this a short term goal. The ITC staff is in the process of designing the architecture and dimensioning of the wireless network to fulfill the goal of 100% wireless coverage.

The Campus redesigned the network and communication technology infrastructure. The previous design was not adequate to support all the new developments that the campus is implementing. As of today a new fiber optic backbone has been completed with more bandwidth capabilities along the six stories of the John Will Harris building. Also new wiring closets to receive the connections for the users and the fiber have been installed. The next phase will

provide over 1,400 additional connections with the new standards of cable, increasing the bandwidth available to the desktop.

Internet access is one of the main issues in the campus in order to enhance performance of the entire network and services. The campus acquired 5 Mbps to access the Internet with a Tier 1 provider, incrementing by 4 Mbps the access to the Internet. Technologies for caching Internet content have also been deployed. However, much work needs to be done especially implementing technologies for IP traffic shaping, content filtering, and Wide Area Network optimization.

Special attention has also been given to update classrooms with multimedia technology that provides access to Internet and appropriate software as well as audiovisual equipment. At present, 42 classrooms have been equipped. The goal is to continue this effort until all classrooms are completed.

To fully benefit from these new technologies, training must be provided. Several steps have been taken in this direction. A technology training program was developed that includes identification of basic applications according to users' needs, assessment of users' proficiency, scheduling of technology courses following specific tracks, and evaluation and certification of users' technology competencies. Since the beginning of the program, 250 faculty and staff members have been certified. The technological certification of all the community members is a goal for this program.

The Campus also invites certified professionals to give seminars in specific applications: video conferencing, networking technologies, programming, and developer tools and models. This effort is sponsored through agreements between certification provider companies and the Continuing Education Program. An additional certification is available to faculty, staff, and

students: Internet Competencies 3 Standard (IC3). This certification consists of three components: Computer Fundamentals, Applications, and Living in the Internet. The pilot project began with 58 participants. So far twenty have been certified. The integration of this certification in the curriculum is the next goal, giving students the opportunity to obtain the IC3 certification by the time they earn their degrees.

Enrollment Management

In order to improve student services, the offices of Enrollment Management, Admissions, Registrar, Financial Aid, and Bursar were reorganized. Some of them have been relocated and remodeled considering the new client oriented philosophy of the Campus that encourages communication and promotes faster and more efficient services. This new physical layout includes the relocation of the Admissions Office from the rear of the main floor to the main entrance; the Bursar's Office from the left hall of the main floor to the right hall, close to the Office of the Registrar. Now all of the offices are located near to each other. Professional development of the student support personnel from these offices has been emphasized too. During the last five years, training has been given to all personnel to address the importance of quality service directed to an efficient-agile-courteous service to all.

Also, the Enrollment Management Office structure was reorganized. The new administrative structure improves student services and attracts potential new clientele. There is no doubt that reorganizing and remodeling the offices that give direct service to the students (Admissions, Registration, Financial Aid, Bursars, and the Dean of Students Office) have resulted in more effective and faster services. The new Enrollment Manager responds directly to the Chancellor. All student service technicians were also evaluated and assigned to enrollment management offices according to needs. Office equipment and technology were

updated and access to a variety of communication tools was given to personnel in order to provide better student services. Special meetings of the directors of the enrollment management offices and the Chancellor are scheduled on Monday mornings to discuss student cases, find immediate solutions, and improve enrollment management processes.

In January 2008, a call center was established that accommodates a ten (10) students recruited to receive calls regarding enrollment management issues. These students were trained to provide rapid response to student inquiries. A protocol was established to channel issues that could not be solved at the call center level to ensure solutions within 24 hours. Other enrollment management processes and protocols were also revised, for example graduate admissions, automatic payments, and financial aid annual allocations. In summary, SSAII objectives related to enrollment management processes have been accomplished.

LEADERSHIP, GOVERNANCE, ADMINISTRATION AND INTEGRITY

The highest governing body of IAUPR is the Board of Trustees. The power and authority of the University are exercised by the Board to promote the Institution's goals and objectives. The President is empowered by the Board to be the Chief Executive, Academic and Administrative Officer of the Institution. Upon delegation by the Board, the President has the authority and responsibility to implement and execute the institutional policies that are duly adopted by the Board. The President has a Managerial Council, an advisory body comprised of the Executive Director, the Vice Presidents, Chancellors, and Deans of the professional schools of Law and Optometry. Other members include Directors of the System's offices of Evaluation and Research, Information and Telecommunications, Legal Division, Human Resources, and other assistants to the President.

There have been important innovations in MC since the MSCHE decennial visit in 2003, some of which are directly linked to leadership and governance. As previously mentioned, Chancellor Marilina Wayland, an experienced leader in the University system, was appointed by the Board of Trustees in 2004. Enhancement of communication at all levels has been fostered by Prof. Wayland's leadership. Frequent meetings are held with faculty, employees, and students to identify common concerns and seek suggestions to make the Metropolitan Campus excel in all areas.

The Chancellor has been an active member of the Academic Senate and has used every opportunity to address its members in order to keep them informed about important issues and decision making processes. Formal meetings with all faculty members, full and part-time, and campus personnel are held, at least, once or twice per semester. In addition, the Chancellor and the Dean of Studies meet with academic deans, chairpersons, and other key staff weekly. The Chancellor's Strategic Council, that meets the first Tuesday of every month, has been expanded to include all academic department chairs and directors of the professional schools besides academic deans and key staff members.

Communication within the campus has also been enhanced at all levels with LCD screens located on the lobby, Student Center, Faculty Lounge, and several hallways in the main building. During 2007, a new webpage was designed and launched. The fact that information about upcoming activities is constantly circulated has been an asset. Also, email accounts have been assigned to all university community members. Therefore, communication regarding Campus activities is sent directly to faculty members and staff. A newsletter from the Chancellor's office, *Acercándonos*, reaches out to students, faculty, and to key members of the external

community. This has been an outstanding innovation that improves communication in and beyond the Metropolitan Campus.

The Academic Senate is a representative body of faculty, students, and administration. It is a significant constituent of the institutional governance. The Senate also advises the Chancellor in areas that promote the wellbeing of the Campus. It proposes norms and regulations for programs and curricula and recommends faculty policies that can be included in the Faculty Handbook. The Senate has been reorganized to respond to the new organizational structure of the Campus. In 2003, there were 50 senators: 28 faculty members, 8 students, and 14 members of the administration. In 2007, there are 42 senators: 24 representing faculty, 6 students, and 12 members of the administration. Administration senators include one who is elected from the Counseling and Guidance Office, one from the Information Access Center, the Registrar, 8 deans, and one director of the professional schools designated by the Chancellor. The Chancellor and Executive Secretary are *ex officio* senators. This new structure maintains the established ratio of faculty to administration (2:1) and faculty to students (4:1). Since the last visit, the Academic Senate has approved twenty four (24) new academic programs and the revision of fourteen (14).

The Student Council is another constituent of the governing bodies of the Institution. Students in free elections, vote for their representatives each academic year. The Student Council submits a work plan and operational budget for each semester to the Dean of Students. This work plan and budget is then approved by the Chancellor. The plan includes academic, social, religious, cultural, recreational, sports, and community service activities that respond to the diversity of the student body. The Council also sponsors the activities organized by student organizations that foster student leadership. One of the members of the Student Council is also a

member of the Academic Senate. MC students can also nominate candidates for the system University Council. At present, one of three student members of the University Council is from MC.

A Neighborhood Committee of surrounding businesses, convened by Prof. Marilina Wayland, meets to seek solutions for common problems that affect the community. The Chancellor has also appointed a group of consultants to improve: communication with constituents, the working environment, and relations with private enterprise. Another committee with external community members includes representatives from various governmental agencies and the private sector interested in promoting commerce with Puerto Rico. International forums are organized by this group.

MC has seventeen advisory committees of faculty and administration. Many of these committees respond to objectives identified in 2003 SSAII: assessment, retention and academic advising, Honors Program, Campus Mission and drug and alcohol abuse prevention to name a few. Special ad hoc committees, such as Graduate Admissions, Research, and Comprehensive Exams addressed specific objectives of 2004 and 2005 MC plans. Other committees address issues ranging from Campus publications and promotional materials to wellness. They also design action plans for Campus security, information and telecommunications, distance learning and fund raising (Appendix 4: Advisory Committees). In addition, there are standing committees for faculty promotion and tenure, sabbaticals and scholarships, and appeals. Members of these committees are elected by faculty according to Faculty Handbook guidelines.

Administration

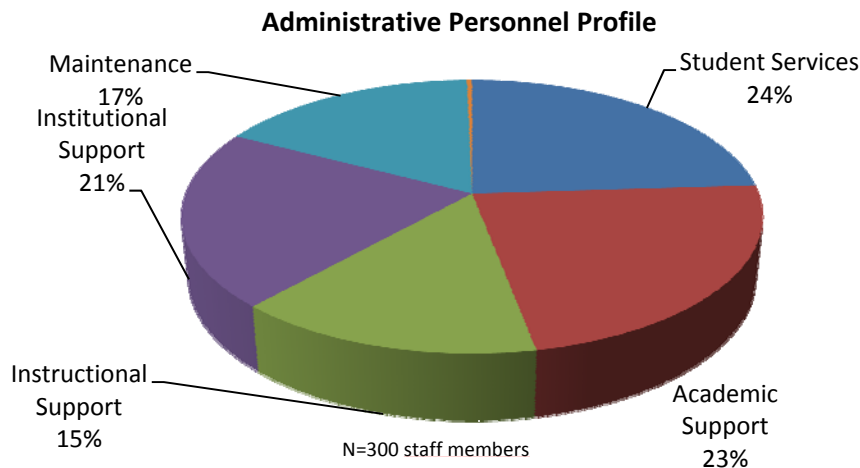


Figure 1 Administrative Personnel Profile

MC SSAII delineated the following objectives: (a) to establish a Strategic Council with representatives of different community sectors and (b) to evaluate the organizational structure. As previously mentioned, a Strategic Council meets monthly with the Chancellor to analyze the MC challenges and opportunities, as well as to identify strategies and activities for improvement.

In 2006, the Campus implemented a new organizational structure (See Appendix 5: Organizational Structure). This responded to the following purposes: (a) to implement a client-oriented philosophy in all academic and administrative processes and to optimize the use of technology; (b) to share faculty resources among different academic departments to promote a multidisciplinary emphasis in the curriculum; (c) to differentiate among the operational, administrative, and management roles of academic deans and chairpersons; (d) to promote an agile decision making process within deanships and all university constituents; and (e) to create a structure to support institutional research and external funds.

CIREF has the following responsibilities: to gather data and evaluate institutional effectiveness and compliance to quality standards; to strengthen strategic planning; and to promote research and development of programs through federal, state and local grants. The MC academic structure is now organized into four Faculties: (1) Sciences and Technology; (2) Education and Behavioral Professions; (3) Economy and Management Sciences; and (4) Humanistic Studies.

During 2005 a professional development program, “*Distínguese*” was created for the administrative personnel to strengthen the quality of service. The program is coordinated by the Human Resources Office. Its goal is to foster the development of the best leadership and professional practices among administrative personnel. Workshops are given in the following areas: professional, personal and technology development. Professional development emphasizes the customer service culture; personal development addresses wellness; and technology development deals with information literacy and high level skills. Workshops take into consideration personal interests and needs according to personnel evaluation results. Eighty percent of the participants have evaluated the program as satisfactory or excellent. Appendix 6 includes some of the promotional materials as well as evaluations of some of the workshops given and outcomes of the institutional assessment.

The Human Resources Office also offers workshops to new faculty and administrative personnel at the beginning of each academic year. The goals of this activity are to present all institutional policies, norms, and regulations and to acculturate new members of the community in the organizational culture of Inter American University of Puerto Rico. In collaboration with Towson University in Maryland, a special immersion program was established to improve

English communication skills among personnel. So far, 30 employees have been sponsored to participate in this experience in Baltimore.

Integrity

The University has a wide range of means to disseminate its policies, norms, and procedures that support academic and intellectual freedom. Most of them are accessible through the institutional webpage, <http://www.inter.edu> and the Campus webpage <http://metro.inter.edu>. Publications available include the *Faculty Handbook*, the *General* (undergraduate) and *Graduate Catalogs*, *General Student Regulations Handbook* and other documents that establish norms and regulations for the administration, programs and curricula, students, and faculty. It is worthy to mention that MC promotional materials are in congruence with all applicable policies, norms, and regulations.

In addition, a newsletter from the Chancellor's office, *Acercándonos*, reaches out to students, faculty, and to about 200 people of the outer community. This has been an outstanding innovation that improves communication in and beyond the Metropolitan Campus. The Chancellor has also established communication with constituents through regular meetings with external and internal community members. Another campus publication, *Huellas de Tigre* (student news) is published monthly by the office of the Dean of Students.

Special attention has been given to the quality and content of publications and promotional materials. Application forms for graduate programs were redesigned. Brochures with the requirements and description of academic programs were prepared, as well as for special projects and activities. MC is in the process of designing a comprehensive View Book and attention has also been given to audiovisual promotional materials and the webpage. In

addition, incoming students receive copies of General and Graduate Catalogs and other relevant documents in CD format. The next step is to create materials in English for a growing international student population.

OUTCOMES ASSESSMENT PROCESS: INSTITUTIONAL EFFECTIVENESS AND STUDENT LEARNING

In relation to assessment, Campus SSAII objectives were to develop an overall assessment plan and to advance the educational assessment at the institutional and program level. Assessment was done at different levels but not systematically. Assessment is now focused on teaching and learning. This required a shift from traditional measures of institutional quality based on educational inputs to institutional outcomes of student learning. The assessment processes allow the campus to verify the congruence between educational goals and student learning. In addition, it suggests areas of improvement in order to achieve the institution's expected learning outcomes. To address the challenge, an action plan was developed and submitted to MSCHE with the Self-Study Report.

A Campus Assessment Committee was established in 2004 in order to integrate and strengthen all campus assessment efforts. The Committee, composed of four faculty members and the Dean of Studies, participated in assessment workshops offered by MSCHE as well as other organizations. The first step was to organize and offer assessment workshops for faculty and administrators at the Campus level. The Committee also has the responsibility to advise and assist deans and academic chairpersons in relation to assessment activities. Both institutional as well as student learning assessment processes have been strengthened to ensure the compliance with MSCHE standards. The Committee developed and initiated a 2004-09 Assessment Implementation Action Plan (Appendix 7). Fourteen academic programs have been revised

based on outcomes assessment. The goal is to implement all assessment plans of academic programs by the year 2008-09.

IAUPR is committed to assessment at all levels. At the University System level, an Assessment Model was developed. This model is based on the concept that everything that occurs in an educational institution affects student learning. It correlates the strategic and operational planning processes with performance indicators.

MC Plan of Outcomes Assessment provides data to support the congruence between the campus mission and goals and the institutional outcomes. Results of this assessment are a valuable tool to examine in a systematic way the process and product variables that affect the Campus. Assessment is one of the activities that are part of the Campus Strategic Plan and the results are included in the Campus Annual Report.

One of the objectives of SSAII was to establish an assessment office to integrate and strengthen all campus assessment efforts. In order to provide this infrastructure within the Deanship of Studies a coordinator of the assessment process was appointed as President of the Assessment Committee. She has been granted release time for this purpose and works with the Dean of Studies from whose office she receives administrative support. Assessment committees in each of the academic Faculties are responsible for the implementation of student learning assessment plans.

Programs with professional accreditation have well developed assessment plans. They assess program outcomes, including student learning outcomes, and use the results for decisions related to the teaching and learning processes, faculty development, as well as curricular revisions. Nursing, Medical Technology, and Social Work programs are examples of this. MC's goal is for all academic program assessment plans to follow the example set by programs with

professional accreditations. To reach this goal, MC has strengthened faculty engagement in defining program effectiveness, complying with accountability, and improving student learning.

Student Satisfaction Survey

As part of the institutional assessment, student satisfaction is measured every two years. IAUPR surveys three different populations: undergraduate, graduate, and alumni. The purpose of this assessment is to determine the degree of satisfaction students have with the quality of services provided by the Institution. The percent of satisfaction is calculated using the following formula:

$$\% \text{ Satisfaction} = \frac{\text{Moderate satisfaction} + \text{High satisfaction}}{\text{Low} + \text{Moderate} + \text{High satisfaction}} \times 100$$

At the undergraduate level, the questionnaire was administered twice since the MSCHE visit (2003-04 and 2006-07). In Figure 2, 2006-07 results are compared with the previous baseline. The sample represents 6% of the total population. The overall average score reflects a slight increase in student satisfaction (the established institutional satisfactory standard is 70%). In the three years of the administration of this survey, students have consistently perceived faculty as excellent (90%): Faculty Evaluation Fairness (95%), Faculty as Facilitators of Knowledge (91%), Faculty Expertise in Content (93%), Faculty-Student Relations (94%), and Faculty Use of Technology (88%). It is important to emphasize that the score in the use of technology increased significantly from 77% in 2003-04 when compared against the 2006-07 score.

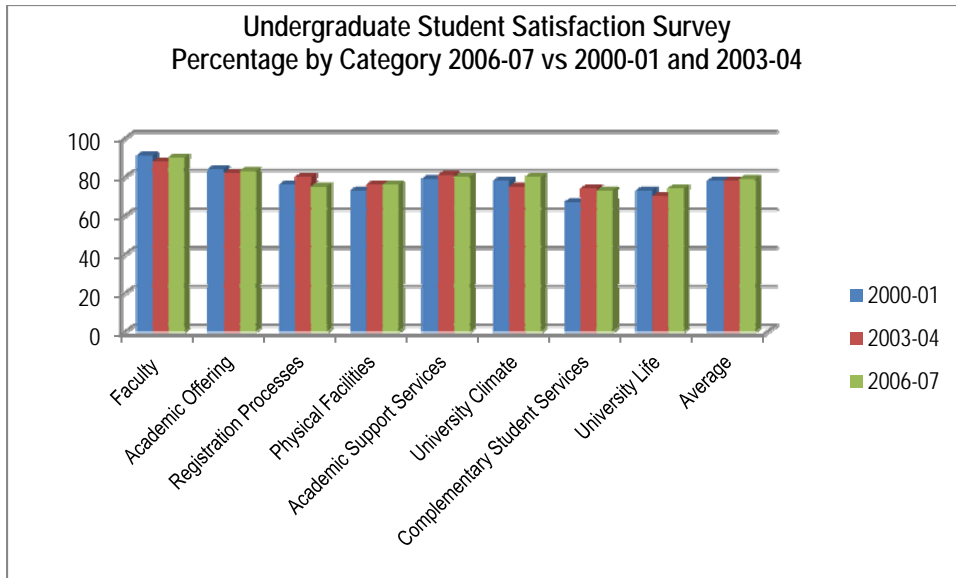


Figure 2 Student Satisfaction Survey 2000-01, 2003-04, and 2006-06

Academic offerings within the survey included the Honors Program, Job Preparedness, Internships and Practices, and Program Quality and Retention. The average percent score in this category was 85. From these, Job Preparedness (93%), Quality of Teaching (87%), Program Quality (93%), and Program Quality and Retention (92%) received the highest scores. Two areas scored low, the Honors Program and Internships and Practices, and have been given attention by MC since 2004. The Honors Program's 2006-07 score showed a significant increase when compared with previous ones in 2002-04, from 68 to 76 percent. However, the average score for Internships and Practices needs further analysis and strengthening.

The Faculty of Education and Behavioral Professions have established a pilot project, the *Metro Interdisciplinary Center for Internship and Practices*, to improve student practice. This Center offers students from the professional schools of Psychology, Education and Social Work an opportunity to address specific issues utilizing an interdisciplinary approach. The *Metro*

Interdisciplinary Center for Internship and Practices is being implemented in two elementary schools of the Department of Education of Puerto Rico.

Group interaction in dealing with students, their families, and school communities is important in developing professional competencies. This interdisciplinary internship promotes student refinement of professional competencies that deal with social and psychological skills, drug and alcohol abuse prevention strategies, bullying, cooperative learning, and collaborative group work and consultation strategies, among others.

Interdisciplinary teamwork, whereby ideas, methodologies and strategies are exchanged, provides an excellent opportunity for assessment. By integrating the disciplines through dialog and teamwork, students can better understand problems in real workplace scenarios and find creative solutions to them. In addition, these internship experiences allow for the collection of data through different assessment tools that enable academic programs to identify a new interdisciplinary internship model.

The Student Academic Support Services average percent score is 80%. This category includes the Computers in the Information Access Center, Equipment in Laboratories, Faculty Advisors, Counselors, Tutors, Academic Advising, Laboratories and Learning, Bibliographical Resources, and Computer Labs. The percentage scores show significant increases in student satisfaction: Equipment in Laboratories (79-84%), Tutors (70-76%), Laboratories and Learning (77-88%), and Bibliographical Resources (77-90%).

The Student Satisfaction Survey also examined registration processes. The average score decreased from 80% to 75%. This category included: Payment Options, Course Selection, Registration Process (rapid, simple, comfortable) and Class Schedule. Payment Options was the only area that was perceived as excellent by students (90%). The Registration Process received

an average percent score of 75. Course Selection and Class Schedule scores were below 70%. Based on these results, MC developed and implemented action plans to strengthen these areas. The implementation of automatic *Academic Advising and Class Scheduling* (PSCA), described in Student Support Services, will contribute to both course selection and class programming.

Another aspect evaluated in the Student Satisfaction Survey was Physical Facilities with an average score of 75%. This category included: Classrooms, Parking, Communication by Phone, Gymnasium, General Janitorial Services, and Landscaping, Facilities for the Handicapped, and the Chapel. Some of these areas were evaluated as excellent or good. Improvement was observed in each these areas when compared with 2002-04 scores. Strategic planning has given top priority to MC physical facilities. All classrooms are being connected to a new AC central unit. To address parking demand, a MC trolley service was inaugurated in 2006 to provide transportation to the public mass transportation system. An average of 400 students per day take advantage of this service. The Chapel facility average percent score decreased from 80% in 2004 to 74% in 2007. At present, a new more accessible and comfortable Chapel and conference hall are under construction.

Under the category of Physical Facilities, the infrastructure to reach the Campus by phone and the gymnasium received scores below 70%. MC has also taken action to improve these services. A call center was established at the Enrollment Management Office and improvements of the gym are underway. Other areas of low score within the Student Complementary Services category were the bookstore and cafeteria. In 2006, MC established the Metrolibros Bookstore that provides books and materials at reasonable prices and, in 2007, a new cafeteria service provider was contracted.

The Student Satisfaction Survey at the graduate level (master and doctoral) was administered in 2005. Student satisfaction was high in the following categories: faculty, academic offerings, processes related to registration, physical facilities, student academic support services, university climate, student complementary services, and university life (See figure below). Again specific areas for improvement were the bookstore and the cafeteria.

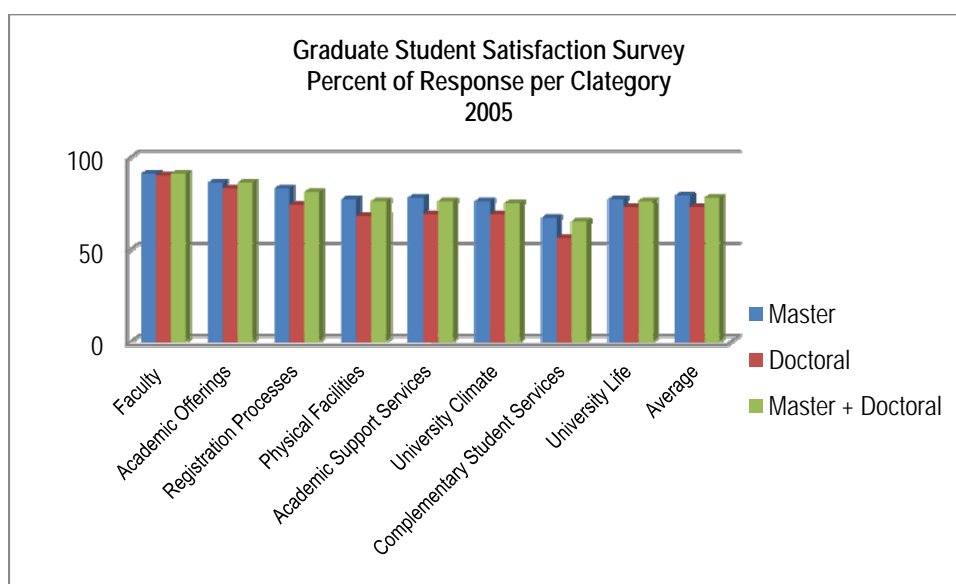


Figure 3 Graduate Student Satisfaction Survey

The Alumni Satisfaction Survey was administered to the Class of 2003. Areas evaluated were: work experience, institutional mission, academic experience, and participation in continuous professional and personal activities. Three hundred and eight MC alumni (17% of total graduates) responded. According to survey results, 84% of the bachelor level and 71% of master level alumni stated that their current job was related with their major. Seventy nine percent (79%) of the bachelor level alumni stated that they had a full time job and six percent (6%) were part time employees, while 92% of the master level were full time employees, and

five percent (5%) were part time employees. Alumni expressed that MC contributed to their level of competencies in Spanish, English, and mathematics, as well as critical thinking and the use of technology.

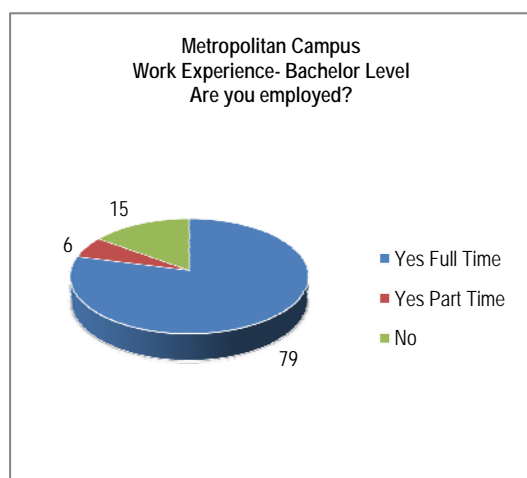


Figure 4 Alumni Survey – Undergraduate Students

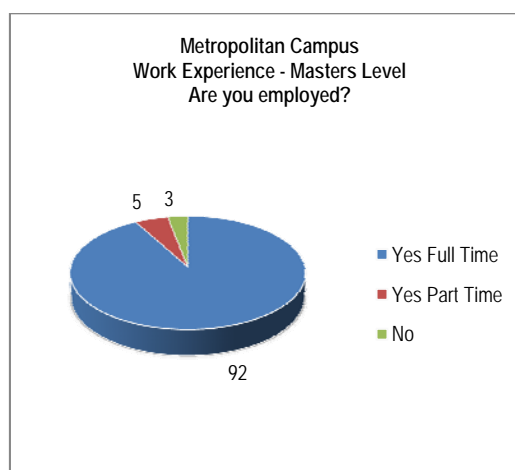


Figure 5 Alumni Survey – Graduate Students

Ninety percent of the alumni considered their academic preparation and the quality of the learning experiences as excellent or good. Areas for improvement of the academic experience, based on this survey, are promoting research and a broader understanding of global issues and spirituality. MC included these areas as priorities in the mission revision process, strategic planning, curricular development, and the Pastoral Plan.

STUDENT ADMISSIONS AND RETENTION

Promotion and Recruitment

In February 2005, the Office of Promotion and Recruitment was reorganized to respond directly to the Chancellor. The reorganization included changing the name of the office and creating the position of Marketing and Student Promotion Director. The office has given special

attention to establishing new marketing strategies to increase enrollment at graduate and undergraduate level: (a) to reach 5000 applications per year; (b) to increase to 154 the number of high schools visited during the first semester of every academic year (80% of the schools); (c) to update promotional materials (new publications include a Campus view book, academic programs brochures, post cards and flyers that include information about graduate, undergraduate, and technical certificate programs as well as the financial aids available, among others), (d) to implement a School Contact Collaborators Project where key personnel participates in recruiting students (group visits junior and high schools to promote the Campus and its specific programs and curricula), (e) to redesign the Campus webpage; (f) to highlight the Campus strengths and advantages; (g) to facilitate students' access by providing creative solutions to specific problems such as the use of trolley services, preschool and after school services, tutoring, and summer camp.

Attention has been given to the articulation of processes between promotion, recruitment, and admissions. All processes are synchronized allowing a faster admission process. Marketing and promotion of the Campus has greatly improved with the implementation of a Recruitment Plan that includes the following strategies:

- Initiating the enrollment process in school as a coordinated effort of the Guidance and Counseling Program, Admissions, Financial Aid, Registrar, and Marketing and Student Promotion offices
- Promotion in shopping malls and school fairs with special attention to graduate programs
- Maintain a continuous contact with potential students by phone, mail and email

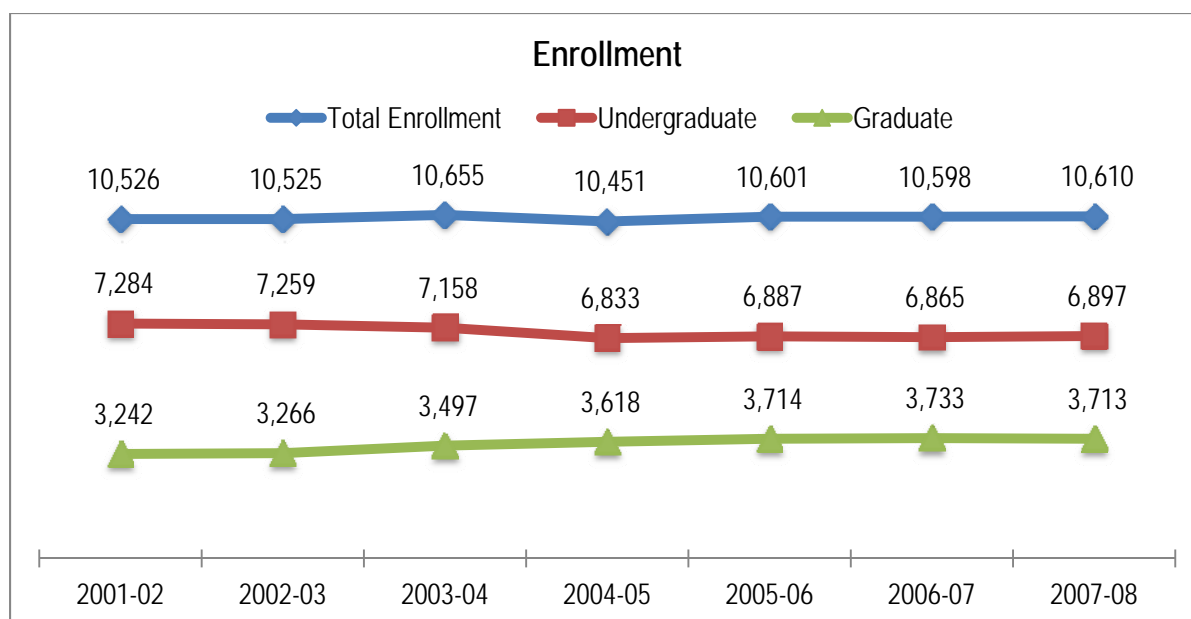


Figure 6 MC Enrollment 2001-02 to 2007-08

MC enrollment of 10,610 students includes 35% graduate and 65% undergraduate students. The MC student profile shows an increasing participation of women in higher education. An average of 55% of undergraduates and 70% of graduates are women. Most of the women are heads of families from ages 21 to 31 who work and study. They enroll in higher education as adult students. Students come from all municipalities of Puerto Rico and eleven different countries.

Graduation rates by cohort shows that most students take more than 6 years to complete their academic programs. MC retention of first-year students has been maintained at 68% while second year retention by cohort has increased from 47.56% to 61.36%.

Table 1 Retention Data by Cohort 2001 to 2005

Retention Data - Metropolitan Campus

Cohort	1st year	2nd year	3rd year	4th year	5th year	6th year	Graduation Rate 4 years	Graduation Rate 5 years	Graduation Rate 6 years	Base
2001*	68.08%	47.56%	44.74%	41.03%	39.10%		6.79%	15.00%		780
2002	64.52%	50.19%	41.16%	42.40%			6.06%			809
2003	70.96%	53.95%	38.88%							823
2004	69.12%	61.36%								748

Retention Data - Metropolitan Campus

Cohort	1st year	2nd year	3rd year	4th year	5th year	6th year	Graduation Rate 4 years	Graduation Rate 5 years	Graduation Rate 6 years	Base
2005	68.77%									1,108

Source: BANNER Report "SWRETEN-CIT.SAV". October 30, 2006; Central Office Computer Center

*Data revised in 09/28/2005.

Includes undergraduate retention and graduation data.

Retention

Retention efforts included Ten Fast Steps (TFS), *Strengthening Academic Achievement and Student Retention through a Comprehensive Student Services Model*, a Title V funded project, and other pilot programs emphasizing counseling and academic advising. Even though each Faculty coordinates academic advising, first year students are also under the supervision of the Guidance and Counseling Program. One of the 2003 SSAII objectives was to develop and implement an academic advising program for the campus.

Several outcomes resulted from TFS aiming to increase retention. Noel-Levitz College Student Inventory/Retention Management System (CSI/RMS) questionnaire has been administered to first year students. The 2007 results showed that most students perceived that university standards as very high. The study also showed that students were interested in artistic and creative activities. Results indicated that 30% of MC incoming students were leaders in their high schools and 25% had participated in scientific research. Almost half of them were first generation students in higher education; 85% lived with their parents while attending college and 69% planned to get a graduate degree.

Many follow-up activities have been held in response to CSI/RMS outcomes, including faculty development activities with Dr. Vincent Tinto, Dr. John Gardner, Dr. Richard Lyons, and Dr. Betsy Barefoot. Academic advising was strengthened through faculty workshops. Train the trainers strategy was used by sending a team of faculty members to NACADA and Noel-Levitz

seminars and participation in NACADA webinars with Nancy King. Well recognized scholars, such as Dr. Ángel Cintrón, Dr. Manuel Morales, and Dr. Samuel Clavell were also invited to address students about how to succeed in college.

Tutoring services were institutionalized as a retention initiative in Basic English, Spanish, and mathematics courses, as well as in Introductory Accounting and Statistics courses (a total of 10 courses). At present, three full time and two part time technicians are assisted by 16 to 18 tutors under the supervision of faculty members. The tutoring services are located on the first floor of the main building in the Student Center. As shown in the following figure, by the end of the Title V project in 2006, student retention rate¹ among participants increased from 77.8% to 87.2% (last year of the Title V project).

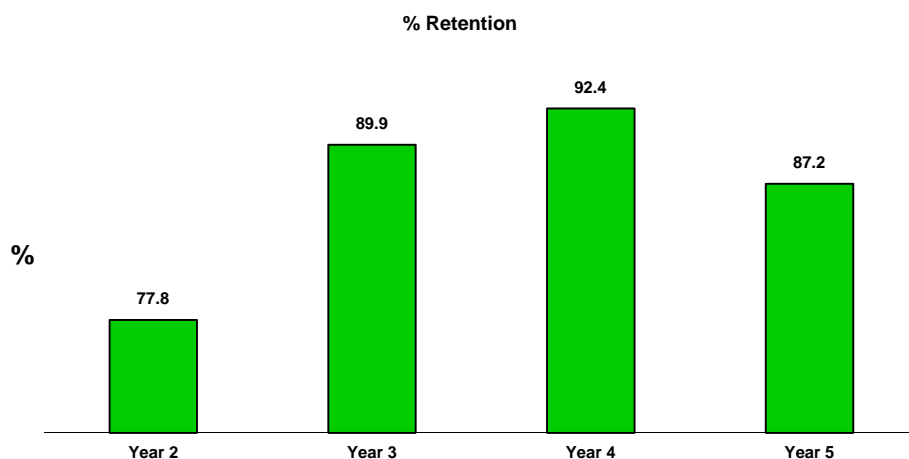


Figure 7 Percentage of retention of participants in Title V Project

The percentage of participants in target courses tutoring services is shown in the following table.

¹ TFS defined retention rate as fall-to-spring and spring-to-fall percentage of student enrollment immediately after participating in tutoring services. Target courses: (basic) GEEN 1101, GEEN 1102, GESP 1101, GESP 1102, GEMA 1000, GEMA 1200, (Introductory) MATH 1070, MATH 1500, ACCT 1151 and ACCT 1152.

Table 2 Percentage of participants in tutoring student service – Title V Project

Year	TOTAL OF STUDENTS ENROLLED IN TARGET COURSES	TOTAL OF PARTICIPANTS	% PARTICIPANTS (MEAN)
2002-2003	4460	395	8.9
2003-2004	6013	712	11.8
2004-2005	6016	502	8.3
2005-2006	6208	1055	17.0

As shown in the following figure, students enrolled in Math target courses were the highest participant population.

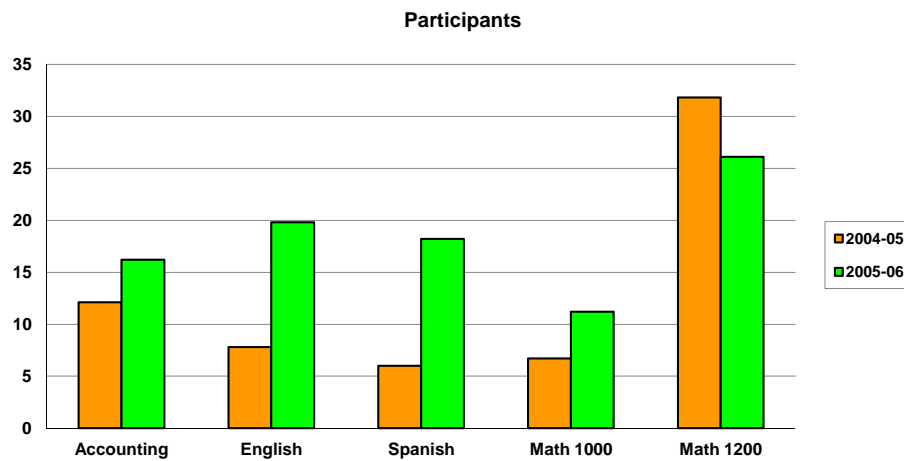


Figure 8 Participants in Title V Project by course enrollment

As shown in the following graph, the percentage of A+ B + C obtained by participants (P) is 61.6% compared to a 45.4% of A+B+C obtained by non participants (NP).

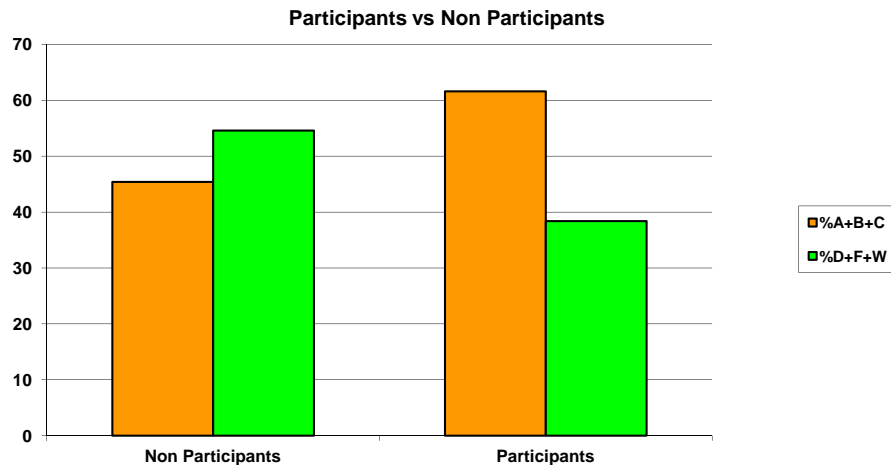


Figure 9 Passing grades of participants vs. non participants of Title V Project

More students successfully complete courses they register in. As evidence, the Campus has reported a reduction in the failure rate from 56.8% (2000) to 51% (2005, latest collected data). Three hundred and sixty six fewer students failed in the target courses.

During academic year 2004-05 the Chancellor appointed a Retention Committee that developed a comprehensive retention plan based on the academic advising concept. The plan was presented to the Chancellor's Strategic Council in August 2006. In order to raise awareness of the importance of academic advising in achieving student success and to ensure that the Retention Plan would be implemented, the following workshops were offered to faculty:

Table 3 Retention and academic advising workshops for faculty

Topic	Date	Resource	Attendance
Advising as Teaching	September 26, 2006	Nancy S. King – NACADA Webinar	25
Academic Advising at the College Level Workshop	March 2, 2007	Dr. María D. Rubero, Director of School of Education	29
Academic Advising at the College Level Workshop	March 30, 2007	Dr. María D. Rubero, School of Education and Dr. Jaime Santiago, School of Psychology	13

Another retention initiative is the PEG/PEM Academic Advising and Assessment Pilot Project (General Education and Teacher Preparation Program) put into action in 2006-07 to

improve students' performance. The PEG/PEM project is a joint effort of the Humanistic Studies, Sciences and Technology, and Education and Behavioral Professions Faculties.

It is extremely important, as part of the assessment and accreditation processes, to analyze the results of the teacher certification test both in content areas and in general education (PEG). This outcomes assessment effort has allowed the campus to improve the Teacher Preparation Program. It aims to develop a practical and conceptual model that integrates assessment, academic advising, and action research. Continuous curriculum revision, material development, and faculty training are implications of this Project.

This project is under consideration for future submission as a Title V proposal which will include the following areas: (a) development of writing skills in both English and Spanish across the curriculum, (b) development of an Assessment Institute, (c) development of a Virtual Academic Advisement Program, and (d) training of faculty in the following areas: assessment, the writing process, and academic advising.

PEG/PEM project goals are to:

- Develop classroom action research as a way to determine needs of students
- Identify areas that need to be revised in the Teacher Education Program
- Identify areas that should be addressed in faculty training
- Develop educational materials including online resources
- Track students success in the Teacher Preparation Program

PEG/PEM students participated in workshops in the following topics: problem solving, case studies, and areas related to the Teacher Preparation Program. PEG/PEM faculty participated in workshops on writing evaluation techniques and writing across the curriculum. Reflective dialogs are held to analyze collected data.

STUDENT SUPPORT SERVICES AND STUDENT LIFE

The English Trimester and International Student Support Services office serves Puerto Rican students who prefer to receive their education in English and international students from Caribbean islands, India, Croatia, Germany, and Canada, to name a few. The office has been relocated in the main building of the Campus. The responsibilities of the director were revised with an emphasis on student support services. The new office is under the supervision of the Dean of Students.

In response to students' interests, some programs taught in Spanish are now offered in trimester terms. So far, fourteen graduate programs are offered in trimester terms, including the master degrees in Labor Relations, Business Administration, Education, Psychology and the doctorates in Psychology and Entrepreneurial Managerial Development. By academic year 2008-09, all graduate programs will be offered in trimester terms.

The academic leadership of the Metropolitan Campus has given particular attention to the Honors Program. During the last five years, enrollment of honor students has increased from 58 in 2004, to 184 students in 2007. To ensure that students get the best attention an Honors Program Director was appointed and a professional guidance counselor assigned to work exclusively with this population. An advisory committee composed of faculty members of different disciplines guarantees that courses and special activities are designed for them. Honor students receive financial aid based on their GPA.

Table 4 Honors Program enrollment 2004 to 2007

Honors Program	
Fall Semester	Number of Students
2004	58
2005	144
2006	187
2007	184

The Metropolitan Campus implemented an innovative project of automatic *Academic Advising and Class Scheduling* (PSCA) to strengthen the registration process. It provides students with suggested program of study per term. PSCA is an important tool for academic advising, ensuring that students register in courses according to their majors. Some PSCA implementation results are that (a) students comply with the curricular sequence of their programs, (b) chairpersons make decisions regarding scheduling based on course demands, (c) administration makes more efficient use of available resources.

Student organizations provide the foundation for a significant part of co- and extra-curricular life on campus. MC has an average of 29 accredited organizations. Students organize according to diverse interests, educational levels and curricular objectives. Their work plans include professional development, leadership, fund raising, and social activities, among others. These activities are opened to the community. Student organizations generate their operational funds and receive some financial support from the Student Council. Appendix 8 includes examples of student extracurricular activities held during academic year 2006-07.

Community service is emphasized as a co- and extra-curricular activity. All student organizations are expected to include community service in their work plans. Several required courses also include community service projects. For example, Criminal Justice, and Social Work students and faculty work with special groups as part of course requirements. At the Campus level, Caño Martín Peña is an ongoing effort to support a low income community. Faculty and students from Social Work, Education, Nursing, History, Biology, Psychology, and Business Administration actively participate in various activities articulated with community leaders. The Office of Religious Life coordinates support services given to special groups such as abandoned children, homeless people, women in prisons, and the elderly.

Affirmative efforts have been taken during the PRR reporting period to foster student participation in educational activities beyond the MC. Among the most popular programs, students participate in a summer English immersion program, in agreement with Towson University, in Maryland. A consortium between IAUPR and the Ortega y Gasset Foundation, allows students to study abroad in the International Center for Hispanic Studies in Toledo, Spain. Other students choose to participate in the Córdoba-Fernós US Congressional Internship or in the Global Village Institute for Future Leaders of Business and Industry. The following table summarizes student participation in these activities.

Table 5 Participants in exchange and study abroad programs from 2004-05 to 2006-07

Academic year	Number of programs	Number of participating students
2004-05	6	15
2005-06	16	40
2006-07	9	37

Inter American University of Puerto Rico, Metropolitan Campus organizes and coordinates numerous and diverse extracurricular activities that complement the different academic disciplines. The topics of these activities are diverse and are directed to faculty, students, and the community at large. At the beginning of every academic year, the Campus holds the “Lección Magistral”, a magister class derived from the European tradition. During the last five years, the guest speakers have been Justice Miriam Naveira, Dr. Fareed Zakaria, Dr. Arthur Levine, Dr. Ralph Waller, and Dr. George V. Coyne. MC also has a comprehensive cultural activities program that includes plays, concerts, art exhibits, literary contests, film festivals, and cultural trips.

FACULTY

MC has 584 faculty members: 63% are full-time position; 53% have doctoral degrees; 80% are tenured; and 40% are full professors.

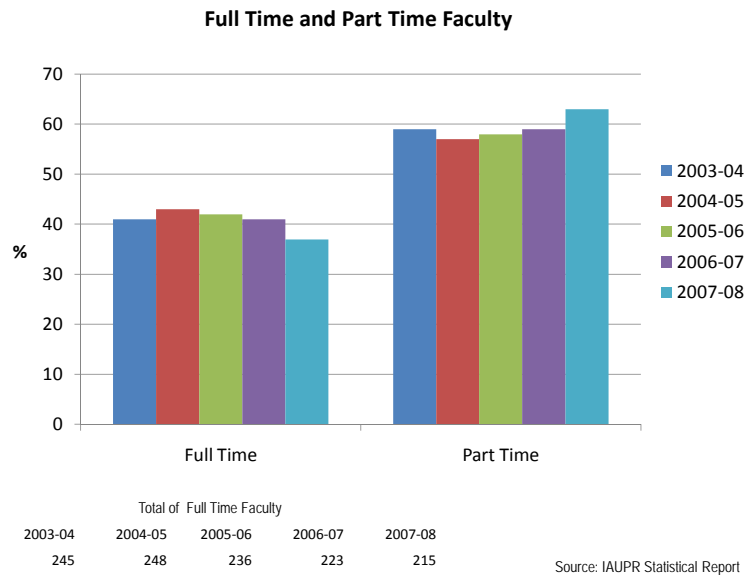


Figure 10 Full-Time and Part-Time Faculty from 2003-04 to 2007-08

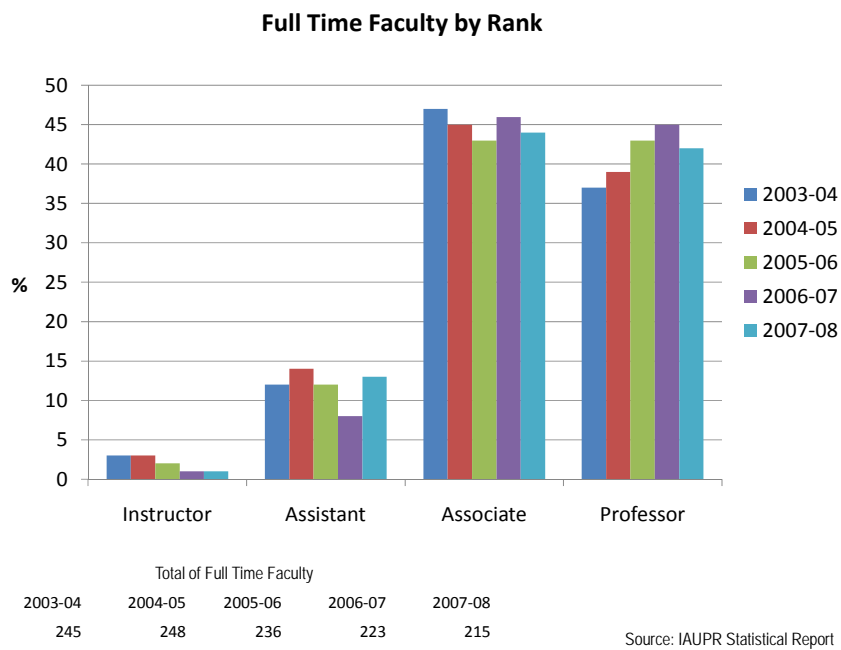


Figure 11 Full-Time Faculty by Rank

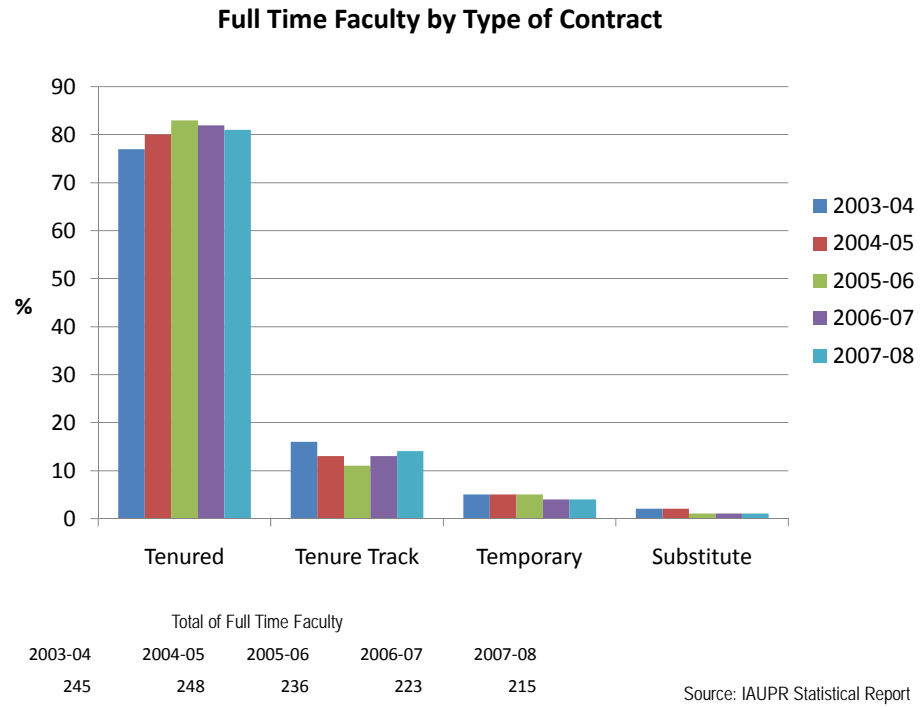


Figure 12 Full-Time Faculty by Type of Contract

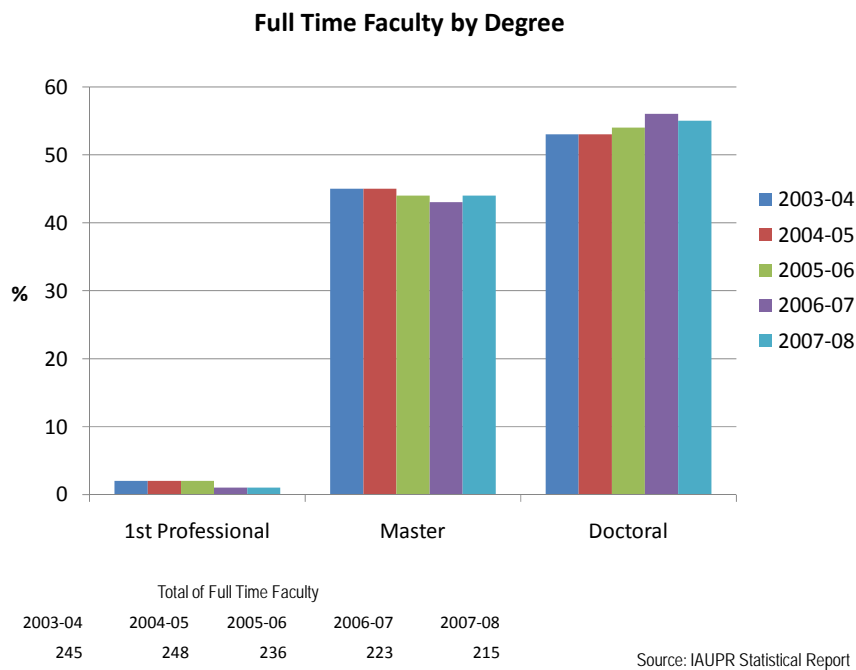


Figure 13 Full-Time Faculty by Degree

Since the last MSCHE visit, the Faculty Development Plan has incorporated more professional training in and outside Puerto Rico, educational travels, scholarships, and sabbaticals (See Appendix 9). Special attention has been given to research and publications. Two online journals have been developed: *Kálathos*, a transdisciplinary journal, and *Revista Empresarial Inter Metro*, a project of the Business Administration Faculty. Both journals are coordinated by an Editorial Board composed of faculty members from a variety of disciplines. These initiatives are of utter importance to stimulate research among faculty members and provide a cyber place for communication among researchers in different departments, campuses, and universities.

Faculty and student involvement in research and creative thinking continues to be a challenge. MC action agenda includes the increase of research activities of faculty members, especially in graduate programs. During the last five years, several steps have been taken in this direction: a new faculty rank (professor-researcher) has been incorporated in the Faculty Handbook; release time has been given to 59 faculty members since 2003-04; and some support has been given to faculty publications. MC has joined efforts with *Ediciones Puerto* to facilitate faculty publications.

The results of faculty evaluation provide the basis for the Campus Faculty Development Plan and each faculty member professional development plan. During the last five years, some important goals have been reached regarding the faculty evaluation process. First, an online faculty evaluation questionnaire was designed for distance learning students. Second, a new questionnaire was recently approved for faculty evaluation by peers and chairpersons.

In addition, workshops on distance learning instructional designs and teaching skills as well as the use of the Blackboard platform are provided through the Distance Learning and

Technological Development Center (CADDT for its Spanish acronym). The Center of Information and Technology (CIT) also provides training on the use of computers and software applications. The webpage has information regarding workshops offered, and professors can register online. At present, the campus is switching platforms from WebCT VISTA to Blackboard. A group of professors and members of the technical support personnel were certified by Blackboard in academic year 2006-07. In academic year 2007-08, the director of the CADDT has been providing the training to all distance learning faculty in the use of Blackboard, as well as to faculty members that are interested in joining new teaching trends. All distance education courses currently offered in WEBCT VISTA will migrate to Blackboard by August 2008.

One of the SSAII objectives was to establish a faculty lounge in order to stimulate intellectual dialog among faculty members. The objective was accomplished in 2005 with the inauguration of a faculty lounge. The facilities include a dining area, a lounge area with a plasma television with cable TV, and wireless connection (WIFI). Several activities such as committee meetings, social activities, and academic forums are held in this facility. In addition, a Campus guest house, Casa Carmona, was renovated to host visiting professors and special guests, as well as for special seminars and group meetings. The two story facility has six bedrooms, three bathrooms, kitchen/laundry facilities, a dining area, an office, and a terrace.

EDUCATIONAL OFFERINGS

MC offers 8 technical postsecondary certificates, 6 associates, 45 bachelors, 34 masters, 12 doctorates, and 5 professional certificate programs (Appendix 2: Academic Offerings). All of these programs respond to the mission of the Metropolitan Campus, serve a cultural diverse student population, and prepare students in the disciplines of science, technology, humanities as

well as professional studies. Academic offerings take into consideration the demands of the employment market, different learning modalities (traditional classroom, online or blended), language of instruction preference (Spanish or English), and multiple sessions and academic terms (semester, trimester, and bimester).

Academic programs are reviewed every five years to ensure that they meet the demands of the job market and institutional commitment to excellence. Since the MSCHE visit, the Academic Senate has approved the revision of fourteen (14) academic programs and twenty four (24) new academic programs. Seven programs were discontinued: BA in Finance, BA in English, BS in Environmental Evaluation and Protection, BS in Mathematics, MA in Elementary Education, MA in Vocational Education, and MA in Adapted Physical Education. Curricular decisions are based on outcomes assessment. During the last five years, MC has designed four online programs and 109 online courses. Likewise, 8 technical certificates have been developed.

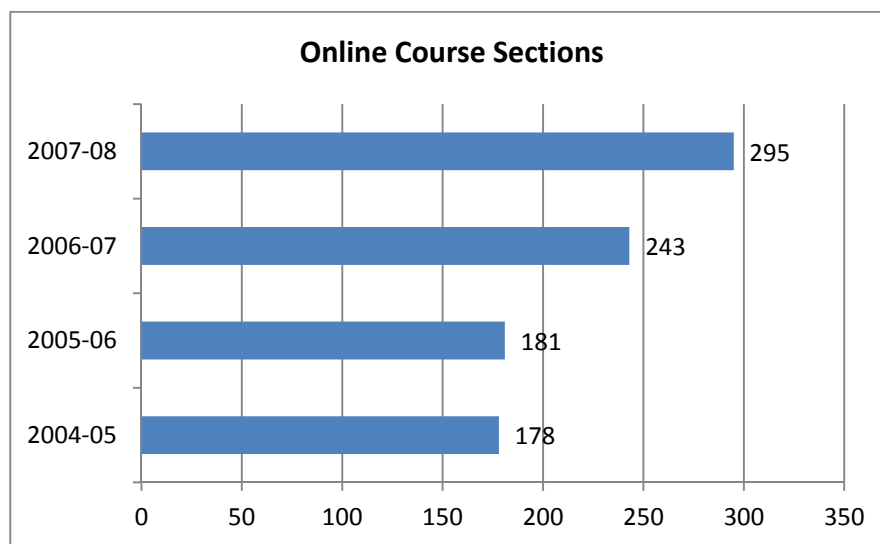


Figure 14 Online course sections

GENERAL EDUCATION

Inter American University of Puerto Rico offers a General Education Program (PEG), a requirement for all undergraduate students, that contributes to the achievement of twelve (12) goals. PEG emphasizes the development of a personal and social conscience, the refinement of communication and quantitative skills and philosophical thought; the use of technology as a means to access information; the cultivation of ethical and aesthetical sensitivity; and the knowledge of principles of faith and Christian practice.

PEG requires completion of 47 credits for the bachelor's degree and 23 for the associate degree. Since the MSCHE visit, significant emphasis has been placed on the need to strengthen students' communication and mathematical skills as stated in 2003 SSAII objectives. Changes have been made in the laboratories that support basic skills. Laboratories have been updated with new computers and other educational tools. The two separate English and Spanish communication skills laboratories were integrated into a general language and writing center under the direction of a faculty member who supervises technicians and student tutors. Tutoring services are especially helpful for students that need additional support. In addition, virtual laboratory modules have been developed to support reading and writing skills and math courses. These modules can be accessed via web.

In collaboration with College Board, IAUPR develops an evaluation system for the assessment of the general education program through standardized tests. There are five standardized tests for Spanish, English, computer literacy and two for mathematics. Another exam was developed to measure core competencies from the following courses: Christian Faith, Philosophy, Historical Processes, Science and Technology, and Wellness. During 2003-04, faculty members were trained and test items were constructed and validated, and a pilot project

was implemented. IAUPR system developed instruction manuals and protocols for these tests. Outcomes will be used to modify courses and to revise the Faculty Development Plan.

RELATED EDUCATIONAL ACTIVITIES

Distance Learning

An area that has received great attention in the past five years is distance learning. This development is congruent with IAUPR Vision 2012. In order to guarantee academic standards, online courses must meet certification requirements established by the Institution. The certification process entails a thorough evaluation by a committee composed of a faculty member from the discipline, the program chairperson, a specialist in distance learning, and the director of CADDT. An evaluation protocol has been designed for this certification process.

During academic year 2006-07, 42 online courses were certified; 35 additional courses are in the process of development. Special attention has been given to offering all of the PEG courses online. One hundred and nine courses have been already certified, and 6,718 students have registered in 295 online sections. The Dean of Studies has also sponsored five Blackboard training workshops attended by 25 faculty members.

Adult Education Program (“AVANCE”)

The Higher Education Program for Adults (AVANCE) has remained stable during these past few years. Adult students at IAUPR are 21 years or older. Students admitted to AVANCE only represent a part of the adult population. The admission process for adult students in AVANCE considers their work experience in addition to specific academic requirements. Since 2006, the program has a new director with administrative support from a professional guidance counselor. It has also been relocated in the Student Center. In addition, more attention has been

given to recruitment of adults. New promotional material targeted to this population has been developed; information has also been included in the webpage.

Entrepreneurial Initiative

IAUPR is the recipient of the Small Business Administration grant for the development of small businesses in Puerto Rico. MC hosts one of the small business development centers. These centers provide opportunity for faculty and students to participate in research and consulting. Special support is given to students' entrepreneurial initiatives.

Cyber Extension Center in Caguas: Additional Location

MC has established an Off- Campus Extension Cyber Center in Caguas to serve 5% of campus students that live in the area. The Center is licensed by PRCHE to offer the BBA in Entrepreneurial Development and Management and master degrees in Educational Computing and Business Administration. This Center was also submitted as an additional location to MSCHE. Although Caguas is located eighteen miles away from the main campus, its location on the northeast region of Puerto Rico supports campus efforts in reaching a larger population.

This Center in Caguas has modern facilities including two multimedia classrooms, one of them equipped with videoconference technology. Two additional classrooms have 30 laptops and provide Internet access. A coordinator has been appointed under the supervision of the campus Dean of Studies, whose responsibilities include offering support to the Metropolitan Campus academic programs as well as providing technical support to the students, faculty, and administrators in the Cyber Center. The Center is also a training facility for diverse companies within the community.

Pre-School – Center for Integral Development

The School of Education is in the process of developing a laboratory school. In 2006, an early childhood program, the Center for Integral Development (CEDIM), was initiated with 12 children, ages two to five. CEDIM offers a pre-school program directed towards the development of children's communication, thinking, and group working skills. The Center also provides for the development of positive attitudes and values, as well as opportunities for appropriate physical development and creativity. CEDIM is used as a practice center for the Teacher Education Program, as well as a laboratory for the School of Optometry, Psychology, and other academic programs. MC plans to add a kindergarten during the academic year 2008-09 and continue this process gradually up to 12th grade.

Psychological Services Clinic

The Psychological Services Clinic serves as a practice center for graduate students. It provides services to both external and university community. The Clinic operational funds come from external funds and service charges. The demand for psychological services has risen during the past two years. Due to the increasing demand for services at the Clinic, from 509 last year to 983 this academic year 2007-08, professors /supervisors have been added to provide adequate services fluctuating from 24 last year to 30 this year. This responds to the fact that the number of interns has also increased from 184 to 230. During the past two years, the Clinic has also developed a wide variety of workshops in order to address interns' academic formation. The workshops focus on issues such as game therapy, sexual abuse indicators, misconduct, crisis intervention, self-esteem among others.

ENROLLMENT, FINANCIAL TRENDS AND PROJECTIONS

ENROLLMENT, FINANCIAL TRENDS AND PROJECTIONS

Enrollment	2003-04	2004-05	2005-06	2006-07	2007-2008
Undergraduate	7,158	6,833	6,756	6,865	6,936
Graduate	3,497	3,618	3,718	3,733	3,674
% of graduate	32.82%	34.62%	35.50%	35.22%	34.63%
TOTAL	10,655	10,451	10,474	10,598	10,610
BUDGET	\$ 38,427,194	\$ 38,089,890	\$ 41,692,765	\$ 43,093,713	\$ 44,529,699

PROJECTIONS

Enrollment	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Undergraduate	6,698	6,638	6,607	6,577	6,500
Graduate	3,607	3,734	3,798	3,862	4,000
% of graduate	35.00%	36.00%	36.50%	37.00%	38%
TOTAL	10,305	10,371	10,404	10,439	10,500
BUDGET	\$ 48,135,744	\$ 49,782,543	\$ 51,428,684	\$ 53,074,440	\$ 55,712,550

Enrollment projections are similar to the trend of the last five years where the average has been 10,500 students. It also maintains the proportion of undergraduate to graduate students. The budget includes the projected tuition and fees increment for the next five years.

Projections are based on Metropolitan Campus strategic planning. It takes into consideration the program and curricula development with an emphasis on promotion-recruitment-retention strategies at the undergraduate level. Program and curricula strategic planning considers assessment at all institutional levels from the classroom to the academic program goals and objectives. Assessment will lead the university community dialogue of program and curricula relevance and continuous quality improvement of the institution in terms of: (a) services to a diverse student population, (b) faculty mentoring and academic advising strategies, and (c) technological and physical infrastructure that support academic programs.

INSTITUTIONAL PLANNING AND BUDGETING PROCESSES

Planning at the Metropolitan Campus considers the University System Vision 2012, the Mission and Goals of the Campus and the analysis of internal and external challenges of higher education institutions in Puerto Rico and the United States. The Chancellor's Strategic Council, that includes deans, academic chairpersons, and other key administrative directors, meets monthly to analyze Campus strengths and challenges and delineate strategies in issues ranging from student recruitment and retention, faculty profiles, academic program outcomes, and comprehensive institutional research in the areas of program and curricula. The Council serves as a liaison to other constituents (faculty members, students, and other administrative personnel). It has an advisory role in planning, budgeting, and resource allocation that allow the proper alignment with constituents' needs.

Metropolitan Campus depends mainly on tuition and fees which is 97% of its annual budget. Strategic planning considers the dependence on tuition and fees, higher education financing, and the Institutional commitment to provide students of lower income families access to higher education, the key issues in Campus financial planning. Annual operational planning and budgeting processes are in synergy with strategic planning. Annually, priorities are established considering evaluation of the previous year and Campus Strategic Plan goals and objectives. Annual planning and budgeting processes also consider enrollment and budget projections. According to these, new priorities following the strategic planning can be established.

Table 6 Campus Strategic Plan from 2007-2008 to 2011-2012

Strategic Planning Areas	Vision 2012 Goals (Institutional Strategic Planning Goals)	Metropolitan Campus Goals	Strategies	Performance Indicators	Date
Student	<p>Develop students who assume responsibility for their learning, are self-direct and are co-owners of the teaching and learning processes. The graduate will stand out for his/her social commitment, appreciation for the culture, ecological conscience, critical thought, management of multi modal communication skills, skillful use of technology, and constancy in seeking continuous personal and professional improvement</p> <p>Adjust its services to the changes in the students' profile in order to care for their needs and the continuing education of the community. These services will stand out for their diversification, pertinence and integration with the learning of the Institution.</p>	<p>1. Promote an all-encompassing education that addresses the intellectual development of students and integrates components from the arts, sciences, and humanities in harmony with the needs of a changing society.</p> <p>6. Encourage students to become life-long learners through the development of skills in searching, evaluating and effectively using educational resources as an indispensable part of the educational process.</p> <p>7. Offer quality student services which promote the intellectual, personal and professional development of students and further the achievement of their goals.</p>	<p>Strengthen academic counseling and mentoring</p> <p>Strengthening of open laboratories</p> <p>Assessment of academic programs and services</p> <p>Retention study to establish success indicators</p> <p>Strengthening of student services in the areas of technological resources, professional counseling</p> <p>Offering bilingual services (Spanish and English) in support to service offices</p> <p>Promotion of student participation in leadership experiences, especially, in internships and exchange programs</p>	<p>Retention by cohort and academic programs</p> <p>Results of Student Satisfaction Survey to undergraduates, graduates and alumni</p>	2007-2012

Strategic Planning Areas	Vision 2012 Goals (Institutional Strategic Planning Goals)	Metropolitan Campus Goals	Strategies	Performance Indicators	Date
Program and Curricula	<p>Establish an academic offering that is advantageous to its development as a university without boundaries which offers a flexible curriculum with multiple educational modalities. The curriculum will be interdisciplinary and will reflect the continuous pragmatism among human experience, reasoning, science, technology, and creativity, which are fundamental elements for the development of knowledge and the formation of the educated person.</p> <p>Strengthen learning and research as pillars of knowledge development and the search for truth. In addition, the University will promote the effective use of technology as a tool for lifelong learning.</p> <p>Inform the public about the quality of its academic programs, as evidenced by the results obtained from institutional assessment.</p>	<p>1. Promote an all-encompassing education that addresses the intellectual development of students and integrates components from the arts, sciences, and humanities in harmony with the needs of a changing society.</p> <p>2. Stimulate and support academic excellence within the Natural Sciences, Technology, Economic and Administrative Sciences, the Humanities, Behavioral Professions, Education and Nursing programs.</p> <p>3. Promote the development of programs and teaching methodologies that respond to the educational needs of diverse groups in society.</p> <p>4. Make possible the revision, strengthening and development of the different academic offerings at all levels to ensure that they respond to the needs of the society served by this campus.</p>	<p>Evaluation of program and curricula relevance and cost-effectiveness</p> <p>Creation of new academic programs that respond to discipline and professional accreditation standards</p> <p>Strengthening of technical certificate offerings</p> <p>Fostering the development of distance learning programs</p> <p>Incorporation of information technologies into teaching and learning</p> <p>Assessment of courses, programs, and services</p> <p>Submission of proposals for grants that strengthen open laboratories, mentoring, tutoring</p>	<p>Results of Five-year Evaluation Plan</p> <p>Programs created and revised according to the Plan</p> <p>Distance learning programs developed</p> <p>Publication of results in Annual Reports, Webpage, and accreditation reports</p>	2007-2012

Strategic Planning Areas	Vision 2012 Goals (Institutional Strategic Planning Goals)	Metropolitan Campus Goals	Strategies	Performance Indicators	Date
Faculty	Transform the faculty into facilitators of learning. The faculty will be alert and quick to respond to the growing demand for interdisciplinary approaches in the development of the educated person. The faculty will be agents of change, creative, trained in the use of the most advanced technologies that lead to quality in teaching and promote innovation and research. In addition, they will be sensitive to students' needs	5. Promote and strengthen research in the university community for the purpose of benefiting faculty teaching and enriching knowledge in all its aspects. 10. Stimulate and support the continual development of faculty in both professional and personal areas, to assure a high level of academic excellence.	Recruitment and retention of faculty in areas of development Evaluation of faculty exchange programs' policies and norms Fostering the doctoral studies of faculty in their teaching areas Strengthening the development of proposals for external funds to support research Support of faculty in research Promotion of faculty publications in peer-reviewed journals	Faculty profile in recruitment and retention in new and revised programs and curricula Faculty with doctorates Participants in internships and exchange programs Grants Publications in peer reviewed journals	2007-2012
Information and Telecommunications	Develop a model infrastructure, through the merger of technology with all academic processes and services, by adapting the physical plant to technological advances. This infrastructure will guarantee that all sectors of the university community have access to distant information.	6. Encourage students to become life-long learners through the development of skills in searching, evaluating and effectively using educational resources as an indispensable part of the educational process. 12. Carry out strategic planning for better utilization of financial and physical resources in order to provide educational services of the highest quality.	Updating of information and telecommunications infrastructure Training of faculty and administration in information technologies	Network use Users' satisfaction of information and telecommunications infrastructure Information literate community	2007-2012

Strategic Planning Areas	Vision 2012 Goals (Institutional Strategic Planning Goals)	Metropolitan Campus Goals	Strategies	Performance Indicators	Date
Management/ Human Resources	<p>7. Consolidate a University management that is agile, dynamic and skilled in the use of information technology. In addition, it will be a facilitative management which will promote participation, creativity and continuing education. These managers will be distinguished for their integrity, commitment to the Institution and universal ethical values.</p> <p>Provide the appropriate environment for the development and well-being of its human resources from a holistic conception of the person who respects different cultures.</p>	<p>11. Encourage the development, accountability and continual improvement of the support personnel to ensure quality service for the teaching-learning process.</p> <p>13. Facilitate an effective interaction among the different groups of the university community and encourage their participation in the decision-making process, thus improving the quality of campus life.</p>	<p>Implementation of Quality Service Protocol in all service areas</p> <p>Professional and Personal Development Plan, especially, in information technologies relevant to specific service areas</p> <p>Monitoring and compliance with State and Federal labor laws</p> <p>Implementation of a help desk to facilitate communication among service areas and the community</p>	<p>Student Satisfaction Survey</p> <p>Personnel Satisfaction Survey</p> <p>Compliance with State and Federal labor laws</p>	2007-2012
Religious Life	<p>11. Promote the discussion and dissemination of ethical and moral standards as they apply to social coexistence, the family, the professional sector, the economy, and the governmental sphere.</p> <p>12. Promote reflection and research about Christianity in an ecumenical context. Foster the development of moral individuals who are committed to their ethical values and society.</p>	<p>5. Promote and strengthen research in the university community for the purpose of benefiting faculty teaching and enriching knowledge in all its aspects.</p> <p>8. Enhance ethical, moral and religious values in the university community and provide an intellectual, cultural, and socioeconomic environmental conducive to their growth.</p>	<p>Organization of forums, conferences, and seminars of the challenges of Christianity in a multi religious community</p> <p>Analysis and reflection of the Christian faith in Puerto Rico</p> <p>Coordination of community service projects across the curriculum</p>	<p>Evaluation of activities by participants</p> <p>Community service projects</p>	2007-2012
Promotion and Marketing	<p>6. Expand its international presence within the context of the globalization of education and the economy.</p>	<p>9. Stimulate and strengthen both the quantity of cultural activities offered and thus convert the Metropolitan Campus into a prestigious cultural center serving the needs of society.</p> <p>14. Engage in community service, promoting collaboration between the university, the community, and industry to strength and enrich academic, cultural, and civic activities.</p>	<p>Articulation of promotion and recruitment activities at all university levels</p> <p>Webpage of Campus activities</p> <p>Dissemination of faculty research in Puerto Rico mass media</p> <p>Focus groups with internal and external community members</p>	<p>Number of admissions</p> <p>Frequency and exposure of Campus in mass media</p>	2007-2012

Strategic Planning Areas	Vision 2012 Goals (Institutional Strategic Planning Goals)	Metropolitan Campus Goals	Strategies	Performance Indicators	Date
Finance	4. Increase the University's fiscal base for its self-sufficiency and decrease its dependency on income from tuition and fees. The University will develop cooperative and research programs, consortia with public and private organizations and actively participate in the local and international economy through service delivery and external enterprises.	12. Carry out strategic planning for better utilization of financial and physical resources in order to provide educational services of the highest quality.	Fund raising campaigns Grant writing Consortia and collaboration agreements with government and industry Strengthening of the Center for Institutional Research and External Funds	Grants Contributions of external community in Campus projects and activities Agreements with government and industry	2007-2012

METROPOLITAN CAMPUS FIVE YEAR ACTION AGENDA

The Metropolitan Campus Action Agenda for the next five years include: (a) implementation of new Mission statement, (b) faculty engagement in research, external funds, academic advising, and assessment of student learning, (c) implementation of network infrastructure in its second phase, (d) Campus construction and remodeling according to the Master Plan, (e) creation of educational materials and publications in English for a growing international student population, (f) systemic and continuous data gathering for decision making, (g) broader student and faculty participation in exchange and study abroad programs, (h) emphasis on promotion, recruitment and retention at the undergraduate level, (i) revision of faculty evaluation instruments, and (j) special interest in professional accreditations of academic programs.

The implementation of the new Mission statement will consider evaluation of services, program and curricula, and faculty and administrative personnel profiles. The growing internationalization of the Campus requires that not only programs and services respond to the diversity of student population, but also that faculty and administrative personnel have the skills and attitudes to interact in a global community. In addition, Campus publications will also be in English to serve better this growing population of students. To address diversity in a global community, MC action agenda also considers increasing the number of faculty and student participants in exchange and study abroad programs.

Planning and resource allocation is one of MC challenges, that is, to address present needs of services and programs and also allocate resources for the Campus strategic positioning. In this respect, strategic planning already considers the challenges of “living online in the 21st century”, distance learning, and higher education financing. Planning and allocation of resources

will demonstrate academic and administrative leadership in dealing with the present positioning for the future. Allocation of resources will attend physical facilities as well as network infrastructure. This infrastructure will increase bandwidth available to desktops, support distance learning initiatives, create a personal Mysite portal to share information with others, and personalize the user experience and content of an enterprise Website based on the user's profile that facilitates sharing information through wikis and blogs.

Assessment of student learning is the center of the faculty action agenda. This will provide the basic information for academic program professional accreditations. MC plans to expand professional accreditations to Psychology, Education, Business Administration, and Theological Studies. Assessment of student learning will also provide the necessary information for academic advising processes at both undergraduate and graduate levels. For instance, Medical Technology, Nursing, and Social Work, programs that have professional accreditations, programs have demonstrated the relationship between faculty involvement in academic advising and mentoring with student retention and success.

Furthermore, engaging faculty in research with support of external funds is one of the objectives of the next Five Year Action Agenda. Faculty agenda will also consider assessing the faculty evaluation instruments to include imperatives of faculty roles in 21st century higher education.

In sum, MC action agenda requires systemic and continuous data gathering for decision making. The university community and its leadership will undertake this action agenda following the principles of a decision making, based on data analysis, student learning assessment and open communication with constituents to propose creative solutions to challenges already acknowledged.

APPENDIX 1 – PRR STEERING COMMITTEE AND SUB-COMITTEES

Periodic Review Report Sub-committees

Sub-committees	Leader	Standards	Members
1. Mission, goals, planning, resource allocations and institutional renewal	Dr. Débora Hernández	1 & 2	Edilberto Arteaga Ramón Claudio Aline Frambes Alberto Mártir Pablo Navarro José Oliver
2. Institutional resources	Dr. Ángel Caraballo	3	Milagros Iturrondo Carlos Rivera Galindo José G. Rodríguez Ahumada
3. Leadership, governance, and administration	Dr. Dinah Kortright	4 & 5	Elena Bosch Ana Rivas
4. Integrity, institutional assessment, and student learning assessment	Dr. Irma Brugueras	6, 7 & 14	Amy Arill Aurea Ayala Miguel Cubano Ida A. Mejías Torres
5. Admissions, retention, student services	Dr. Lillian Gayá González	8 & 9	Thelma Álvarez Yolanda Martínez Carmen Oquendo Reinaldo Robles Josefina Tejada Luis E. Ruíz
6. Faculty	Dr. Antonio Lloréns	10	Ileana Irvine Víctor Ortiz Maribel Tamargo
7. Academic offerings, general education, and educational activities	Prof. Luis M. Mayo Santana	11, 12 & 13	Carmen Caraballo Miriam Gutiérrez <i>Luis López Torres</i> Jenny Maldonado <i>Lynn Merced</i> Myrna Montalvo Nélida Morales Zaida Nieves Oliveras <i>Lourdes Rivera</i> Aida Luz Santiago <i>Carmen Santos</i>

APPENDIX 2 – ACADEMIC OFFERINGS

Academic Offerings

	Created	Reviewed	Taught in English
Technical Certificate			
Computer Technician			
Early Childhood Technician			
Electronic Commerce			
Health Services Billing Technician			
Medical Emergency Paramedic			
Network System Technician			
Small Business Management Technician			
Tourist Guide			
Associate			
Accounting			✓
Business Administration			✓
Insurance	2005-06		
Medical Emergency			
Nursing			✓
Office Systems Management			
Popular Music			
Studies in Religion	2004-05		
Bachelor of Arts			
Adapted Physical Education			
Criminal Justice			
Criminal Investigation			
Penology			
Early Childhood: Elementary Level (4-6)			
Early Childhood: Elementary Level (K-3)			
Early Childhood: Preschool Level			
Secondary Education			
Biology			
Chemistry			
History			

	Created	Reviewed	Taught in English
Mathematics			
Science in the Junior High School			
Social Studies			
Spanish			
School Health			
History			
Mathematics			
Office Systems Management			
Physical Education at the Elementary Level			
Physical Education at the Secondary Level			
Political Science			
Popular Music			
Psychology			✓
Social Work			
Sociology			
Spanish			
Special Education			
Sports Technology		2004-05	
Studies in Religion			
Teaching English as a Second Language at the Elementary Level	2004-05		
Teaching English as a Second Language at the Secondary Level			
Training and Sport Management	2006-07		
Bachelor of Business Administration			
Accounting			✓
Computerized Management Information System			
Entrepreneurial Development Management		2005-06	
Finance			
Human Resources Management			✓
Industrial Management			
Management			✓
Managerial Economy			✓
Marketing			✓

	Created	Reviewed	Taught in English
Bachelor of Science			
Biology			
Biomedical Sciences			
Chemistry			
Computer Science			
Evaluation and Environment Protection			
Medical Technology			
Bachelor of Science in Nursing			
Nursing			✓

Professional Certificates

Clinical Social Work	2005-06		
Educational Management			
Instruction and Curriculum	2005-06		
Medical Technology			
Risk Management in Health Care			
Technology and Administration of Databases			
Vocational Evaluation			

Master of Arts

Comercial Education		2005-06	
Computing Education			
Criminal Justice			
Education			
Counseling		2005-06	
Elementary Education			
Management and Educational Leadership		2005-06	
Management of Post-Secondary Institutions			
Occupational Education			
Special Education			
Teaching of Mathematics		2005-06	
Teaching of Physical Education			
Teaching of Science			
Training and Sport Performance		2004-05	
Vocational Education			
Educational Neuroscience	2005-06		
History	2004-05		

	Created	Reviewed	Taught in English
Labor Relations			
Musical Education	2005-06		
Spanish		2004-05	
Teaching of English as a Second Language			
Women and Gender Studies	2004-05		
Psychology			
Counseling Psychology			
School Psychology			
Industrial and Organizational Psychology			
University Teaching	2006-07		

Master of Business Administration

Accounting			
Finance			✓
General			✓
Industrial Management			
Marketing			✓

Master of Education

Teaching at Elementary Level	2006-07		
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Master of International Business

International Business			
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Master of Science

Evaluation and Environmental Protection			
Medical Technology		2004-05	
Clinical Laboratory Administration			
Molecular Microbiology			
Open Information Computing Systems			

Master in Social Work

Social Work Administration			
Direct Services			

	Created	Reviewed	Taught in English
Doctor of Education			
Counseling		2005-06	
Curriculum and Instruction		2005-06	
Higher Education (submitted to PRCHE)	2005-06		
Management and Educational Leadership		2005-06	
Special Education Administration		2006-07	
Doctor in Philosophy			
Entrepreneurial and Management Development			
Human Labor			
Human Resources			
Interegional and International Business			
History of the Americas	2004-05		
Psychology			
Psychology Counseling			
School Psychology			
Industrial and Organizational Psychology			
Theological Studies			
Christian Education			
Pastoral Education			

APPENDIX 3 – VISION 2012

Vision 2012 - Inter American University of Puerto Rico in the XXI Century

In light of the new conceptions of time and space which stem from the application of information and telecommunication technology, we perceive Inter American University as being at the forefront in the configuration of the new postsecondary curricula of the beginning of the XXI century. Inter American University's distance education capability will project us as leaders in the Caribbean Region and Latin America. The Distance Education Center will be a place for sociotechnological debate and analysis and for the ethical discussion of the transformations generated in the Information Technology and Knowledge Era. The University will distinguish itself for the efficiency and effectiveness of its services. It will incorporate the most advanced techniques to facilitate the establishment of a dynamic organization and management which are in agreement with the realities of a postcapitalistic world.

As an integral part of its organization, the Inter American University of the XXI century, will consolidate its ties with civic, social, government, and business organizations, for the purpose of strengthening the development of its educational centers, a gateway to knowledge. A new model will emerge that will integrate the university and the business sector to facilitate the development of the educated person. This university-enterprise model will impart more dynamism to the management and application of knowledge, as well as to the discussion of their social implications.

The educated person who is a product of this University will use knowledge and information technology in an ethical way and will seek the utmost in productivity and development of the organizations where he/ she is employed. This person will know about the possibilities of being an entrepreneur among other options of production organizations.

The person will learn the most refined research skills used for the transmission and development of emerging social knowledge. The educated person will be an example of good character and virtues. This will be a person with a global vision and knowledgeable of Puerto Rican and other world cultures. In addition, this person will be able to communicate in several languages. To make this vision a reality, the University will direct its efforts to:

- Develop students who assume responsibility for their learning, are self-direct and are co-owners of the teaching and learning processes. The graduate will stand out for his/her social commitment, appreciation for the culture, ecological conscience, critical thought, management of multi modal communication skills, skillful use of technology, and constancy in seeking continuous personal and professional improvement
- Transform the faculty into facilitators of learning. The faculty will be alert and quick to respond to the growing demand for interdisciplinary approaches in the development of the educated person. The faculty will be agents of change, creative, trained in the use of the most advanced technologies that lead to quality in teaching and promote innovation and research. In addition, they will be sensitive to students' needs
- Strengthen learning and research as pillars of knowledge development and the search for truth. In addition, the University will promote the effective use of technology as a tool for lifelong learning.
- Establish an academic offering that is advantageous to its development as a university without boundaries which offers a flexible curriculum with multiple educational modalities. The curriculum will be interdisciplinary and will reflect the continuous pragmatism among human experience, reasoning, science, technology, and creativity, which are fundamental elements for the development of knowledge and the formation of the educated person.
- Develop a model infrastructure, through the merger of technology with all academic processes and services, by adapting the physical plant to technological advances. This infrastructure will guarantee that all sectors of the university community have access to distant information.

- Adjust its services to the changes in the students' profile in order to care for their needs and the continuing education of the community. These services will stand out for their diversification, pertinence and integration with the learning of the Institution.
- Consolidate a University management who is agile, dynamic and skilled in the use of information technology. In addition, it will be a facilitative management which will promote participation, creativity and continuing education. These managers will be distinguished for their integrity, commitment to the Institution and universal ethical values.
- Provide the appropriate environment for the development and well-being of its human resources from a holistic conception of the person which respects different cultures.
- Enlarge the University's fiscal base for its self-sufficiency and decrease its dependency on income from tuition and fees. The University will develop cooperative and research programs, consortia with public and private organizations and actively participate in the local and international economy through service delivery and external enterprises.
- Expand its international presence within the context of the globalization of education and the economy.
- Propitiate the discussion and dissemination of ethical and moral standards as they apply to social coexistence, the family, the professional sector, the economy, and the governmental sphere.
- Promote reflection and research about Christianity in an ecumenical context. It also fosters the development of moral individuals who are committed to their ethical values and society.
- Inform the public about the quality of its academic programs, as evidenced by the results obtained from institutional assessment.

This Statement of a Vision encompasses the expectation of the University community regarding the immediate and future task of Inter American University of Puerto Rico. It will be the basis for the strategic and operational planning that will transform our university system and facilitate that it remains at the forefront in the new millennium.

Inter American University of Puerto Rico faces the challenges of the present with a firm vision of the future, relying on its capacity, strengthened by its values and traditions and convinced that, in its one-hundred years of existence, it will be a model of excellence among the higher education institutions in Puerto Rico and America.

APPENDIX 4 – CHANCELLOR ADVISORY COMMITTEES

Distance Learning and Technological Development

Migdalia Texidor– President
Juan C. Karman
José Rodríguez Ahumada
Héctor López Sierra
Edgar Lopategui
Jairo Pulido
Eduardo Ortiz

Periodic Review Report

Matilde García-Presidentnt
Migdalia Texidor
Débora Hernández
Dinah Kortright
Luis Mayo
Lillian Gayá
Ángel Caraballo
Antonio Lloréns
Irma Brugueras

Honors Program

Emily Almansa -President
Charnell Anderson
William Arias
Edgardo Ojeda
Carmen Oquendo
Mildred Soto
Juan Vázquez

Student Organizations Accreditation and Student Council Elections

Myrna Reyes —President
Raquel Fuentes
Miguel Poupart
Armand Piqué
Ángel González—Student
Rebeca Midelhof—Student

Faculty Appeals

Ramón Ayala-President (May 2009)
Milagros Colón (May 2008)
Hilda Quintana (May 2008)
Carmen Olivella (May 2008)
Vacant, to be designated by the Committee (May 2008)

Sabbaticals and Scholarships

Myrna Rodríguez (May 2009)
Arnaldo Alzérreca (May 2009)
Edna González (May 2010)
Félix Cué (2010)
Freddy Medina (2010)

Promotions and Tenure

Gladys Vila (May 2008)
Milagros Commander (May 2008)
Ángel Caraballo (May 2009)
Irma Brugueras (May 2009)
Ahmad Jumah (May 2009)

Fund Raising

Jossie de Varona-President
Wilfredo Méndez
Mildred García
Amy Arill
Alejandro Hernández
Ivonne Rivera
Armando Cardona
Elba Pacheco
Luis Felipe Vélez
Ada J. Cortés
Amalia González

Institutional Publications

Reinaldo Robles-President
Mildred García
María Medina de Guerrero
Yasmine Cruz
Ada J. Cortés
Débora Hernández

Retention

Lillian Gayá-President
Amy Arill
Carmen Oquendo
Migdalia Texidor
Débora Hernández

Security

Jimmy Cancel-President
Izánder Rosado
Armando Cardona
Carmen Oquendo
Suleika Piqué-Student
Edson Everstz Jekel-Student
Ángel Pérez-Asesor

Auxiliary Enterprises and Auction

Jimmy Cancel -President
Fredrick Vega
Luis Enrique Ruiz
Armando Cardona
Carmen Oquendo

Informattion and Telecommunications

Eduardo Ortiz-President
Glenda Díaz
Luis Otero

Assessment

Irma Brugueras-President
Débora Hernández
Migdalia Texidor
Rosalie Rosa
Belma Borrás

Mission Statement Revision

Débora Hernández-President
Ramón Claudio
José Oliver
Pablo Navarro
Dehuel Ríos -Student

Quality of Life

Manuel Torres Márquez-President
Ernesto Torres
Leila Crespo
Inés Belén
Milagros Colón
Wilfred Martínez
Ada Jitza Cortés
Dyalma González
Elena Bosch
Wildredo Méndez

Center for Environmental Education, Interpretation and Conservation

Ernesto Torres-President
Livier González
Elena Bosh
Gerardo González
Margarita Marichal
Débora Hernández
María J. Carlo
María Rivera
Raquel Fuentes

Inter Ecclesiastical Council (External Community Committee)

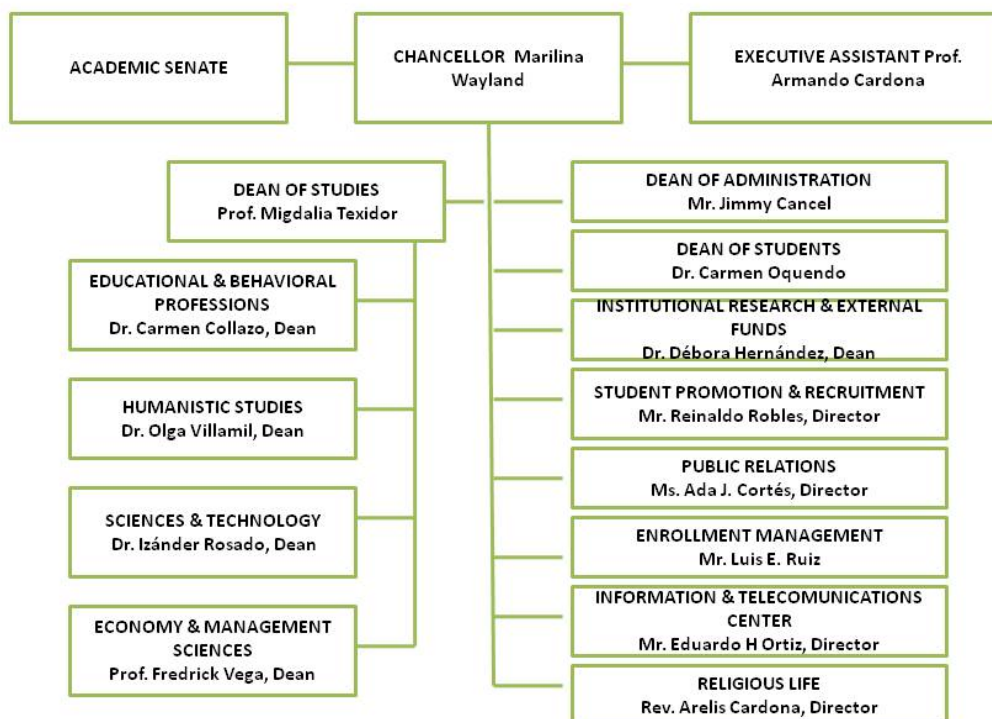
Rvdo. Guillermo Otero
Rvdo. Nelson Gutierrez
Rvdo. Reinaldo Arroyo
Rvdo. Cruz A. Negrón
Rvdo. Reinaldo Jorge
Padre Luis Brioso
Rvdo. Héctor Reyes
Padre Luis B. Ríos Capiello
Dr. Sergio Ojeda Cárcamo
Rvda. Marisol Díaz
Rvdo. Jorge Texidor
Rvdo. Michael Domenech
Rvda. Arelis Cardona
Padre Mario Mesa
Rvdo. Julio Vargas
Prof. Armando Cardona

Neighborhood Committee (External Community)

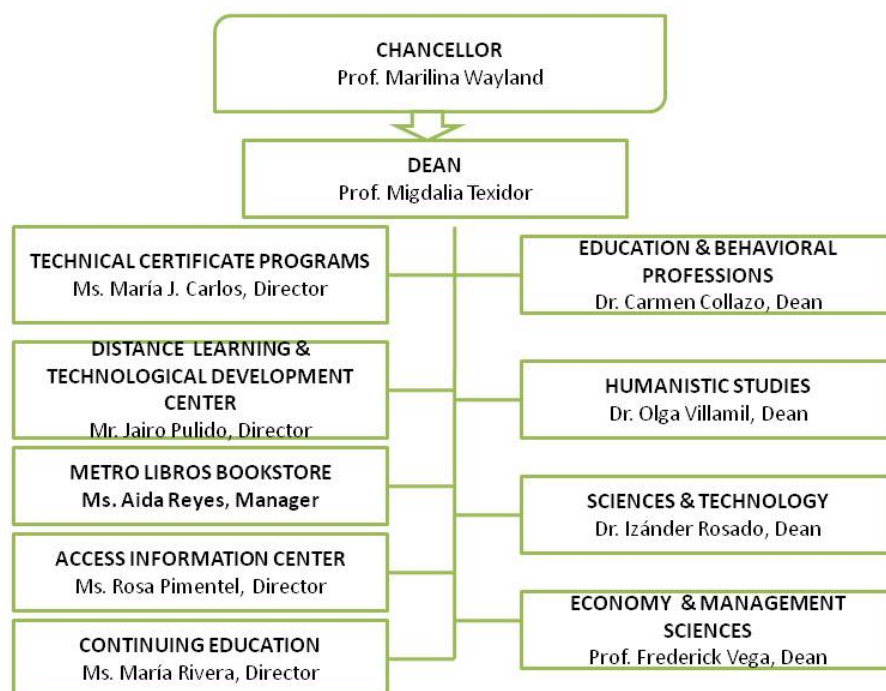
Awilda González
Carmen Candelario
Carlos Claudio
Rigoberto Figueroa
René Díaz
Arelis González
Lillian Ayala
Lizzie Pérez
Erika Rivera
Juan Carlos Cruz
Carmen Corrada
Enrique José Vilá
Sergio Gabriel Selcer

APPENDIX 5 – ORGANIZATIONAL CHARTS

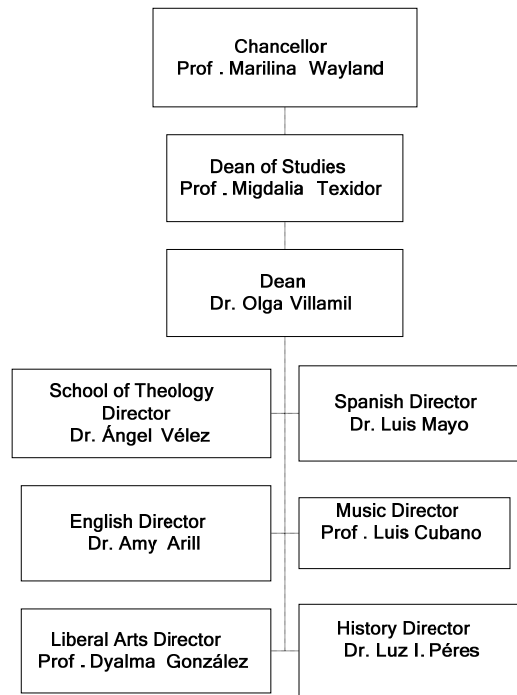
METROPOLITAN CAMPUS ORGANIZATION CHART



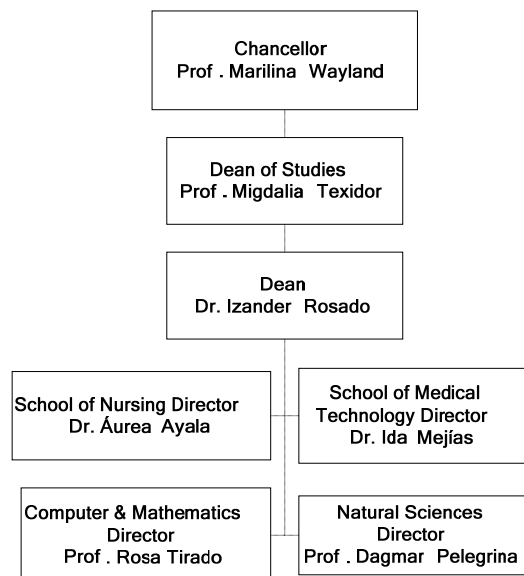
DEAN OF STUDIES ORGANIZATIONAL CHART



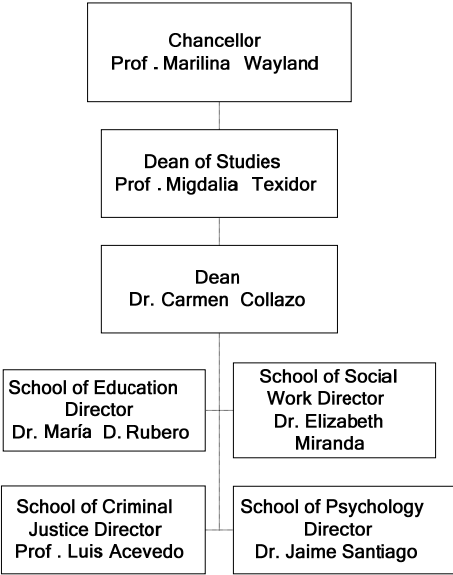
Humanistic Studies Faculty Organizational Chart



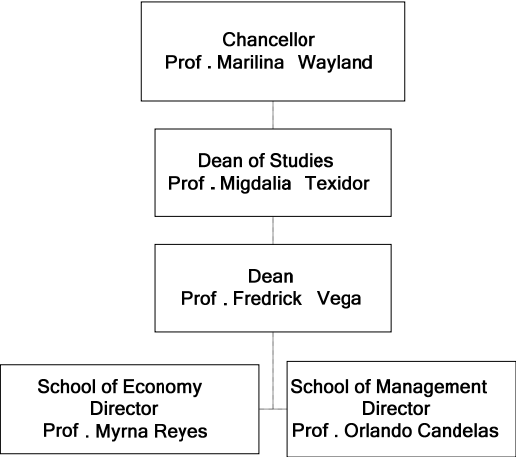
Science and Technology Faculty Organizational Chart



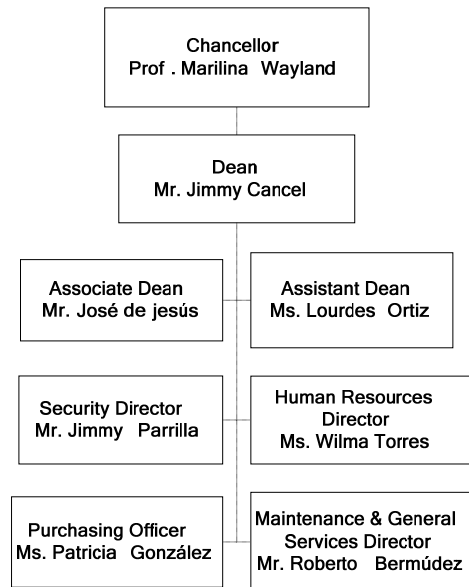
Education and Behavioral Professions Faculty Organizational Chart



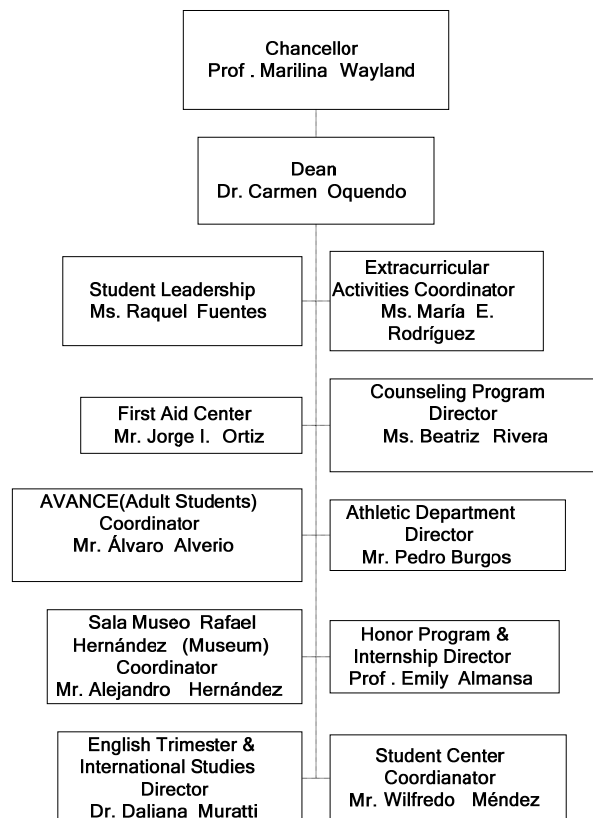
Economy and Management Sciences Faculty Organizational Chart



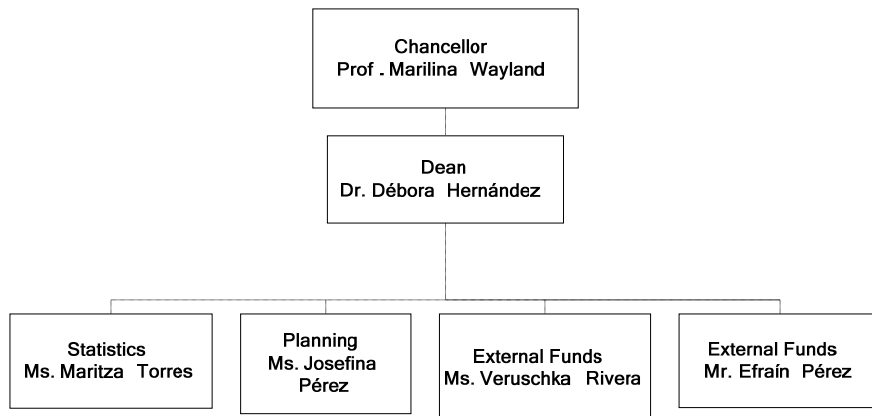
Deanship of Administration Organizational Chart



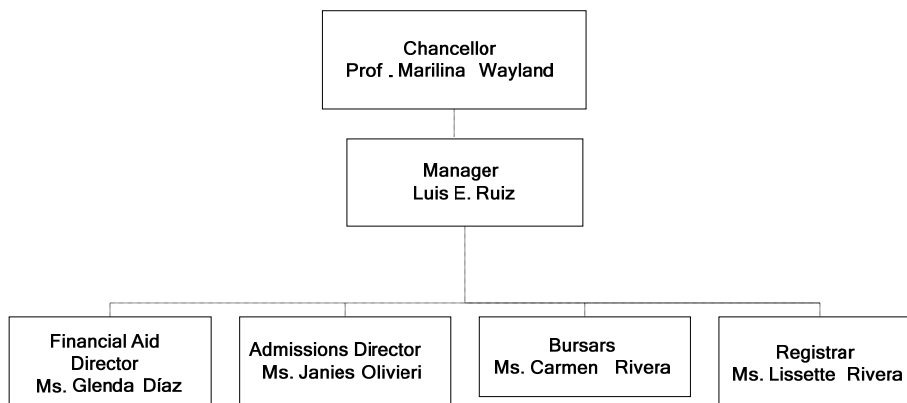
Deanship of Students Organizational Chart



Deanship of Institutional Research and External Funds



Enrollment Management



APPENDIX 6 – LEARNING OUTCOMES ASSESSMENT ACTION PLAN

Plan of Action Development and Implementation of Institutional and Student Learning Outcomes Plan

	2004-05	2005 - 06	2006-07	2007 - 08	2008- 09
Assesement initiatives	<p>A campus Assessment Committee was appointed to:</p> <ul style="list-style-type: none"> ❖ Do research on assessment models ❖ Training of committee members on assessment topics and processes. ❖ Initiate a campus wide discussion and training on assessment ❖ Disseminate the Draft of the Institutional Assessment Plan suggested for the self study 	<ul style="list-style-type: none"> ❖ Offer workshops and conferences about assessment processes focused on student learning for faculty and administrators organized by the Deanship of Studies ❖ Continue with the assessment plans of programs that have assessment plans in place (Nursing, Medical Technology, and Social Work) 	<ul style="list-style-type: none"> ❖ Appoint assessment committees at department and school level ❖ Provide training to committee members. ❖ Continue with faculty development on assessment strategies ❖ Continue with the assessment plans of programs that have assessment plans in place 	<ul style="list-style-type: none"> ❖ Continue with assessment workshops for faculty ❖ Initiate the definition of learning outcomes results ❖ Identify methods that will be used for assessment aimed to the increase of student achievement ❖ Initiate the Development of assessment plans for all programs and Deanships 	<ul style="list-style-type: none"> ❖ Continue with assessment workshops for faculty ❖ All faculties will have a systematic assessment plan congruent with the institutional mission completed ❖ All faculties must submit annual assessment reports including actions taken. Assessment will be a standard operation procedure for all academic programs

APPENDIX 7 – 2006-07 STUDENT EXTRACURRICULAR ACTIVITIES

Activity Title	Activity type and date (na=date not available)	Activity Organizer	Student Attendance (na=not available or not applicable; approx = approximately)
Intramural pool tournament	Sports- Sep 13	Student Center	53
Invitational pool tournament	Sports-Sep 20	Student Center	15
Intramural ping-pong tournament	Sports- Oct 20	Student Center	53
Invitational ping-pong tournament	Sports- Oct 19	Student Center	40
Turkey Trot	Sports- Nov 16	Athletic Department	65
Invitational high school students volleyball tournament	Sports – Nov 16-17	Athletic Department	na
4 th Annual MC Mile Run	Sports-Nov 17	Athletic Department	na
Basketball invitational tournament	Sports -Dec 7-8	Athletic Department	72
Chess invitational tournament	Sports- Feb	Student Center and Athletic Department	150
Intramural pool tournament	Sports - Mar	Student Center	44
Intramural ping pong tournament	Sports -Mar	Student Center	17
Bowling tournament	Sports- Apr 16	Athletic Department and Chancellor's Office	8
Ethical responsibilities of universities	Educational Aug 18	Puerto Rican Agenda for the Quality of Life	4 (Honors Program)
Adriana Macías...returns	Motivational- Aug 29	Dean of Students Office	10 (Honors Program)
A conversation with Dr. Arthur S. Levine	Educational- Sep 8	Honors Program	8 (Honors Program)
Puerto Rico Symphony Concert Participation	Leisure-throughout AY	Honors Program	>60 (Honors Program)
Lecture - Constitution Day	Educational – Sep 23	Campus officials	37 (Honors Program)
A conversation with Chief Justice of the Supreme Court, Hon Federico Hernández Denton	Educational – Sep 23	Honors Program	25 (Honors Program)
Lecture - Towards a healthy family experience	Educational – Oct 25	na	8 (Honors Program)
Lecture - Love and violence in our times	Educational – Nov 1	na	12 (Honors Program)
Lecture – AIDS present and future	Educational – Nov 8	Puerto Rican Agenda for the Quality of Life	11 (Honors Program)
Lecture - Leadership and abilities to face new challenges	Educational – Nov 14	Counseling Program	6 (Honors Program)
Workshop – Did you forget the right answer?	Student support – Nov 16	Counseling Program	11 (Honors Program)
Lecture – The reason for	Educational – Nov 17	Faculty of Humanistic	5 (Honors

Activity Title	Activity type and date (na=date not available)	Activity Organizer	Student Attendance (na=not available or not applicable; approx = approximately)
Humanities		Studies	Program)
Conversation about the Mirabal sisters	Educational – Dec 12	Honors Program	12 (Honors Program)
Lecture – Juan Pablo Duarte and the Dominican Republic independence	Educational – Feb 21	Faculty of Humanistic Studies	5 (Honors Program)
Lecture - Profile of Dominican citizens in Puerto Rico	Educational – Feb 22	Faculty of Humanistic Studies	10 (Honors Program)
Colloquium – Beyond clonation	Educational – Mar 1	Academic Senate	na
A conversation with Artist Noemí Ruiz	Educational – Mar 30	Vice Presidency of Academic, Student and Systemic Planning Affairs	10 (Honors Program)
Participation in the Annual Puerto Rico Honors Program Association Meeting	Educational – Apr 27-29	Honors Program	11 (Honors Program)
Lecture - Behavior modification	Educational - na	Psychology Circle	na
Lecture – Ability development and professional competencies among psychologists	Educational- na	Psychology Circle	43
Lecture – Conflict resolution	Educational	Psychology Circle	105
Publication – <i>Inquietudes</i> Newsletter	Educational - na	Psychology Circle	na
Publication – <i>Cronos</i> Newsletter	Educational – na	Doctoral History Students Association	na
Participation in wellness clinic, San Gabriel School for the Deaf	Community service - na	Medical Technology Students Association	21
Soleil beach cleaning	Community service – na	Alpha Phi Omega Service Fraternity	na
Jamboree on the Internet with Boys Scouts Troop 37	Community service	Alpha Phi Omega Service Fraternity	na
Support for World Best 10 K run	Community service - na	Alpha Phi Omega Service Fraternity	na
Support for Habitat for Humanity	Community Service - na	Alpha Phi Omega Service Fraternity and Accounting Students Association	na
Memorial service for Carmen Angleró	Religious - na	Association of Future Social Workers	20 (approx)
Visit - <i>Portal de Amor</i> neglected children home	Community Service - na	Association of Future Social Workers, Medical Technology Students Association and Biological Science Students Association	21

Activity Title	Activity type and date (na=date not available)	Activity Organizer	Student Attendance (na=not available or not applicable; approx = approximately)
Lecture – Why do angels cry? Pedophilia: an unforgivable crime	Educational – na	Association of Future Social Workers	65
Lecture – Child pornography and amendments to the Puerto Rico Penal Code	Educational - na	Association of Future Social Workers	na
1 st Neurosciences Congress	Educational – Oct 20	Pre-Medical Students Association	na
Workshop - CPR	Educational - na	Pre-Medical Students Association	20
Lecture/Field trip – Forensic pathology procedures	Educational – na	Pre-Medical Students Association	15
Workshop – Aerobic exercise and creative dance	Educational - na	Physical Education Students Association	15
Workshop – Aerobic exercise	Educational - na	Physical Education Students Association	12
Lecture – Socially responsible leadership	Educational – Oct 25	Dean of Students Office	246
Lecture – Internal controls and information systems auditing	Educational - na	Accounting Students Association	57
Workshop – Salsa dancing	Social/Leisure- na	Accounting Students Association	18
“Closet cleaning” drive	Community service – na	Accounting Students Association	Not applicable
Internal controls	Educational - na	Accounting Students Association	36
Publication – Accounting Students Association blog	Educational/Social – na	Accounting Students Association	Not applicable
Lecture – The new sales tax (IVU)	Educational – na	Accounting Students Association	40
Visit to Santa Teresa de Jornet Nursing Home	Community service – na	Accounting Students Association	na
Talk – Goals and persistence	Community service/Religious - na	Christian College Association	60 high school students
Silent evangelical walk	Religious	Christian College Association	na
Students/alumni gathering	Social – na	Christian College Association	na
The true reason for Christmas	Religious/Social – na	Christian College Association	na
God through the arts	Social – na	Christian College Association	na
Lecture – Domestic violence: we still have to talk	Educational – na	Social Work Graduate Students Association	70 (approx)
Lecture – Emotional intelligence in the teaching – learning process	Educational – na	Association of Future Teachers in Action	9

Activity Title	Activity type and date (na=date not available)	Activity Organizer	Student Attendance (na=not available or not applicable; approx = approximately)
Participation in the Senior Technical Meeting of the American Chemical Society	Educational - na	Chemistry Students Association	4
Lecture – Winning the battle	Educational – na	IAUPR Chapter of the International Association of Administrative Professionals	15
Visit to San Joaquín and Santa Teresa Nursing Home	Community Service - na	IAUPR Chapter of the International Association of Administrative Professionals	na
Lecture – Keys to success	Educational – na	IAUPR Chapter of the International Association of Administrative Professionals	15
Lecture – Polygraph uses and applications	Educational - na	Criminal Justice Students Association	33
Visit to a children home in Cupey, Puerto Rico	Community Service – na	Criminal Justice Students Association	14
Dance exhibits for the Turkey trot and for the Students Christmas the Students Day activities	Social – various dates	Revolution Tiger Dancers	na
Holiday Food Fest	Social - na	English Trimester Student Association	na
Poetry colloquium	Educational – na	Spanish Graduate Students Association	na
Participation in the Thanksgiving Ecumenical Service	Community service - na	Office of Religious Life, with collaboration from Social Work Graduate Students Association, Association of Future Teachers in Action, Pre-Medical Students Association, IAUPR Chapter of the International Association of Administrative Professionals, Accounting Students Association, Criminal Justice Students Association, Biological Science Students Association, Association of Future Social Workers, Spanish Graduate Students Association	na

Activity Title	Activity type and date (na=date not available)	Activity Organizer	Student Attendance (na=not available or not applicable; approx = approximately)
		and Phi Alpha Delta Fraternity	
Field trip for karate-do tryouts (Dominican Republic)	Sports		2
Participation in the Annual American Chemical Society (Atlanta, Georgia)	Educational	American Chemical Society	2
Participation in dance exhibits (Dominican Republic)	Educational		1
Participation in Annual SACNAS Meeting	Educational		1
Play showing of Casas y más casas...con un revolú bien hecho (Puebla, México)	Educational	Theater Workshop	11
Participation in National Conference on Student Leadership (Jacksonville, Florida)	Educational/Leadership	Magna Publications	8
Publication of notes in <i>Huellas de Tigre</i> newsletter	Educational/Social/Community Service	IAUPR Dean of Students Office	24

APPENDIX 8 – FACULTY DEVELOPMENT ACTIVITIES

2003-04	2004-05	2005-06	2006-07	2007-08
<ul style="list-style-type: none"> • Workshop: Generation Y • Workshop on Comprehensive Exams • Conference: Academic Freedom • Educational Strategies Applied to the Right Brain Hemisphere • The Learning Brain • Best Practices in Recruitment and Retention • Brain Based Learning 	<ul style="list-style-type: none"> • First Year Experience: Foundations for Student Success and Retention • Magister Lesson: Fareed Zacarias: The Future of Liberty • Instructional Design for Online Courses • Conflict Management • How to Make my Cheese • Reasonable accommodation (ADA) • Ethical Dilemmas in the Classroom Setting 	<ul style="list-style-type: none"> • Age of Accountability • Role of the Institutional Review Board in Research • Building Educational Excellence • Legal Aspects of Higher Education • Learning Based Research • Strategies for Learning • Academic Advising • Mapping of Knowledge • Motivational Strategies 	<ul style="list-style-type: none"> • Periodic Review Report; Institutional and Student Learning Assessment • Using Virtual Laboratories on WebCT for Spanish Courses • 4 Assessment Workshops (one for each academic faculty) • Sexual Harassment • Reaffirming de faculty role in academic advisement • Promoting the Student Success • Introduction to the WebCT Platform • Management of File Structures in WebCT • Management of Communication tools in WebCT • Management of Homework and Tests in WebCT platform • Academic Advising in Higher Education • Strategies to Recruit and Retain Senior Citizens 	<ul style="list-style-type: none"> • Curricular Design • Curricular Sequencing • The ABC of Distance Learning • Strategies to Overcome Current Challenges in Higher Education • Program Assessment • Syllabus Design and Evaluation • Classroom Assessment • Thinking Styles and Academic Disciplines • Thinking Skills and its Role in the Learning Process • Strategies to Incorporate Writing Across the Curriculum and Strategies • Reading and Writing in College; Dealing with New Challenges • Construction Process in the Argumentative Speech • Faculty Ethics and the Professional Role • How to Deal with Student Plagiarism