Self Study Report

Submitted to the
Commission on Higher
Education of the

Middle States Association

Metropolitan Campus
Inter American University of Puerto Rico

December 2002

Executive Summary

The Metropolitan Campus (MC) is the largest and most complex of the eleven academic units that comprise the Inter American University of Puerto Rico (IAUPR). Since the 1992 MSA accreditation and the 1998 Periodic Review, major changes in communication and technology have taken place and the MC has responded to these changes through modifications in its academic and administrative structures and the utilization of state-of-the art technology in academic and administrative affairs.

This self-study process has been a unique opportunity for faculty, students and administrators to raise questions about MC institutional effectiveness and to seek answers to establish conditions and procedures conducive to institutional improvement. Ample evidence has been presented on how MC fulfilled its mission and goals and met the 14 MSA accreditation standards.

Academic Affairs

The mission and goals statements, approved in 1994, guide all MC academic programs and activities. MC is a teaching institution that offers 6 associate degree programs, 46 bachelors, 34 masters and 12 doctoral programs. It also offers 5 professional certificates and 3 post-secondary education certificates. Thirty-three academic programs were developed and fourteen were revised during the last five years. A revised general education program was implemented in January 2002. The MC has been very successful introducing non-traditional teaching modalities which respond directly to contemporary trends in education such as intensive courses, contract courses, trimester program and distance learning courses and programs. As of fall 2001-2002, a faculty of 255 full-timers, and 267 part-timers and 329 non-teaching personnel attend an enrollment of 10,526 students.

The MC faculty is proud to work in this campus. MC faculty have a strong academic preparation and are active agents in the processes of designing, reviewing and creating courses and academic programs. MC faculty have been successful in their research efforts, participate in public and community activities related to their individual interests and expertise and are committed to the development of the skills and knowledge needed to stay at the forefront of their disciplines. Faculty have several mechanisms that allow them to participate in the decision-making process. Academic senate and a broad range of departmental and special "ad hoc" campus committees are available. MC students evaluate faculty academic competencies and teaching skills very highly.

Assessment efforts at MC are at different stages and levels of implementation. Several academic programs, as part of their own accreditation processes, have been implementing comprehensive and systematic assessment procedures. In the spring of 1999, MC began offering on-line courses at the undergraduate and graduate levels. At present, a total of 73 courses are offered on-line, half of which are graduate courses. The AVANCE and the English Trimester Program have been successful in their efforts to serve non-traditional students.

Glossary

SPANISH TITLE IN COMMON USE	TRANSLATION FOR MSA SELF STUDY	EQUIVALENT IN 2002 HIGHER EDUCATION DIRECTORY	CODE*	SCOPE
SYSTEM				
Presidente UIPR	President	President or Chancellor	01	CEO
Vicepresidente de Asuntos Académicos y Planificación Sistémica	Vice President for Academic Affairs	Vicepresident for Academic Affairs, Provost	05	CAO
Vicepresidente de Finanzas, Gerencia y Servicios Sistémicos	Vice President for Finance Management and Systemic Services	Vicepresident for Finance Administration and Planning	10, 45	CBO, CPO
Vicepresidente de Asuntos Religiosos	Vice President for Religious Affairs	N/A	N/A	N/A
CAMPUS				
Rector	Chancellor	President or Chancellor	02	CEO
Vicerrector	Vice Chancellor	Executive Vicepresident or Senior Vice Chancellor	03	COO
Decano de Estudios	Dean of Studies	Vice President for Academic Affairs, Provost or Dean of Academic Affairs	05	CAO
Decano de Administración	Dean of Administration	Chief Business Officer, Dean of Administration, Vice President for Administration	10	CBO
Decano de Estudiantes	Dean of Students	Vice President for Student Development, Vice President for Student Affairs, Director of Student Activities	32	Chief Student Life Officer
Decano de Gerencia de Matrícula	Dean of Enrollment Management	Vice President for Enrollment Management	84	Director, Enrollment Management
Decano Facultad de Ciencias y Tecnología	Dean of Sciences & Technology	Dean of Mathematics / Sciences Dean of Technology	81 72	Dean or Director
Decano Facultad de Artes Liberales	Dean of Liberal Arts	Dean of Humanities	79	Dean or Director

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* 2002 Higher Education Directory

SPANISH TITLE IN COMMON USE	TRANSLATION FOR MSA SELF STUDY	EQUIVALENT IN 2002 HIGHER EDUCATION DIRECTORY	CODE	SCOPE
Decano Facultad de Educación	Dean of Education	Dean of Education	53	Dean or Director
Decano Facultad de Ciencias Económicas y Administrativas	Dean of Economic Science and Administration	Dean of Business	50	Dean or Director
Director Escuela de Enfermería	Director School of Nursing	Dean of Nursing	66	Dean or Director
Director Escuela de Justicia Criminal	Director School of Criminal Justice	Dean of Political Sciences and International Affairs	82	Dean or Director
Director Escuela de Trabajo Social	Director School of Social Work	Dean of Social Work	70	Dean or Director
Director Escuela de Psicología	Director School of Psychology	Dean of Social and Behavioral Sciences	83	Dean or Director

ORGANIZATION	MEMBERSHIP	SCOPE OF DUTIES
Academic Senate	24 faculty senators 7 student senators 12 administration senators Chancellor Executive Secretary	Advise the Chancellor on academic issues. Campus approval of the new academic programs and amendments. Establish academic norms subject to the ratification of the University Council and the concurrence of the President.
Chancellor Strategic Council	Chancellor, Vice Chancellor, Executive Assistant, Deans; also staff officers reporting to the Chancellor: Director of Planning, Director of Human Resources, Chaplain, Director of Public Relations	Advise the Chancellor on administrative issues.
Appeals Committee	Two faculty members appointment by the Chancellor; two faculty members elected by direct vote of faculty; one member elected by the other four.	Considers faculty appeals once administrative procedures have been exhausted.
Academic Promotion	Eight full-time professors.	Evaluation of candidates for promotion and tenure. Also evaluates contract changes.
Sabbatical and Studies Leaves Committee	Eight full-time professors	Evaluation of candidates for sabbatical leaves and studies leaves.

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LIST OF ACRONYMS

ACRL	ASSOCIATION OF COLLEGE AND RESEARCH LIBRARIES
ALA	AMERICAN LIBRARY ASSOCIATION
AMP	ALLIANCE FOR MINORITY PARTICIPATION
ASCP	AMERICAN SOCIETY OF CLINICAL PATHOLOGY
AVANCE	ADULT HIGHER EDUCATION PROGRAM
CCET	CENTER FOR COMMUNICATION AND EDUCATIONAL TECHNOLOGY (AUDIOVISUALS)
CECIA	CENTER FOR ENVIRONMENTAL EDUCATION, CONSERVATION AND INTERPRETATION
CEEB	COLLEGE ENTRANCE EXAMINATION BOARD
CETP	COLLABORATIVE FOR EXCELLENCE IN TEACHER PREPARATION
CID	CENTER FOR INSTRUCTIONAL DEVELOPMENT
CIPDAS	COMITE DE PREVENCIÓN DE DROGAS, ALCOHOL, SIDA Y VIOLENCIA
CIR	CENTER FOR INFORMATION AND RESEARCH
CIT	CENTER FOR INFORMATION TECHNOLOGY
CPA	CERTIFIED PUBLIC ACCOUNTANT
CPS	CERTIFIED PROFESSIONAL SECRETARIES
CSSM	COMPREHENSIVE STUDENT SERVICE MODEL
FAFSA	FREE APPLICATION FOR FEDERAL STUDENT ASSISTANCE
FDP	FACULTY DEVELOPMENT PLAN
GAAS	GENERALLY ACCEPTED AUDITING STANDARDS
GAAP	GENERAL ACCEPTED ACCOUNTING PRINCIPLES

GEP	GENERAL EDUCATION PROGRAM
GPA	GRADE POINT AVERAGE
HACU	HISPANIC ASSOCIATION OF COLLEGES AND UNIVERSITIES
IAC	INFORMATION ACCESS CENTER
IAUPR	INTER AMERICAN UNIVERSITY OF PUERTO RICO
ICPS	INTERAMERICAN CLINIC FOR PSYCHOLOGICAL SERVICES
IPDAS	INSTITUTO DE PREVENCIÓN DROGAS, ALCOHOL Y SIDA
IRGSC	INTERDISCIPLINARY RESEARCH AND GENDER STUDIES ENTER
LAI	LIGA ATLETICA INTERUNIVERSITARIA
LIDE	LIGA INTERUNIVERSITARIA DEPORTIVA
MC	METROPOLITAN CAMPUS
MSA	MIDDLE STATES ASSOCIATION
NLNAC	NATIONAL LEAGUE FOR NURSING ACCREDITING COMMISSION
PRCHE	PUERTO RICO COUNCIL ON HIGHER EDUCATION
PRDE	PUERTO RICO DEPARTMENT OF EDUCATION
PROICC	PUERTO RICO OCCUPATIONAL INFORMATION COORDINATING COMMITTEE
PT3	TRANSFORMING THE TEACHER PREPARATION PROGRAM INTO TECHNOLOGY LEARNING
SCO	SYSTEM CENTRAL OFFICE
SPU	STRATEGIC PLANNING UNITS
SSD	SELF-STUDY DESIGN
SWOT	STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS

TEP   TEACHER EDUCATION PROGRAM

TPC   TECHNICAL PROCESSING CENTER

VPAAP   VICE PRESIDENCY FOR ACADEMIC AFFAIRS AND PLANNING

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Introduction

The Metropolitan Campus (MC) is the largest and most complex of the eleven academic units that comprise Inter American University of Puerto Rico (IAUPR), which is a private non-profit co-educational institution. This multi-campus university system mainly serves Hispanic, low income college students.

The IAUPR is governed by a Board of Trustees comprised of 21 to 27 members. It has a System Central Office (SCO) that houses the Office of the President, several vice-presidencies, functional areas and the Internal Auditors Office. The MC is located in the San Juan metropolitan area. The campus was founded in 1962 and moved to its present location in 1982. The Chancellor is the chief academic and administrative officer of MC. A Dean of Studies oversees all the academic operations, which include the academic deanships and departments, faculty issues, continuing education, and the Center for Information Technology (CIT). In addition, MC has a Dean of Students, a Dean of Administration and a Dean of Enrollment Management.

Since its last Middle States Self-Study in 1992 and the Periodic Review Report in 1998, major changes have taken place at IAUPR which reflect the rapid growth in the world of communications and technology. MC has responded to these changes through modifications in its curricula, academic and administrative structure and the utilization of technology in academic and administrative affairs. New programs have been established at the undergraduate and graduate levels.

The Comprehensive Model for the self-study has been chosen because of the nature of IAUPR as a multi campus university system. It has also been chosen because of the rapid and drastic changes that have been incorporated into its operation. This model fits the nature and

idiosyncrasies of the University system as well as the complexity of MC as a component of such a system. The comprehensive model offers the opportunity to conduct an in-depth analysis of how the campus is pursuing its particular mission and goals with regard to programs, services, resources, planning, functions and areas of emphasis as well as administrative structures. In addition, it has allowed MC to self-examine the dramatic changes that have taken place since the last visit of the Middle States Association (MSA) in terms of its educational programs, teaching systems, faculty/staff and student body. This self-study process enables MC to examine its strengths and challenges and to identify opportunities and strategies for future growth. One relevant aspect of the self-study is the involvement of all its constituents; that is, administration, faculty and students.

History

The Metropolitan Campus has its historic origin in extension courses that later gave birth to other campuses around the island: Aguadilla, Arecibo, Barranquitas, Bayamón, Fajardo, Ponce and Guayama. The first extension courses were offered in the Gaspar Bernardini building located on Eleanor Roosevelt Street in Hato Rey. In January 1962, one hundred sixty (160) students enrolled in these courses.

Demographic, economic and social convergence of the metropolitan area of San Juan encouraged an increase in enrollment; consequently, more than 1000 students were enrolled in 1965. The expansion continued, not only in academic but also in administration, in the following decades. The English Trimester Program began in the 1960's in addition to consortia with foreign universities. In the 1970's, 1980's and 1990's, MC continued to strengthen its teaching, academic programs and cultural activities, until it reached a prestigious position in the

metropolitan surroundings. This prestige is still intact. The John Will Harris building, inaugurated in 1982, is the main site for campus operations.

Mission

In 1993, the Board of Trustees approved a new mission and goals statement for the campus. The mission of MC is broad and represents the institutional concept of responsibility toward Puerto Rican society and could be summarized as follows:

MISSION STATEMENT

MC Commitment

- To achieve a humanistic and liberalizing education useful to society, pertinent to the surrounding world and sensitive to historical changes.
- To preserve and disseminate the knowledge and culture of which we are custodians.
- To appreciate values based on ecumenical, universal and ethical principles.
- To dedicate special attention to non-traditional sectors of the student population.
- To become a prestigious cultural and intellectual center in Puerto Rico.
- To enrich our Puerto Rican Society with well-prepared men and women of high integrity.
- To ensure that students achieve their maximum development and their educational aspirations.

Strategic Focus

- Reaffirm that education is a right to all human beings, conditioned only by their capacity as individuals.
- Strengthen the quality of our academic programs at the undergraduate, graduate and professional levels.
- Study program attuned to its social and educational setting.
- Create an atmosphere conducive to the physical and emotional well-being of the university community.
- Strengthen the research program.
- Foster optimal use of its learning resources to help students become independent learners.

Students to be served

- Non-traditional students
- Low-income college students

Programs/Services to be provided

- Undergraduate programs in the areas of Sciences and Technology, Economic and Administrative Sciences, Behavioral Sciences, Education, Nursing and Humanistic Studies.
- Graduate and research programs in the areas of Sciences and Technology, Economic and Administrative Sciences, Behavioral Sciences, Education and Humanistic Studies.

Identity

- Non-profit Christian-based institution with an ecumenical focus.

Campus Profile

Campus Profile
2001-2002

A. GENERAL INFORMATION

INSTITUTION: Inter American University of Puerto Rico   *CAMPUS*: Metropolitan Campus
YEAR FOUNDED: 1962
TYPE OF INSTITUTION: Private, Non-Profit   *TELEPHONE*: (787) 250-1912
MAILING ADDRESS: P.O. Box 191293, San Juan, P.R. 00919
PHYSICAL ADDRESS: Road 1, Km 16.3 Corner, Francisco Sein Street, Rio Piedras, PR 00919
INSTITUTION'S WEB ADDRESS: www.metro.inter.edu
CHIEF EXECUTIVE OFFICER: Claudio R. Prieto, Esq.   *CEO ASSUMED OFFICE*: August, 2001

B. ACADEMIC OFFERINGS	*DEGREES OFFERED*:
	6 ASSOCIATE
	45 BACHELORS
LEVEL OF INSTITUTION: Undergraduate/Graduate	34 MASTER
SESSION PLAN: Semester /Trimester	12 DOCTORATE
	5 CERTIFICATE
ACCREDITED BY:	
Middle States Association of Colleges and Schools, since 1960	*DEGREES GRANTED*: 60 ASSOCIATE
LICENSED BY:	1,101 BACHELORS
Puerto Rico Council on Higher Education, since 1980	569 MASTERS
Puerto Rico General Council on Education, since 1997	20 DOCTORAL
	56 CERTIFICATE

C. STUDENTS

TOTAL ENROLLMENT: 10,526   Undergraduate: 7,284 Graduate: 3,242
STUDENT CREDIT HOURS: Undergraduate: 85,312   Graduate: 20,534
MEAN STUDENT CREDIT HOURS: Undergraduate: 11.71   Graduate: 6.33
FULL-TIME EQUIVALENT STUDENT CREDIT HOUR: Undergraduate: 5,271 Graduate: 1,173
STUDENT GENDER:
     Undergraduate: 57% Female   43% Male   Graduate: 65% Female   35% Male

D. FACULTY

TOTAL FACULTY: 539
Full-time: 255
Part Time: 267
Inactive: 17

FULL-TIME BY CONTRACT:
187 Tenured
47 Tenure Track
5 Substitute
16 Temporary

PERCENT FULL TIME FACULTY CREDIT HOURS: 68.61
FACULTY/STUDENT RATIO: 1/41

FULL-TIME BY DEGREE: 131 Doctorate
121 Master
3 First Professional

FULL-TIME BY RANK: 80 Professor
128 Associate
35 Assistant
12 Instructor

FULL-TIME FACULTY GENDER 57% Female
43% Male

YEARS OF EXPERIENCE: 27% 0- 10 years
44% 11- 20 years
29% 21 + years

E. ADMINISTRATION

TOTAL NUMBER OF ADMINISTRATIVE STAFF: 329

STAFF DISTRIBUTIONS:
85 Student Services
61 Academic Support
39 Instructional Support
84 Institutional Support
58 Maintenance and Operation
2 Public Service

ADMINISTRATION/STUDENT RATIO: 1/34

OPERATING BUDGET: $30,524,276
TUITION AND FEES: $4,166.00 Undergraduate
(Full-Time Student) 4,526.00 Master
6,446.00 Doctorate

VICE-CHANCELLOR: Ms. Ivonne Rivera

AREA DEANS:

Dean of Studies: Dr. Juan H. Vázquez
Dean of Administration: Mr. Jimmy Cancel
Dean of Students Affairs: Dr. Norma Lugo
Dean of Enrollment Management: Ms. Magali González

FACULTY DEANS:

Dean of Science and Technology: Ms. Migdalia Texidor
Dean of Humanistic Studies: Mr. Walter Murray (Acting)
Dean of Education: Dr. Blanca Concepción (Acting)
Dean of Behavioral Sciences: Ms. Dyalma González (Acting)
Dean of Economic and Administrative Sciences: Dr. Baltazara Colón
Director of Nursing: Dr. Aurea Ayala

F. SERVICES

ACADEMIC
Non Traditional Programs
- AVANCE
- Continuing Education
- Trimester
- Distance Learning

STUDENTS
- IAC
- CIT
- Computer Open Laboratories

UNIVERSITY COMMUNITY
- Center for Instructional Development
- Center for Communication and Educational Technology
- Center for the Promotion of Christianity
- Interdisciplinary Research and Gender Studies Center
- Center for Environmental Education, Conservation and Interpretation

COMMUNITY
- Inter American Clinic for Psychological Services
- Health Clinics
- Augusto Rodríguez Memorabilia
- Rafael Hernández Museum
- Adopt-a-School Project
- Cultural Activities Program
- IAC

G. OTHER NATIONAL AND SPECIALIZED ACCREDITATION	ACCREDITED SINCE
Council on Social Work Education	2000
National League for Nursing Accrediting Commission	1986
National Accrediting Agency for Clinical Laboratory Sciences	1981 (BS); 1989 (MA)
American Chemical Society	1987

Overview of the Self-Study Process

MC initiated the organization of the self-study process by reviewing the guidelines of the MSA Commission on Higher Education (1994). The Self-Study Steering Committee consists of faculty members who were appointed by the Chancellor, after consultation, in the fall semester of 2000. The sixteen-member committee is representative of the faculty, administrators and students. Efforts were made to ensure that the Steering Committee was mostly faculty governed. In addition, length of service to the institution, academic rank and personal leadership qualities were considered. It was equally important that each academic faculty be represented on the Steering Committee. Dean and Associate Deans were members of the Steering Committee to facilitate information and to provide the assistance that each sub-committee needed during the self-study process. Dr. Ramón Claudio serves as Chairperson of the Steering Committee. Dr. Grisel Muñoz, Associate Dean of Studies, is the liaison for all sub-committees. All the members of the Steering Committee participated in training sessions on self-study preparation and assessment. Some committee members attended the MSA Annual Meeting in Baltimore, Maryland.

The members of the eleven sub-committees were recommended by their peers and chosen after previous voluntary acceptance to ensure objective and voluntary work in the time consuming process of the Self-Study. All sub-committee members attended four training sessions on self-study preparation, assessment and questionnaire construction. The Steering

Committee and Sub-committee members names appear in Addendum 1 at the end of this Self-Study Report. The Steering Committee was responsible for planning and overseeing the Self-Study and accreditation process. The main responsibilities of the sub-committees were to research the areas established by the Steering Committee, to analyze additional tasks when the workgroup deemed it necessary and to produce a draft report in the proposed format.

Between the end of the 2000 fall semester and the beginning of the 2001 spring term, the Steering Committee met at least twice a month to consider the nature of the Self-Study design, to develop the timetable and to make decisions about its work plan. The agendas and the minutes of the meetings are kept for the record of the Self-Study process. As part of the process, in March 2001, the Steering Committee met with Dr. George Santiago, Executive Associate Director of the MSA Commission on Higher Education for an orientation. Over the course of a full day's visit to the campus, Doctor Santiago met with the Chancellor, Deans and Academic Program Directors. Dr. Santiago gave feedback to the Steering Committee on the Self-Study design draft. Following the review and approval of the Self-Study design by MSA, the sub-committees devoted the 2001 fall semester and 2002 spring semester to gathering and analyzing data and preparing their draft reports. Each sub-committee selected an assessment strategy to gather the needed data (see Table 1).

Table 1
Data Collection Strategies Selected by the Sub-Committees at MC

Sub-Committee	Data Collection Strategies
Mission, Goals and Objectives	→ Interviews, Congruence Analysis, Focal Groups
Students	→ Institutional Perception Survey, Institutional Focus Group, Document Review, Campus Surveys
Faculty	→ Document Review, Questionnaires
Educational Programs and Curricula	→ Document Review, Department Head Questionnaire, Interviews
Library and Learning Resources	→ Document Review, Focus Group, Questionnaire
Planning and Resources Allocation	→ Document Review, Interviews
Financial Resources	→ Interviews, Document Review
Organization, Administration and Governance	→ Focal Groups, Document Review, Interviews
Facilities, Equipment and Resources	→ Document Inventory, Questionnaire
Catalogs, Publications and Promotional Materials	→ Document Review, Questionnaire
Institutional Effectiveness and Outcomes	→ Document Review, Interviews

By late spring of 2002, each sub-committee had prepared a draft report and submitted it to the Steering Committee for review. The Steering Committee returned the draft report to the sub-committees with comments, questions and suggestions. In March, June and August of 2002, the SCO requested the MC draft report for their revision.

An Integration Committee was established at the Steering Committee level to integrate the various reports and to prepare a final draft of the document. The Integration Committee prepared a draft that was widely distributed on campus and submitted to campus-wide hearings at the beginning of fall 2002. Academic community members were invited and encouraged to offer comments, reactions and suggestions. Subsequent to the hearings, the Integration Committee considered all recommendations and prepared a draft that was submitted to selected individuals and the Chancellor. Once the document was reviewed by the Chancellor, the Self-Study Report was submitted, for a third time, to the Office of the Vice-President for Academic Affairs and Planning for analysis and recommendations. Thus, the Self-Study was widely disseminated, publicized and discussed and, especially, the drafts were subject of general scrutiny. An electronic copy was made available through MC Web pages

http://www.metro.inter.edu. Figure 1 shows the main steps taken by the Steering Committee to fulfill its task.

Figure 1
Phases of the Self-Study Process

PHASE 1
- Selection of Steering Committee and Subcomittee members
- Participation in the Self-Study Institute in Philadelphia
- George Santiago, MSA Staff liaison visits the University
- Submission of SSD to MSA
- Approval of SSD by MSA

PHASE II
- Data gathering and analysis
- Steering Committee received draft reports from the task groups

PHASE III
- Steering Committee reviews draft reports and works with task group to clarify and revise.
- Draft report submitted to SCO

PHASE V
- MSA Team visit
- MSA final decisions

PHASE IV
- All task group reports received in final form.
- Edit report, write conclusions and recommendations, and publish draft.
- Draft distributed on campus. Hearings conducted and comments received from individuals, departments and offices.
- Visit of Chairperson of Evaluation Team.
- Final report written and published.
- Development of an Action Plan for Institutional improvement
- Report sent to Middle States and to visiting team.

In summary, the Self-Study process was not an easy task, but it was most rewarding and very productive. It represents nearly two years of planning, review and evaluation. The involvement in the review and development process of this document by the academic community was accomplished. The preparation of this Self-Study provided a unique opportunity to assess MC achievements and challenges and to oversee the future in an organized, systemic, systematic and comprehensive way. As a result of the entire Self-Study process, a

chain reaction for improvement is already taking place at MC. The short-and long-range plan of the campus is guided by the outcomes of the Self-Study process. The area deans and the faculty deans have taken a follow-through action and are working on their specific plans with members of each Faculty. Emphasis is being given to student outcomes assessment, improvement of services and interoffice coordination of activities. The participation of the academic community increased at different levels.

Organization of this Document

This Self-Study shows how MC currently sees itself in terms of its effectiveness in meeting MSA standards of accreditation. In designing the Self-Study, all committees relied on the guidelines provided by three MSA documents: Characteristics of Excellence (1994); Designs for Excellence (2000) and Outcomes Assessment Plan (1998).

This document is organized into chapters that correspond to the areas indicated in the Self-Study Design (SSD). Institutional integrity and diversity were considered by each work group in addressing its specific tasks. In addition, institutional change and renewal was considered by the workgroups. Each chapter begins with an overview, which is followed by a detailed discussion of issues and outcomes and a section with conclusions and recommendations. The final chapter presents the congruence between outcomes and institutional effectiveness.

CHAPTER I
Mission, Goals and Objectives

Standard for accreditation... "clearly stated mission and goals appropriate to the institution's resources and the needs of its constituents".

Overview

During 1993-1994, the campus underwent a thorough process of mission analysis, which resulted in the approval of a new mission and goals statement and was later ratified by the Board of Trustees in June 1994. The revised mission and goals statement incorporated recommendations made by MSA in 1993 and added two new goals: one concerning life-long learning and the other expanding participation in the decision-making process. The campus main efforts are directed to enhancing its effectiveness in terms of teaching and learning, governance, community relations, general operation and cost-effectiveness. The model for this process emerges from the mission and goals document.

The academic units of the university system, in fulfillment of the institutional mission and goals, emphasize and develop their particular missions to best respond to the circumstances and social needs of the geographical areas they serve such as: San Juan, Carolina, Bayamón, Caguas and Trujillo Alto Municipalities. Others, although few in numbers, come from the Caribbean island and others geographical sectors of Puerto Rico. To achieve this purpose, they function with a degree of autonomy that stimulates development and operation consonant with the administrative measures, guidance coordination and evaluation of the System Central Office. This evaluation is carried out according to established policies and norms that specify implicit self-regulatory mechanisms based upon the professional judgment of faculty and management.

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The Metropolitan Campus is primarily a teaching unit with undergraduate and graduate offerings (master's and doctoral levels). The campus will continue these programs and, in addition, is developing certificate level studies (post-secondary and professional) to satisfy the emergent needs and demands of society in the form of short careers. All Metropolitan Campus offerings are consonant with the MC mission statement.

The Metropolitan Campus (MC) mission and goals emphasize assessing how students have been served and how the external as well as the internal environment integrate the particular goals that direct the campus. Faculty, students and administrators examined the congruence of the mission and goals of the MC with IAUPR mission and goals as well as the congruence with the academic programs and administrative performance.

Though assessment is a continuous process in every academic and administrative aspect at the MC, a special emphasis began when preparing for the 2003 Middle States Association evaluation visit. A discrepancies analysis was done and several meetings were held with different cluster groups involving faculty, deans, department chairpersons and area deans. Assessment of the MC mission, goals and objectives was implemented through different and varied strategies. All MC academic deans and department chairpersons met with different committee representatives assessing the MC mission, goals and objectives. The self-study design evaluative questions were carefully studied by the campus constituencies and their input was incorporated into this report.

The mission statement reads as follows:

Statement of the Mission

The Metropolitan Campus, as part of the Inter American University of Puerto Rico system bases its educational mission on the unique characteristics of the University and the population it

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serves. These characteristics will guide the future of the campus, assuring its integrity and identity for the maximum development of its students.

We reafirm our identity as a Christian-based institution with an ecumenical focus, non-profit, free of discrimination of any kind, offering education at the university level. We aspire to achieve a humanistic and liberalizing education, useful for society, pertinent to the surrounding world, and sensitive to historical changes. We are committed to fulfilling these goals based on ethical and political principles that education is a right of all human beings, conditioned only by their capacity as individuals to benefit by it.

As a university, we shall preserve and disseminate the knowledge and culture of which we are the custodians. We aspire to strengthen the quality of our academic programs and the appreciation of values based on ecumenical, universal and ethical principles. We shall offer an education of excellence on the three levels of higher education: undergraduate, graduate, and professional. This education shall be offered in an atmosphere conducive to the physical and emotional well-being of the university community.

The Metropolitan Campus shall attune its study programs to its social and educational setting while maintaining its academic integrity. We shall pay special attention to non-traditional sectors of the student population. As part of our mission, we will seek to become a prestigious cultural and intellectual center in Puerto Rico.

We are committed to the strengthening of our undergraduate programs which include the areas of Sciences and Technology, Economic and Administrative Sciences, Behavioral Sciences, Education, Nursing, and Humanistic Studies. In addition, we seek to strengthen the development of graduate and research programs.

We are firmly committed to enriching our Puerto Rican society with well-prepared men and women of high integrity. We strive to ensure that our students achieve their educational aspirations to the fullest.

The development of this Statement took into consideration MC previous mission, employment data, student profiles, projected economic needs of Puerto Rico and the University long-term plans. Campus-wide consultations were conducted using several strategies: public hearings at the Academic Senate, focal group discussions and administration of questionnaires. Recommendations, including those of the MSA visiting team in 1993, were included after careful consideration of their importance and pertinence. Most of the current goals have undergone changes over the years both in content and order of importance. MC Goals are:

Goals of the Metropolitan Campus:

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.*

2. *Stimulate and support academic excellence within the programs of Natural Sciences, Technology, Economic and Administrative Sciences, the Humanities, Behavioral Professions, Education, and Nursing.*

3. *Promote the development of programs and teaching methodologies that respond to the educational needs of diverse groups in society.*

4. *Make possible the revision, strengthening and developing of the different academic offerings at all levels to ensure that they respond to the needs of the society served by this campus.*

5. *Promote and strengthen research in the university community for the purpose of benefiting faculty teaching and enriching knowledge in all its aspects.*

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.*

7. *Offer quality student services which promote the intellectual, personal and professional development of students and further the achievement of their goals.*

8. *Enhance ethical, moral, and religious values in the university community and provide an intellectual, cultural, and socioeconomic environment conducive to their growth.*

9. *Stimulate and strengthen both the quantity and quality of cultural activities offered and thus convert the Metropolitan Campus into a prestigious cultural center serving the needs of society.*

10. *Stimulate and support the continual development of faculty in both professional and personal areas, to assure a high level of academic excellence.*

11. *Encourage the development, accountability and continual improvement of the support personnel to ensure quality service for the teaching-learning process.*

12. *Carry out strategic planning for better utilization of financial and physical resources in order to provide educational services of the highest quality.*

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.*

14. *Engage in community service, promoting collaboration between the university, the community, and industry to strengthen and enrich academic, cultural, and civic activities.*

Discussion of Issues

Adequacy, Philosophical and Social Framework and Awareness of the MC Mission, Goals and Objectives

A well-defined mission and goals statement that considers external as well as internal factors guides the campus activities. Fifty-five faculty members from undergraduate and graduate programs participated in focal group discussions. Of these, 98% agreed that student activities, academic and cultural programs as well as religious activities are in compliance with the MC mission and goals. Strategic plans for the MC and strategies to implement them show that the campus is guided by a well defined mission and goals statement. All working documents were examined and assessed by the Mission and Goals committee to assure that these documents comply with the MC mission and that they represent benchmarks for campus academic development.

Processes for refining the MC mission and goals have been undertaken to address internal and external factors and are further explained in Chapter 4 on Educational Programs and Curricula and, Chapter 6 on Strategic Planning and Resource Allocation. The Mission and Goals statement guides the processes of planning and assessing in order to ensure institutional

effectiveness. The MC Mission and Goals are sufficient to serve as a clear framework to guide

area offices, academic faculties, departments, and programs in drawing up their own Mission

and Goals statement. An example of how a particular academic program (Teacher Education)

derived its outcomes statements from the MC Mission and Goals statement follows:

Table 2
Teacher Education Program
Example of Linkage between Expanded Statement of Institutional Purpose, Departmental/Program
Intended Outcomes/ Objectives and Assessment Criteria and Procedures at MC

Expanded Statement of Institutional Purpose	Departmental/Program Intended Outcomes/Objectives	Assessment Criteria & Procedures
The assessment plan derives its main goal from the MC mission statement. It reads as follows: All graduates of baccalaureate programs will have developed in-depth understanding of their major field and been afforded the opportunity to prepare for a career, following graduation.	1. Students completing the baccalaureate program in the Teacher Education Program will be well prepared for their position in the field.	a. Eighty percent of those taking the certification exam each year and indicating a degree from IAU will pass this exam.
		b. Eighty-five percent of the graduates of baccalaureate program will "agree"or "strongly agree" with the statement "I am well prepared for my first position" contained in the University's Graduating Student Questionnaire.
		c. Employers of program graduates hired through the University Placement Service will indicate on a survey forwarded to them by the Placement Service one year after employment, an average rating of 7.5 or more (on a scale of 1-10) in response to the question "How well did the University prepare employee for his/her position?"
	2. Baccalaureate graduates of the Teacher Education Program will find ready employment in the field.	a. Ninety-six percent of graduates, after taking the PR Department of Education Test and registing with their placement office will receive a job offer by the end of each spring semester.
		b. Sixty percent of students completing the degree program will indicate that they are currently employed or have accepted a job offer in their response to the University Graduating Student Questionnaire.

(table continues)

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Table 2
Teacher Education Program
Example of Linkage between Expanded Statement of Institutional Purpose, Departmental/Program Intended Outcomes/ Objectives and Assessment Criteria and Procedures at MC

Expanded Statement of Institutional Purpose	Departmental/Program Intended Outcomes/Objectives	Assessment Criteria & Procedures
		c. Eighty percent of the program graduates responding to the University Recent Alumni Survey will indicate that they are employed "in a career related" position.
	3. Baccalaureate graduates will be experienced in the use of technology.	a. Baccalaureate program graduates will be required to successfully complete (as judged by a jury of faculty from the department) a project utilizing microcomputer applications, during their last semester at the university.
		b. Seventy-five percent of graduates will "agree" or "strongly agree" with the statement "I feel very comfortable in an automated environment" on the University Graduating Student Questionnaire.

For this congruence analysis, the MC followed the model proposed by James O. Nichols in Institutional Effectiveness and Outcomes Assessment Implementation on Campus: A Practitioner's Handbook (1989). Agathon Press, New York, NY, page 178

Philosophical Stance of the Campus Mission as an Institution of Higher Education

The MC Mission and Goals statement is motivated by a desire to reinforce those ethical, moral and religious values that have served the institution as guiding principles since its founding years. Even though ethical values are difficult to measure and to teach, emphasis is placed on the moral and religious formation of MC students. This is accomplished through courses such as "Values in Education", "Introduction to Christian Faith" and "Ethical Dimensions of Contemporary Issues". Moral and religious values have been explored within the framework of Christianity in an ecumenical context without discrimination toward the different religions beliefs practiced by students, faculty or administrators. Also, seminars and lectures on religious topics and pastoral counseling as well as religious services are regularly programmed for the campus community by the Center for the Promotion of Christianity. The effectiveness of these activities in fostering ethical values, though difficult to validate, was assessed by a student

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satisfaction questionnaire administered by the university. Results confirmed that this aspect of the campus mission is part of the students' experience at the university (78%).

The ethical foundation of education expressed in the MC mission statement also clearly reflects the principles of equality and freedom as part of a democratic society. It is important to point out that education is a constitutional right in Puerto Rico. The MC mission statement, by assuring a "humanistic and liberalizing education, useful for society, pertinent to the surrounding world, and sensitive to historical changes" (see p.3, Mission statement) is embracing the ideal of moral education in a democracy as a challenge to develop critical thinking. The MC is committed not only to transmitting knowledge but also to creating an awareness of the cultural heritage as it has historically evolved.

The Campus Mission Reveals its Position on Societal Obligations

The MC mission evaluates programs in view of the many and varied external societal needs. Program missions are refocused and goals are reoriented to satisfy changing demands in the work environment. New teaching and learning paradigms and practices have been successfully adopted to address different societal needs. Since the dual role of education in a democracy is to provide opportunities for personal and social advancement for all who seek it and to set realistic and clear standards for educational achievement, constant analysis of working demands is needed. Society needs competent chemists, teachers, accountants, nurses and other professionals. The MC mission seeks to satisfy the needs of the campus external community.

An analysis of the external community of the MC reveals that the area of San Juan, due to its high population density, is in need of physical facilities for cultural activities. The MC, in congruence with its mission and goals, has helped to fulfill many of the cultural, religious and academic needs of the community. The John Will Harris Theater is one of the finest in the San

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Juan Metropolitan Area and is widely used for community activities. The intellectual environment of the campus lends itself to a leadership role in planning and sponsoring such events in the community. The Dean of Students and the academic deans' strategic plans include activities that satisfy societal needs. Moreover, the MC fulfills its societal obligations through its Continuing Education Program, which offers courses in a variety of fields for the University's external and internal community.

Awareness of the Mission and Goals

The MC community uses its Mission and Goals as benchmarks for educational performance. The Mission and Goals Committee interviewed faculty members (n=55), administrative personnel (n=16) and students (n=75) in a focal group setting. Fifty-one out of fifty-five faculty (93%) members were familiar with the MC Mission and Goals statement. Faculty also expressed that the MC's academic programs were revised according to and kept in focus with, the MC Mission and Goals. Interviewed non-teaching employees and students also expressed awareness and understanding of the MC Mission and Goals and confirmed that they are integrated into their working areas.

Campus Goals: a Frame of Reference for Planning and Making Decisions About Curriculum, Faculty, Funds Allocation, Student Admission and Retention

The Mission and Goals committee examined programs and syllabi of the different academic faculties. Academic programs were evaluated to see if and to what degree the MC Mission and Goals have been achieved. Courses syllabi were assessed to determine whether the objectives of the courses were being fulfilled. Academic deans, chairpersons and faculty members participated in this process.

According to those surveyed when a curricular revision of an academic program is initiated, the first examined document is the MC Mission and Goals statement. Those involved in curricular revisions take great care that these are considered and become part of the expected academic outcomes. Societal needs are also taken into consideration during revision, as stated in the goals.

Some academic programs require either State or Professional certification e.g., Teacher Certification, Certified Public Accountant (CPA) and the Certified Professional Secretaries (CPS), as well as other academic programs in the Faculty of Economic and Administrative Sciences. Professional standards or academic standards are established by either a Higher Education Program, a State Certification and/or a Professional Certification. These criteria are incorporated into academic programs offered at the MC.

To illustrate congruence between MC Mission and Goals and MC activities and programs, two tables were developed by the Mission and Goals Committee. Table 3 presents an overview of a wide variety of campus activities. Table 4 is an example of specific programs within one academic faculty (Humanistic Studies). Both Tables confirmed congruence.

Table 3
Congruence of MC Goals and Programs / Offered Services

GOALS	ASSESSMENT OF MC GOALS
2	PT3 Project (Incorporating technology in the Teacher Preparation Program) CIT (Center for Information Technology)
3	Content Curriculum Revised and New Academic Offerings are created.
5	Research Proposals (Seeking External Funds for improving teaching and learning strategies)
6	AVANCE PROGRAM Continuing Education Adult Workshops and Activities On-line Library Services
7	External Resources (Title V: Proposal aimed to increase student retention)
8	Cultural Activities (Refer to the Dean of Students Cultural Program Activities) Students Associations (The MC has at least 20 Associations)
9	Religious Courses Religious – Cultural Activities
10	A campus-wide Faculty Development Plan based on individual faculty development plans.

Table 4
Congruence of MC Goals and Programs at the Faculty of Humanistic Studies

GOAL	DEPARTMENT MAJORS
1	BA English, MA TESL (Teaching English as a Second Language) BA Spanish, MA Spanish BA History AA (Associate Degree) and BA Popular Music
2	BA English, MA TESL BA Spanish, MA Spanish BA History AA and BA, Popular Music Ph.D. in Theological Studies
3	BA History BA Popular Music
4	BA English, MA TESL BA History BA Popular Music Ph.D. in Theological Studies
5	BA English, MA TESL BA History BA Popular Music Ph.D. in Theological Studies
6	BA English, MA TESL BA Spanish, MA Spanish BA History BA Popular Music Ph.D. in Theological Studies
7	BA English BA Spanish MA Spanish BA Popular Music
8	BA History BA Popular Music Ph.D. in Theological Studies
9	This goal is met through extra-curricular activities organized by all departments.
10	This goal is interpreted as being under the administrative responsibility of the Dean of Studies Office and not the academic departments due to budget limitations in this area.
11	Not applicable to this academic unit.
12	Carried out at the level of deans and chairpersons.
13	Ph.D. Theological Studies
14	BA History BA Popular Music Ph.D. in Theological Studies

Source: Mission and Goals Committee Report

Factors that Contribute to the Achievement of MC Goals

The committee, subdivided into teams, interviewed area deans, administrative personnel,

representatives of student associations, and representatives of all faculties. As a result of these

interviews, a variety of factors that might influence the MC Mission and Goals were identified. These factors are:

- the MC Mission and Goals statement is the first document considered when new academic programs are created and existing ones are evaluated or revised
- evaluation, revision and creation of program guides
- research technology is important in order to assist MC in planning and sponsoring community activities
- faculty group discussions
- proposals aimed at retraining adults to better address the needs of the MC community
- student associations base their particular objectives on the needs of their peers

In summary, all working documents reveal that the implementation of strategies and activities contribute to the achievement of MC Mission and Goals. Academic documents leading to curricular revision take into consideration academic standards that are compatible with achieving the MC Goals.

The interviews also contributed to identify MC potential future needs and the continuous support of the System Central Office (SCO) in fulfilling MC Mission and Goals.

Conclusions

The Mission and Goals Committee concludes that:

1. There is congruence between the Institution and MC goals.

2. The MC is responsive to its external urban environment.

3. There is awareness of the MC Mission and Goals statement among faculty, administrators and students.

4. Academic programs respond to the MC Mission and Goals.

Recommendations

1. To continue assessing the adequacy of MC present Mission and Goals statement regarding society's changing needs and its specific demands for professionals. Emphasis must be placed, in future revisions, on incorporating issues related to PR socioeconomic development, cultural diversity and global education. In addition,

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there is a need to incorporate the concepts of distance learning and off-campus offerings.

2. To adapt MC Mission and Goals statement within IAU overall Systemic Mission and Goals statement whenever necessary.

3. To develop a set of measurable general objectives in line with the MC Mission and Goals.

4. To ensure continued awareness of and compliance with MC Mission and Goals Statement by the MC academic community.

5. To establish a mechanism to measure the extent to which academic programs reach MC Goals in terms of students outcomes, especially in those programs that are not part of professional certification procedures.

Chapter 2
Student Services
Standard for accreditation… "Student services appropriate to the educational, personal and career needs of the students".

Overview

Student services at MC are based on the wellness model. This mean that MC promotes the development of the physical, social/emotional, intellectual, occupational and spiritual dimension, which implies the holistic development of the students.

This chapter presents an analysis of the characteristics of the student population and how the student support system responds to those characteristics and to retention efforts. It also analyzes data regarding student development and achievements. The chapter relates student services to the MC Mission and Goals and summarizes students perceptions of the support services.

Student participation in the decision-making process, including governance, student organizations and the Academic Senate, among others, are discussed. Because of their relevance to students comprehensive development, certain areas have been emphasized and analyzed. These areas are: admissions, financial aid, registration, academic advising, guidance and counseling, the student center and cultural activities, Athletics Program, health, students' Ombudsperson and the Religious Life Program.

The committee, made up of faculty, students and administrators, worked with document review, institutional and campus surveys and focal groups. The chapter includes suggestions to improve students services.

Discussion of Issues

Students Profile

The Mission and Goals of IAUPR – MC emphasize integrating circumstances and social realities of the geographic areas served. The profile of MC students is congruent with the mission and goals. The MC is attracting and serving students it aims to reach. Sixty-five percent (65%) of the student population is from the San Juan Metropolitan geographical area, which includes the cities of San Juan, Trujillo Alto, Guaynabo, Caguas, Bayamón and Carolina (MC Strategic Plan, 2001-2005).

The average number of students enrolled during years 1997-98 to 2001-02 is 11,262. Table 5 shows an increase of 17% in graduate programs enrollment in the last three years as well as a decrease of 25% in undergraduate enrollment. It also presents the relationship between the newly undergraduate registered and the total registration of the Metropolitan Campus students during the last five years. Traditional student enrollment presents a downward trend in Puerto Rico. This demographic variable explains the statistical behavior in this particular academic dimension. For this reason, student population profile is a strategic variable to be considered in developing future academic offerings and services at MC. A diverse non-traditional student population emerges as a result of a competitive changing society.

Table 5
Total Enrollment of MC Students During the Last Five Years

	1997-98	1998-99	1999-2000	2000-2001	2001-2002
Undergraduate Enrollment	9,717	9,302	7,875	7,526	7,284
Freshman*	2,469	1,999	1,960	1,890	1,142
Graduate Registration	2,777	2,825	2,705	3,060	3,342
Total Registration	12,494	12,127	10,580	10,586	10,526

Source: IAUPR Statistical Reports, Fall Semesters 1997-1998 thru 2001-2002.
*Included on the undergraduate registration

At the undergraduate level, most students are registered in the regular program and have a full-time load. On the other hand, most graduate level students have a part-time load. Eight out of ten undergraduate students (80%) are enrolled in the day session. Eight out of ten graduate students (80%) are enrolled in the evening session.

The average credit hour by level and academic load of all the students at the MC can be observed in Table 6. The undergraduate student takes an average of 12 credits per semester. Graduate students enrolled in a masters program generally take 6 credits while doctoral students enroll in 5 credits per term. The Professional Certificate student takes an average of 24.69 credits in a six month period.

Table 6
Mean Student Credit Hours by Academic Level

	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Undergraduate	11.93	11.75	11.94	11.84	11.71
Graduate					
Master	6.22	6.32	6.36	6.81	6.46
Doctoral	5.15	5.16	4.20	5.15	4.20
Professional Certificate	----	----	----	----	24.69

Source: IAUPR Statistical Reports, Fall Semesters 1997-1998 thru 2001-2002.

The undergraduate population mainly consists of young adults. For the 2001-2002 academic year, sixty percent (60%) of undergraduate students were in the 18 to 24 age range. A high proportion of these students worked part-time and subsidized their studies with Pell Grants and student loans. The majority of the undergraduate population at Metropolitan Campus is female (57%) and their mean GPA is 2.52. For the 2001-2002 fall semester, thirty-seven percent (37%) of the undergraduate students had a father with a college degree or above, while 44% had a mother with a college degree or above. The family group was comprised of an average of 2 members and the gross annual income was $9,361.

The graduate student population of the Metropolitan Campus represents approximately 29 percent of the total enrollment. Of these students, fifty-two percent (52%) are predominantly

young adults, in the 25-34 years age range. Fifteen percent are in the 18 to 24 years age range. These students work full-time and are employed by private companies. To help defray tuition and fees cost, they use their own financial resources as well as student loans. The graduate student population is also predominantly female (65%). The mean GPA of graduate student is 3.42.

The following table describes the trends in the College Entrance Examination Board (CEEB) scores and the average GPA for admitted students at the MC from 1997 to 2001. For the fall, 2001 semester, the average GPA of students that entered MC was 2.84 and the average admission index was 1,029, which was over the average CEEB score and high school index for first time registered students at IAUPR.

Table 7
CEEB Score and Average GPA

AREA	1997	1998	1999	2000	2001
Verbal Aptitude	453	461	450	434	464
Mathematics Aptitude	459	469	464	452	467
English Achievement	429	450	442	418	451
Spanish Achievement	459	450	465	434	453
Mathematics Achievement	453	466	441	453	471
Mean GPA	2.50	2.64	2.68	2.71	2.84
Average Admission Index	947	988	987	977	1,029

Sources: MC Strategic Plan Statistical Report COS

Information about students' beliefs, attitudes, values, interests, skills and other aspects of social development is gathered by the Guidance and Counseling Program whenever necessary. The Program also administers an inventory test to students who have not selected their field of studies (an average of 300 test annually). This information is shared with the faculty and administration, upon request. A Title V grant, which was recently approved, will provide counselors with additional inventory scales, which will help collect data regarding student attitudes and values. This information will be used to develop services and programs.

Student Leadership and Governance

Student representation at IAUPR is described in the General Student Regulations (pp. 8-31). It is achieved through the Student Council, the Academic Senate, the University Council and student organizations.

The Student Council is the highest rated organism that represents students. Its members constantly meet with the Dean of Students. These students discuss their needs with other deans, the faculty and the chancellor during periodic meetings. The Student Council has an office and offers services every day. The Council manages its own budget, which is allocated by the MC and develops activities to improve students' quality of life. For example, during the academic 2001-2002 year, the Council assigned $21,158.99 for student scholarships. It also supports the improvement of the Student Center and other campus facilities. The Council sponsors cultural and social activities such as a Christmas Party, "Fondos Unidos" fund-raising, the Recycling Program, "Día de No Fumar" and "Alerta contra el SIDA".

Students also participate in the Academic Senate. Seven student senators participate in several working committees of the Academic Senate. Students also participate actively in special decision-making committees such as: Security, 90th Anniversary, Physical Facilities, Accreditation Committees and University Council.

The development of leadership is one of the most important activities of the Student Council. Toward this end, two leadership workshops are held each year with the purpose of developing campus leaders. Participants include the presidents of all student organizations and members of the Student Council. There are approximately 24 student organizations (the majority of which are of a professional nature), which plan activities directed mainly to providing internal and community services. Faculty advisors work closely with the student

organizations.

Besides the student organizations, there are other specific groups, such as: "La Tuna Interamericana" (Inter American Singing Group), Cheerleaders, the Popular Music Group and the Student Peer Counselors who also contribute to reinforce student learning outside the classroom.

The MC encourages the participation of students in governance, at both the formal and informal levels. Other forms of student participation in campus governance include:

- Participation in standing campus committees such as Academic Affairs, Student Affairs and the Appeals Committee

- Participation in the publication of "El Tigre" (The Tiger)

- Monthly meetings of the officers of the student organizations with the Director of the Office for Student Development and Leadership

- Student inquires, handled by the Student Council

- Student can also participate informally by evaluating services and by submitting complaints and/or suggestions to the area deans, program chairpersons, Ombudsperson and student committee of the Academic Senate.

Sixty-seven percent (67%) of a sample of 554 students participating in an institutional survey indicate that the MC administration gives careful attention to Student Council complaints and recommendations and 69% feel represented at the administration level.

Student Policies

The student policies at the MC are publicly accessible, non-discriminatory and consistently applied. Policies related to IAUPR students are published in the General Catalog (2002-2003) and in the General Student Regulations (July, 2001). Table 8 illustrates the location

of student policies.

Table 8
Student Policies

Policy	IAUPR Catalog 2001-2003 Page	Student Regulations Page
Non-discrimination	2	2
Selection and Admission	51-57	
Academic Progress	63	
Student Evaluation/Grading	61-62	6
Withdrawal/Dismissal	60	40
Graduation Requirements	97-98	
Grievance/Complaints & Appeals		4-5, 43, 47, 58
Financial Aid	89-94	
Transfers of Credits	64	
Health Requirements	371	
Validation of prior learning/articulation	84-86	
Advance Placemart	53	
Tuition/fees and other charges	35-41	
Religious Life Policy	45-46	
Attendance	59	

Source:

Professional Personnel that Provide Student Support Services

Currently, eighty-five qualified professionals supervise and provide student support

programs and services, 13 less than in the 1998-1999 academic year (see Table 9). Ninety-eight

percent (98%) are full-time employees and the remaining two percent are part-timers. Fifty-nine

percent of the employees hold a Baccalaureate and twenty-five percent have a Master degree (see

Table 10). The average experienced for this personnel at IAUPR is 19.7 years.

Table 9
Number of Student Service Staff,
1997-1998 to 2001-2002

YEAR	NUMBER OF EMPLOYEES
1997-1998	--
1998-1999	98
1999-2000	97
2000-2001	93
2001-2002	85

Sources: MC Human Resources Office

Table 10
Academic Preparation of Student Service Staff

ACADEMIC DEGREE	TOTAL	PERCENTAGE
Doctorate	1	1
Master's	20	24
Baccalaureate	50	59
Associate	2	2
Other	12	14
Total	85	100

Sources: MC Human Resources Office

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Students services are directed at complying with MC goals 7, 8, 9, 12, 13 and 14. With the objective of improving the processes and agility of student services, the administrative structure of these services was reorganized in November 2001. Under the new structure, the Dean of Enrollment Management position was created. The offices of Promotion, Recruitment and Public Relations, Admissions, Registration, Financial Aid, Bursars, and the Counseling Program were incorporated into this deanship. The office of the Dean of Student Affairs continues directing the Program of Educational-Cultural Activities, the Student Center, the Athletics Department, Medical Services, the Student Development and Leadership Office and the Ombudsperson. The Student Council is also ascribed to the Dean of Students (See Figure 18 and 19, p. 170). It has been observed that this new structure facilitates offering high quality services in the shortest possible time. By the same token, the addition of human resources in critical areas of service during the registration period and curricular activities, has been of great assistance.

All student service offices hours are Monday to Thursday from 8:00 a.m. to 8:00 p.m., Friday from 8:00 a.m. to 5:00 p.m. and Saturday from 8:00 a.m. to 12:00 noon.

Admissions Office

Eighty-six percent (86%) of students participating in the institutional survey indicated that the admission process is easy and fast. The admission policy of the university system is included in the Mission and Goals Statement of IAUPR. The MC provides diverse student populations access to higher education.

The admission policies and procedures (transfers, convalidation, GPA) for the different student populations and programs are stated in the General and Graduate Catalogs and other institutional documents. The Catalogs provide information about curricula, services, tuition,

fees, and related costs. The Admission Office provides written materials that help prospective students make informed decisions. Talented candidates are given information about the Honors Program. Adult students in the AVANCE Program receive individual orientation regarding its requirements and unique structure.

Every attempt is made to give reliable information about academic programs and services, upon admission. The Academic Senate, the Dean of Studies and the academic faculties keep the Admissions Office informed of any changes and curricular developments and revisions concerning the academic offerings at the MC. It is their task to keep the information updated about what is offered academically at the MC. This allows the substitution of courses when students apply as transfers from or to other institutions.

Once admitted, students are expected to choose their major field of study during their first year. Academic counseling emphasizes the importance of choosing a major field early in the course of studies. Students are allowed to change their field of study in their first year if they wish to without penalty.

The MC attempts to place students in programs and courses where their basic academic skills and educational preferences assure a reasonable probability of success. AVANCE students especially seem to benefit from this orientation. AVANCE student retention rate has been over 80 percent and their cumulative GPA has been 2.5 or above.

The only change in the last few years in the admission policy has been the elimination of the $19.00 fee required to apply for an undergraduate program. This waiver has increased the number of applications. At the same time it has been observed a large number of applications incomplete.

According to statistics, the MC is the first choice for over 50 percent of students when they indicate the institution of their preference on the CEEB Application form. The number of applicants admitted and registered at MC in the 1997-2001 period has not been stable (see Table 11). A decrease was observed in the academic year 2001-02.

Table 11
Admission Applications And Registration Years 1997–2001

Academic Year	Incomplete	Denied	Admitted Not Enrolled	Enrolled	Total
1997-1998	5	4	919	2,049	2,977
1998-1999	239	52	445	1,999	2,735
1999-2000	938	94	143	1,960	3,135
2000-2001	1,814	5	439	1,942	4,200
2001-2002	1,420	37	116	1,142	2,715

Source: IAUPR Statistical Reports, Fall Semester 1997-1998 thru 2001-2002

The Admissions Office consists of one director, two admission officers, an office administrator, a secretary, a convalidation technician and an administrative assistant in charge of the reception area. This organizational structure ensures that the admission process is followed. During critical periods of service, trained personnel from other offices are assigned to the Admissions Office to assist with students.

The Admissions Office is committed to the timely processing of requested information and admission materials. For example, during deadline periods such as the beginning of each semester, more than forty admission applications are processed daily. This office receives fiscal and personnel additional support from the area deanships during peak admission periods.

Financial Aid Office

Financial aid provides the possibility for the Metropolitan Campus students to reach their academic goals. Information concerning elegibility for financial aid and criteria for awarding scholarships and fellowships are clearly explained and easily accessible to students in the Financial Aid Office and through the Institutional WebPages. Sixty-four percent (64%) of the students participating in the institutional survey indicate that this office provides orientation that

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helps them solve financial aid needs. There are three types of economic aid available to the MC students: Title IV (Pell Grants), the government of Puerto Rico scholarship programs and institutional aid. Among these, the Pell Grant assists eighty-two percent (82.5%) of the undergraduate student population of the Metropolitan Campus (see Table 12).

Table 12
Total Of Pell Grant Funds and Participants in The Last FiveYears

ACADEMIC YEAR	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Total Undergraduate Participants	9,717	9,302	7,875	7,526	7,284
Total Pell Grant Participants I	7,615	6,977	6,291	5,973	6,011
Total Pell Grant Funds, $	15,038,278.00	15,499,719.00	14,223,092.96	13,948,816.21	16,194,134.81
Percent of Pell Grant Participants	78%	75%	80%	79%	82.5%
Average Pell Grant Award per Student, $	1,975	2,222	2,261	2,335	2,694

Source: MC Financial Aid Office

During academic year 2001-2002 eighteen percent (18%) of the students receive economic aid from Puerto Rico government agencies and twelve percent (12.46%) receive institutional aid. One thousand three hundred and twelve students received institutional aid totaling $686,328.00. The economic aid from the Puerto Rico government to MC students was $1,154,537.00.

Federal Student Loans assist 37.6% of the undergraduate and graduate students of the Metropolitan Campus (2,288 and 1,669 students, respectively). During the last four years, the number of participants in the Loan Program has shown a slight consistent decrease, but at the same time the average Pell Grant per student reflects an increase (see Table 13).

Table 13
Total Participants of the Federal Loan Program and
Quantity Dispatched in the Last Five Years

ACADEMIC YEAR	TOTAL PARTICIPANTS	TOTAL LOAN DISBURSED, $
1997-1998	5,348	16,398,693
1998-1999	4,761	15,993,553
1999-2000	4,441	13,785,072
2000-2001	3,953	12,863,742
2001-2002	3,957	13,845,286

Source: MC Financial Aid Office
*Information will be available at the end of October, 2002

The Banner Program Loan Module was implemented in August 2001 to facilitate the processing of loan applications. Loans can now be processed in 24 to 48 hours. It has not, however, helped those cases of first-time participants in the Direct Federal Loan Program. These participants have to sign a "Master Promissory Note" which is sent by mail to the Federal Department of Education and loan approval can take between 30 to 60 days. Recently, the campus changed the Loan Program service provider. Educaid/Wachovia Bank is the new lender for Federal Stafford Loans. The loan transmittal process is electronically and takes 24 hours. The students have two alternatives to sign the Master Promissory Note (electronic-sign or mail). At the end of the academic year 2002-2003 the campus will evaluate the effectiveness of the new process.

Conscious of the importance of financial aid for MC students, the Financial Aid Office promotes the early submission of the Free Application for Federal Student Aid (FAFSA) applications. During the 2001-2002 academic years, the Financial Aid Office was able to increase the number of applications transmitted electronically by 294% in comparison to the previous year (see Table 14). The FAFSA application transmission takes approximately 48 hours. Each student is evaluated according to economic need by the BANNER system, which determines the exact amount of financial aid that each student is eligible to receive, according to

his/her academic load. The student is evaluated for financial aid from three principal sources; however, the student is given the opportunity to select those that do apply to his/her needs.

Table 14
Comparison Between the Number of FAFSA Applications
Transmitted Electronically During the Months of
May to August in the Past Five Years

ACADEMIC YEAR	APPLICATIONS TRANSMITTED TO MAY 1ST	APPLICATIONS TRANSMITTED TO JUNE 1ST	APPLICATIONS TRANSMITTED TO JULY 1ST	APPLICATIONS TRANSMITTED TO AUGUST 1ST
1997-1998	1,961	4,857	6,470	7,685
1998-1999	1,720	4,257	5,879	7,248
1999-2000	1,267	3,907	5,329	6,313
2000-2001	990	3,425	4,778	5,854
2001-2002	2,908	4,389	5,198	6,247

Source: MC Financial Aid Office

Another significant outcome is the speed by which the financial aid process is completed through mechanized means. As a result, visits to the Financial Aid Office by students have been substantially reduced. Students can sign the financial aid letter and deposit it in the Financial Aid Box.

In addition, the office is attempting to increase the use of the Internet as a tool to speed up and simplify the renewal process of Title IV Free Application for Federal Student Assistance (FAFSA) through direct promotion to Student. This initiative is in harmony with changes made by the Federal Department of Education for the FAFSA Renewal Application.

FAFSA Renewal is a time-saver strategy for students, because it contains most of the data provided by the student during the prior financial aid cycle. Applicants update information and complete any new fields via Internet. These applications reduce work for schools and students, ensure greater accuracy and require fewer corrections of information reported to the Department of Education. Also, the use of PIN numbers by students to access and sign their 2002-2003 FAFSA Renewal on the Web is a major change in the 2002-2003 Student Financial Assistance.

Registrar Office

The MC offers its students three different alternatives to select their course. These are:
Internet, Telemat and *In person Registration*. Through the Internet *www.inter.edu*, students can
select, add or drop a course. In addition, they can print out their class schedule for both their
personal use and to complete the payment process. Students can also complete the registration
process during the registration period, by telephone. By following the automated system
instructions, students can verify that the courses in which they wish to enroll are confirmed.
Personnel from the Computer Center mail students a summary of the courses they selected, to
complete the payment process. Students also have the option of registering in person during a
specific registration period at an assigned location. MC staff assists them individually from 8:00
AM to 8:00 PM from Monday to Thursday, from 8:00 AM to 5:00 PM on Friday and from 9:00
AM to 12:00 noon on Saturday. Table 15 shows the percentages and number of students that
have used the different options during the last two academic years. Students are most likely to
register in person, thus there has been no significant changes in the students pattern for
registration.

Table 15
Comparison between Different Registration Options

METHOD	2000-2001	2001-2002
Web	16% (1,702)	14% (1,558)
Telemat	06% (661)	05% (560)
Physically	78% (8,223)	80% (8,408)

Source: Registration Office Annual Reports

Even though the campus has also implemented strategies such as one-place registration
and extended registration hours to motivate students to enroll on time, according to statistics,
more than twenty percent (20%) of students process their class programs near the first day of
classes and ninety percent (90%) pay just right before the first classes meet.

Results of the institutional survey show that 55% of the students perceived that the registration process is not very fast. It also indicated that 68% are not satisfied with the course selection process. Eight out of 10 students (80%) who were interviewed indicated that they are satisfied with the tuition fees and with the available payment options. Seventy-one percent (71%) indicated that the courses programming allowed them to complete their academic program in a reasonable period of time. It is important to mention that the recently created Enrollment Management Deanship is developing and implementing several strategies to improve the overall registration process.

Fulfilling the policies concerning educational records established in the University Catalogs for the Registrar Office, the information management and record keeping services and the preservation of the integrity of students' record are critically important. In this office there is a fireproof vault where students' academic files are kept. Efforts are made to protect the individual privacy and to guarantee the accuracy and security of all records. During working hours, the employee in charge of the vault keeps control of the retrieval and return of the files. After working hours, the vault is permanently closed and only the employee in charge and the Registrar have a key. This area is restricted to the employee who is in charge and has access to the files, except when a written request is made. In this way, privacy of the files is guaranteed. In addition, definite measures have been taken to ensure the safety of the area where the vault is installed. For example, the existent fire extinguisher is checked and replaced periodically. No food or drinks are allowed in the area to avoid any accident which may stain the files. The area is kept insect-free through periodic fumigation. There are no windows or doors near the area to avoid wind or rain damage during the hurricane season.

All files are carefully identified and filed in strict alphabetical order, so that they can be handled efficiently. When a file is moved from its regular position, a record is kept of the person, the date and the hour it was taken out. It is important to mention that the Registrar Office is subject to periodic audits from the SCO.

Academic Advising Services

Until December 2001, academic advising services were offered by Academic Counselors assigned to the Faculties and faculty members. A description of how this academic advising responsibility is carried out by the faculty is discussed in Chapter 3: Faculty.

The Counselors worked from 8:00 AM to 5:00 PM from Monday to Friday and, at least once a week, during the evening. Table 16 presents the approximate number of students who have received academic counseling by the guidance counselors during the 1997-1998 to January 2001-2002 academic years. In the institutional survey, seventy-nine percent (79%) of the students indicated that the academic counseling services helped them to clarify doubts regarding their program and to make decisions about the courses that they should take every semester.

Table 16
Approximate Number of Students Served* by Counselors,
Academic Years 1997-98 to 2001-2002

FACULTY	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Education	1,200	1,080	1,175	1,140	1,180
Economics and Administrative Sciences,	2,164	637	1,850	2,184	2,150
Humanistics Studies	224	396	292	445	300
Behavioral Sciences	997	800	1,147	1,075	1,200
Sciences and Technology	**	**	1,200	**	**

Source: MC Counseling Program
*This quantity of students does not reflect the students that were assisted during the registration process and those who entered the reception area for information.
** Counselor was on leave and faculty members were providing the services. No statistics were kept.

In order to improve counseling and academic advisement services, in February 2002, faculty counselors were transferred to the Office of the University Counseling Program.

Guidance and Counseling Services

Academic counseling for freshmen is assigned to the Counseling Program through the Freshman Year Experience. As of February 2002, the Counseling Program has been totally responsible for providing academic, vocational and personal counseling to undergraduate students. Students are helped to reach their educational goals and integrate into the social, cultural and academic activities of the Metropolitan Campus through planning and development of individual and group activities. Students with special needs are served by a professional counselor who also provides academic advising.

Counseling services are communicated to students by means of fliers and brochures, workshops, classroom visits, open house activities and educational/vocational fairs. There are 16 guidance counselors including the program director. Table 17 shows the distribution of counselors by programs and number of students.

Table 17
Counselor Distribution by Programs and Number of Students

Number of Counselors	Program	Number of Students Assigned
2	AVANCE	1,080
1	English Trimester Program	1,064
7	Freshman	2,215
6	Sophomore, Junior and Seniors	3,937

Source: MC Counseling Program

Counselors assigned to sophomore, junior and senior students are divided according to academic disciplines. This distribution was designed to help students make better academic choices and solve problems that might otherwise interfere with the achievement of their educational objectives. From 1997-1998 to 2001-2002, the Counseling Program served 43,945 Freshman students in the areas of academic, vocational and personal counseling (see Table 18). From this table it can be observed that there was a significant increase of students served by the Program during the last two years. This shows that MC has been more effective in attracting

students to these services.

Table 18
Freshman Students Served in the Academic, Vocational and
Personal Counseling Areas, 1997-2002

ACADEMIC YEAR	ACADEMIC	VOCATIONAL	PERSONAL COUNSELING	TOTAL
1997-1998	2,722	3,868	3,845	10,426
1998-1999	1,595	3,825	2,367	7,787
1999-2000	1,808	2,084	1,693	5,585
2000-2001	3,048	4,612	2,274	9,934
2001-2002	2,929	4,746	2,538	10,213
Total	12,102	19,135	12,717	43,945

Source: MC Counseling Program

The Guidance Program office also includes within its structure a Career Laboratory, which focuses on career planning services. Between 3,500 to 4,000 students visit the laboratory every year. In addition, twenty-five percent (25%) of students benefit from the provision of placement services offered by a full-time employee of the Puerto Rico Department of Labor.

Student satisfaction with guidance and counseling services is a highly important issue for the MC because counseling is essential for student retention. In the 1999-2000 academic year, in a study requested by MC Academic Senate, a nonrandom sample of 464 undergraduate students were asked through a questionnaire to indicate their perception of how the counseling services of the campus helped them to develop personally and professionally. Students rated the services as "helpful" and "a little helpful" in all aspects evaluated. According to the student survey, the aspects of counseling services that helped them most were: planning their academic programs (71%), knowing the curricular requirements of their academic programs (71%) and planning their professional goals (71%). No significant differences in perceptions were observed by gender. These finding are congruent with the fact that 70% of students participating in the institutional survey mentioned that the counselors helped them identify the resources and means necessary to develop their educational, personal and vocational goals.

Students who request the services of the Counseling Program are administered a

satisfaction questionnaire. The questionnaire revealed that ninety-nine percent (99%) of students are satisfied with the services they receive. Following is a table that reflects the percentage of students who are satisfied with the services offered by this office.

Table 19
Satisfaction with Counseling Services

ACADEMIC YEAR	TOTAL QUESTIONNAIRES	SATISFIED	NOT SATISFIED	% SATISFACTION
1997-1998	102	101	1	99%
1998-1999	1,647	1,625	22	99%
1999-2000	167	149	18	89%
2000-2001	180	178	2	99%
2001-2002	1,092	1,075	9	98%

Source: MC Counseling Program

From 1996 to 2002, 650 students with special needs received reasonable accommodation in MC. This population is divided into students with permanent or transitory conditions. Services offered to this population are: special parking facilities, academic tutoring, special readers for the deaf, individual counseling, use of motor carts, referrals to the public transportation service *"Llame y viaje" ("Call and travel")*, vocational rehabilitation referrals and referral to the Ombudsperson Office for Persons with Disabilities. Thirty (30) students had severe conditions who prevented them from following the traditional rhythm of the classroom. These students were and are still assisted by other students who take notes for them in the classroom. Eighty-five percent (85%) of students who have had student assistants have achieved an academic average above 2.00 as shown in Table 20.

Table 20
Student Services Received

Year	Number of Students	Percent of Students with an Academic Average Above 2.00
1996-1997	16	14 (85%)
1997-1998	20	18 (90%)
1998-1999	17	17 (100%)
1999-2000	26	23 (90%)
2000-2001	20	17 (85%)
2001-2002	22	18 (85%)

Source: MC Counseling Program

The special attention given to these students has helped them to accomplish an outstanding academic achievement, as is exemplified in the following cases. A student with the condition of soft bones graduated with a 4.00 average and is presently studying law at Inter American University of Puerto Rico School of Law. A quadriplegic student graduated with a 3.85 average and obtained the third highest grade in the Certified Public Accountant Examination. A student with progressive blindness obtained a Master's degree in Psychology and was recognized as a student leader and as a tutor for other students with special needs. Another example was a student with the condition of Retinitis Pigmentosa obtained a BA degree in Social Work with a GPA of more than 3.5. The student completed an M.A. degree in Counseling and Guidance and was recognized as an outstanding member of the Student Council and the Academic Senate. He was acknowledged as Student Ambassador. Moreover, a student who overcame learning problems is presently in the Doctoral Program. These findings are congruent with the results of a study that reveal that ninety-two percent (92%) of students indicated that the campus facilities and services provide a healthy environment for disabled students. Besides, shows that MC is committed to help students achieve their educational aspirations to the fullest.

Ombudsperson Office

Ombudsperson services provide a link between students and the administrative structures and facilitate the solution of student academic problems. This office has established procedures to solve student complaints as well as student infractions of institutional regulations. An increase in the demand for services is due, in part, to students' perceptions of the office effectiveness.

Since 1999, this service has been assigned to the Dean of Student Office. The most requested services are related to registration as well as change of classes, adding or dropping

courses and assisting students with debts. Table 21 presents offerings and services given in the past five years.

Table 21
Offerings and Services Most Requested by the Students

AREA	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Registration	1,976	1,217	2,715	837	1,106
Changes	872	428	1,589	173	330
Drops	759	572	539	307	257
Debtors	53	39	66	56	93
Registration Re-installation	255	134	428	283	396
Additions	37	44	93	18	30
Academics	130	112	185	272	0
Academic counseling	45	47	76	93	129
Comptroller	12	12	21	14	15
Grades	59	47	82	165	179
Professors	12	6	6	0	6
Library	2	0	0	0	0
Total Services	**4,212**	**2,658**	**5,800**	**2,218**	**2,541**

Source: Ombudsperson Office, Dean of Student Affairs Office

Religious Life Office

The development of ethical, moral and religious values in a Christian ecumenical environment is a major goal of the MC. Several activities have been developed directed toward this goal: academic offerings, pastoral counseling, religious liturgies, seminars, and workshops. These activities foster the fulfillment of IAU goals 1 and 5, MC goals 8 and 14 and the goals of the General Education Program. The academic offerings include courses in Christian Faith with an ecumenical approach and ethical doctrines and values. Individual and group pastoral counseling is also available to all students upon request.

The Chaplain's Office coordinates liturgical services to meet students' needs. In addition, it supports student religious organizations. Community religious activities are also promoted and contacts are established with different churches. The Center for the Promotion of Christianity promotes biblical studies and the examination of Christian theology. During the last

three academic years more than 8,000 students have participated in the activities promoted by the Chaplain's Office. Some of the activities and services promoted by the chaplain are: workshops on stress management and leadership, concerts for spiritual celebration, liturgy for student organizations events and distribution of literature on religious/spiritual growth. Seventy-eight percent (78%) of the students participating in the institutional survey indicated that the activities offered by the Religious Life Office helped them develop christian, ethical and spiritual values. Seventy-three percent (73%) mentioned that the chaplain facilities motivate them to meditate. It is important to mention that the oldest student organization in the campus, the "Asociación Cristiana Universitaria", also actively promotes religious activities on campus.

Student Center and Co curricular Activities

The Student Center covers service areas such as: issuance of identification cards, passive recreation, magazines, videos and movies, and passive games. The Center offers cultural and social activities including lunches, award ceremonies, musical performances, concerts and plays. Seventy-four percent (74%) of the students indicated that the Student Center has recreational facilities and areas where they feel comfortable to spend their free time. Table 22 shows the different activities sponsored by the Student Center during the last five academic years.

Table 22
Activities Developed by the Student Center

	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Shows, Concerts, Ballet	20	16	19	19	23
Video Concerts	6	7	---	---	1
Documentals	1	2	---	---	2
Contests and Expositions	---	---	---	---	2
Competitions	2	2	---	---	1
Movies Plays	1	---	---	---	---
Theater Presentations	8	7	5	3	7
Video	73	43	31	36	48
Inter Movie	12	7	5	---	---
TOTAL	123	84	60	58	84

Source: Student Center Annual Report, 2001-2002

MC has implemented an educational-cultural activity program consonant with ethical-moral institutional values. Attendance at the activities and informal interviews with students are some strategies used to evaluate the activities. Eighty-six percent (86%) of students in the previously mentioned survey indicated that the cultural, social and recreational activities are attractive and diverse.

The El Tigre Newsletter, *(The Tiger)* is published twice a month; it is directed toward promoting cultural, athletic, and social activities. It also includes announcements, services and relevant information for students and the university community. About 4,000 copies of "El Tigre" are distributed through faculty and administrative offices of the MC.

The main achievement of the co-curricular activities plan has been an increase in attendance at classical and other concerts and plays, according to students specific interests and preferences. Gospel music concerts have been offered to satisfy the interests of this sector of the student body. Nevertheless, the program can be improved by the development of a formal questionnaire aimed at determining students interests and preferences and by establishing a means for recording attendance.

The Athletic Department directs an activities program intended to develop sports abilities as well as to promote leadership and sportsmanship. One of the program strength is promoting training and stimulating participation in inter-university competitions. As a result of these efforts, the University has received several awards such as a gold medal in judo in the Inter-university Athletic League (LAI 2000-2001), sub-championship in masculine volleyball in the Extra-mural Inter-institutional League (LIDE 2000-2001), finals in softball and basketball (LIDE 2000-2001), and championships in table tennis from 1995 to 1999. The University received a gold medal in olympic wrestling in 2001, a silver medal in javelin throwing in 2000 and was

champion in table tennis (LAI 1997-1999). Invitational tournaments have been held for high school students with approximately 12 schools competing. At present, a plan is being developed to improve the physical facilities of the gymnasium where most of the sports and activities take place. More than 75 percent of students surveyed, indicated that the MC provides them with opportunities to participate in recreational and sport activities.

Health Services, Prevention, and Security

All students have medical insurance. In addition, since January 19, 2000, the campus has a First Aid Center with full-time nursing services from 8:30 AM to 9:00 PM from Monday to Thursday, 8:00 AM to 5:00 PM on Fridays and 8:00 AM to 12:00 noon on Saturdays. Eight out of a total of ten students (80%) indicate that they received help and assistance when they requested nursing services.

All students must show evidence of medical insurance with primary and emergency care and hospitalization coverage. Before 2000, about fourteen percent (14%) of enrolled students participated in the institutional medical plan per semester. After the Government Health Reform was implemented in Puerto Rico, student participation in the university plan has decreased. For the January-May 2002 academic period, 763 students participated, eight percent (8%) out of 9,032. With the Health Reform, most low income students qualify for free, government-sponsored, comprehensive health insurance.

On-campus services offer first aid and health promotion activities. Before the Health Reform started, MC had a contract with a private medical office near the campus, which provided daily services from 8:00 AM until 3:00 PM. Campus security staff was overloaded assisting medically urgent and emergency cases, thus affecting their regular services. As a result of this, the MC established the First Aid Center.

Since its inception, the Center has had a total of 3,545 service requests; 1,600 (45%) of these from students. Though employees (50%) and visitors (5%) make more frequent use of the Center, student utilization grew from 43% in 2000 to 48% in 2001. Less than 1% has been referred to emergency services and less than 10% has been referred to a physician. Health promotion clinics include immunization, blood pressure monitoring, free or low cost therapeutic massage and energy therapy clinics, workshops for relaxation and stress release, health counseling and education. Some events offered to students include health fairs, lectures, demonstrations and booths to distribute information, counseling on special dates such as the No-Smoking Campaign Day (79% student participants) and breast cancer prevention (80% student participants). A free Family Planning clinic, including pelvic exams, PAP test and distribution of birth control methods was offered (35 student participants) by the San Juan Department of Health in 2001. All these efforts have decreased the Security staff and Center Director's workload. In addition, the Dean of Students participates in two different organizations geared to the prevention of use and abuse of toxic substances, CIPDAS and IPDAS. The Deanship organizes HIV screening clinics every semester with about 100 students participating.

Inter American University of Puerto Rico has established institutional policies to implement an Alcohol and Drugs Abuse Prevention Program on the campus. Sex-education has been included, too. The following activities are held in these areas:

- a copy of the Prevention Manual is provided to all newly admitted students
- educational capsules are included in El Tigre (The Tiger) magazine, which is published twice a month
- plays incorporating themes such as: "Las universitarias", "Los hijos de nadie" (Nobody's Children), "Mis años en la High" (My Years in High School) and "El Precio del descuido" (The Price of Carelessness) have been produced
- VIH/HIV Clinics are offered each semester
- campaigns on AIDS Awareness Day, No-Smoking Day and Health and Well-Being week are planned yearly

■ educational information about alcohol and drugs abuse is handed out frequently

In addition, the Metropolitan Campus is represented in island-wide prevention efforts as well as in the Inter-university Committee (CIEN) and the Prevention Consortium of Colleges and Universities (CRUSADA). About 10 students leaders and the Deanship staff including one of the nurses, atttend yearly conferences and training workshops. However, only sixty-percent (60%) of students participating in the institutional survey indicate that the campus provides them with information on prevention of sexually transmitted diseases and use and abuse of drugs and alcohol. This low percentage has motivated the Dean of Student Affairs Office and the Student Council to develop and implement an aggressive campaign to deal with these issues.

Ninety-one percent (91%) of students participating in the institutional survey feel that the MC has a safe environment. Achieving occupational safety and property security within University premises is a goal at the MC. On January 2, 2000, the campus developed policies and norms through the Safety and Occupational Health Program. A manual was prepared and distributed for the benefit and well being of employees, students and visitors. It is a MC goal to prevent accidents that cause injury to personnel, students and visitors. The Plan for the Prevention of Accidents describes situations that could provoke accidents. The manual also includes general security norms for students using the science laboratories. These rules are discussed with students at the beginning of each semester. In addition, students are required to sign a certificate of responsibility when they receive the Safety rules. This Safety Plan also takes into consideration a special program for persons with disabilities.

Student Retention

During the last five years, the MC has made individual and systemic efforts to increase first year student retention rates. However, the retention rate for freshman students is exhibiting

a decreasing trend as can be appreciated in Figures 2 and 3. Nonetheless, the retention rate at MC is one of the highest of the UIAPR System according to the latest statistical institutional analysis provided by VPAAP (see Figure 4). In addition, failure rates in key basic skill courses have been unacceptably high over the past five years as shown in Tables 23 and 24.

Figure 2
Retention Rates Trend 1991 Cohort Baseline,
2,494 Students

	Fall 1992	Fall 1993	Fall 1994	Fall 1995
# Students	1820	1618	1528	1399
%Retention	73	0	61	56
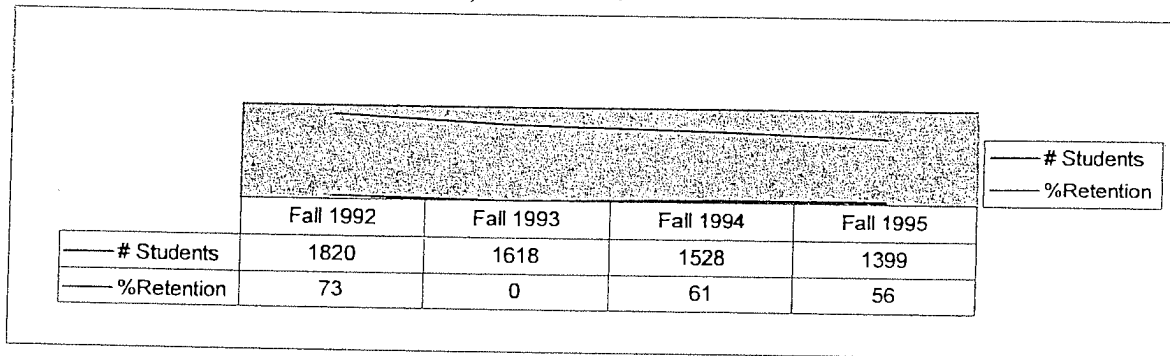
Source: Title V Proposal

Figure 3
Retention Rates Trend 1996 Cohort Baseline
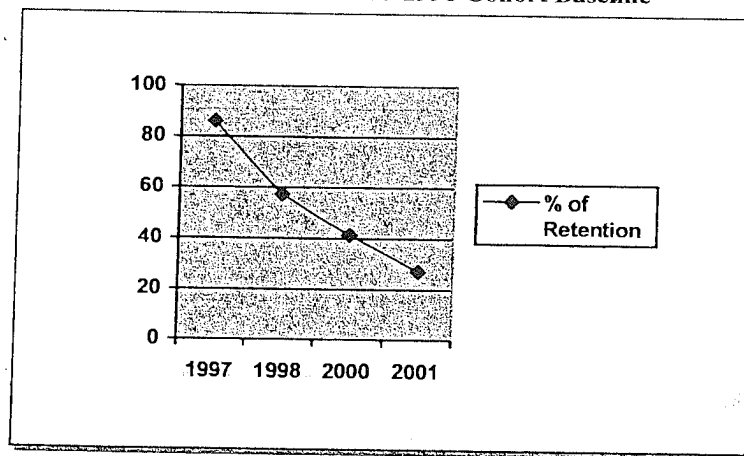
Source: Title V Proposal

Figure 4
Academic Units and Institutional Percentages of Retention Rates,
1996-2000

Legend:
- Aguadilla
- Arecibo
- Barranquitas
- Bayamón
- Fajardo
- Guayama
- Metro
- Ponce
- San Germán
- Institucional
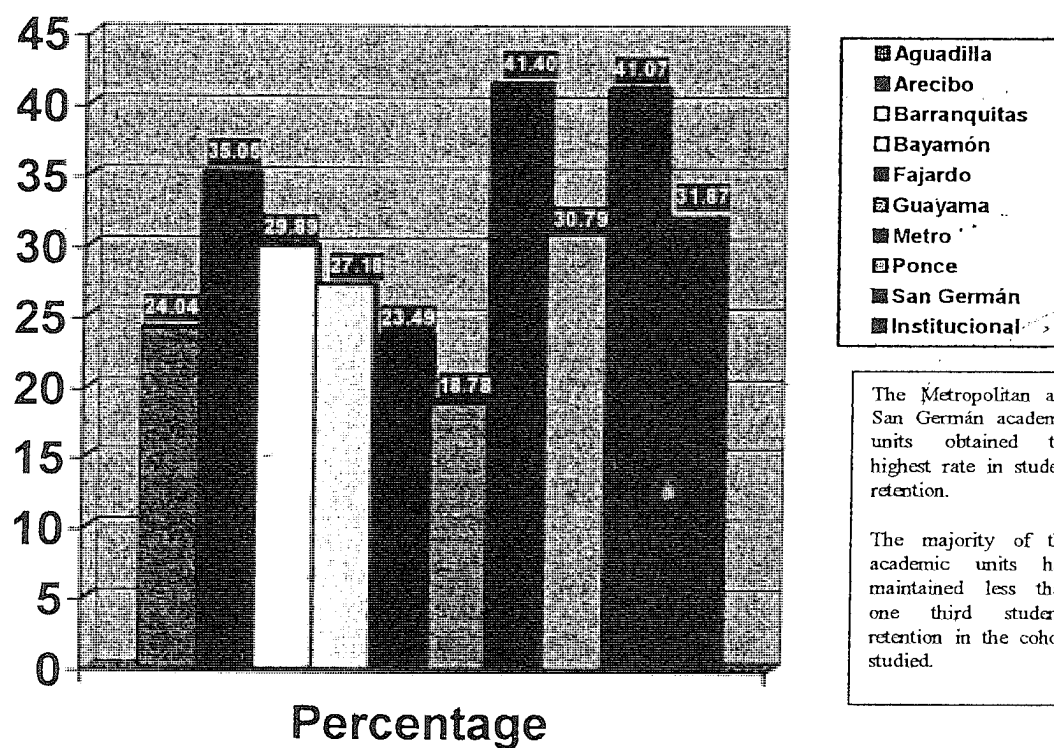
The Metropolitan and San Germán academic units obtained the highest rate in student retention.

The majority of the academic units had maintained less than one third students retention in the cohort studied.

Source: "SWRETEN", Computer Center, 5-20-02.

Table 23
Failure Rate in Basic Skills Courses

Course	Fall 1997			Fall 1998			Fall 1999			Fall 2000		
	E	F	%	E	F	%	E	F	%	E	F	%
Span 1101	152	72	47	228	110	48	122	59	48	122	67	55
Span 1102	79	36	46	119	55	46	42	19	45	30	12	40
Engl 1101	83	38	46	95	47	49	24	10	42	24	11	46
Engl 1002	40	18	45	70	38	54	61	27	44	15	8	53
Math 0010	505	337	67	699	419	60	413	227	55	465	321	69
Math 1040	40	23	58	56	35	63	29	13	45	31	22	71

E – Enrolled; F – Failed; % - Failure Rate
Source: Title V Proposal

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Table 24
Failure Rate in Introductory Courses

Course	Fall 1997			Fall 1998			Fall 1999			Fall 2000		
	E	F	%	E	F	%	E	F	%	E	F	%
Math 1500	139	96	69	218	126	58	180	135	75	173	113	65
Math 1070	190	102	54	197	119	60	96	51	53	145	90	62
Acct 1151	567	351	62	403	220	55	326	191	59	377	214	57
Acct 1152	191	108	57	145	89	61	145	86	59	112	67	60
Phys 3001	39	19	49	80	35	44	74	40	54	50	27	54

E – Enrolled; F – Failed; % - Failure Rate
Source: Title V Proposal

Decreasing trends in retention rates along with the results of a 1997 Student Satisfaction Survey were two of the most important factors that led the Academic Senate to issue a resolution asking the Deanship of Studies to conduct an evaluation of the counseling program and other student-support services. The results of the evaluation, published in March 2000, stated the need to improve and better articulate services between freshman and sophomore/junior/senior counselors in the educational, personal and vocational areas (see page 40).

In order to properly address the identified challenges, the MC in the academic year 2000-2001 submitted a proposal to the Department of Education Title V Program with the purpose of strengthening academic achievement and student retention through the development of a Comprehensive Student Services Model (CSSM). The proposal was granted for 5 years and started in October 2001. The CSSM, which is being designed, offers a comprehensive range of services and activities to address the different factors that contribute to the persistence of high failure rates and low student retention. The CSSM is divided into two basic areas: academic and vocational/personal. The academic area will focus on the development of academic skills needed for success in basic and introductory courses in Mathematics, Accounting, Spanish and English. This will be accomplished through supplemental instruction through structured tutoring sessions, using peers as facilitators and strengthening collaborative and cooperative learning practices. During the first two years of the project, emphasis will be given to basic skills courses. Third and

fourth year emphasis will expand to gatekeeper introductory courses. It will consist of the revision and development of materials to be used in the classroom and in structured study groups, pilot testing of developed material, faculty training in the use of material and teaching strategies, effective evaluation of strategies on a larger scale, final revision of material, and final implementation. The Metropolitan Campus Students Service Retention Model will take into consideration successful retention and institutional research assessments as models.

The vocational/personal area will track a selected group of students in successfully completing their first academic year of study and provide follow up services to help students achieve their educational goals. The vocational/personal area will be divided into four levels. The first level will focus on career planning and decision-making activities for freshman students (0-30 credits), while the second level will address career-exploring activities for sophomore students (31-60) credits). In the third level, emphasis will be given to the development of job search and graduate skills in junior students (61-90 credits). The fourth level will incorporate career search skills, such as graduate school and job placement activities, for senior students (90 + credits). Methods involved will consist of the design, development, revision and validation of learning modules and workshop materials in the areas of career setting and decision-making, career exploration, job search skills, graduate school search, career placement and graduate school admission. Other areas of emphasis are: student assessment, pilot testing of developed strategies and materials, professional and academic counselors training and counseling service delivery. Exhibit 1 shows the development of this Program up to now.

Student Services Provided by the System Central Office

The Vice-Presidency for Academic Affairs and Planning supports, advises and articulates efforts to strengthen services at the academic units. Services are provided in the areas of

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academic support and prevention of drugs and alcohol use, AIDS and violence. Articulation and coordination of services with the academic units are achieved through: issuance of systemic policies related to student academic services, student development and prevention programs, campus liaisons, focal groups, telephone and electronic mail consultation, and meetings with campus key personnel such as admissions directors, registrars, academic and student deans, counselors, Honors Programs directors, among others. The academic units officers also maintain communication with divisions at the SCO, such as Student Financial Aid, Bursar Office, the Technical Processing Center (TPC), Internal Auditor, Marketing and Promotion, Curricular Planning and the University Council. This communication has been helpful in the development of uniform university policies and regulations and in supporting the academic units' efforts to improve student services. In addition, the SCO supports the academic units enrollment management efforts. Strategies utilized in enrollment management at the academic units were developed by an Enrollment Management Committee headed by the President.

The Student Development Office provides innovative, diverse and challenging learning opportunities for students. This Office supports and promotes learning outside the classroom by teaching students to use institutional resources as well as their time and energy to enhance their education through experiential learning such as: national internships, international exchanges, study abroad programs, study tours, professional seminars, research programs, and international competitions.

The Central Office Public Relations, Marketing and Student Recruitment Office advises the President and the chancellors on all matters related to communications and marketing and supports the academic units in recruitment and retention efforts.

Conclusions

The Student Service Committee was able to conclude that:

1. An increase in graduate programs enrollment and a decrease in undergraduate has been observed.

2. Academic programs and student support services are geared at assisting traditional and non-traditional students, both at the undergraduate and graduate levels. The MC gives special attention to certain students groups, such as adult and non-traditional students, talented students, students with disabilities, and graduate program students.

3. The Student Council participates in the campus decision-making process.

4. The Students Services Office's staff are well prepared and committed to student services.

5. The MC emphasizes cultural activities for its students and orientation in ethical and moral values, in harmony with its Mission and Goals.

6. The admission process is clearly articulated and responsive to the campus mission and goals.

7. The Financial Aid Office addresses the financial needs of 89% of students.

8. Although the Registration Office has established three different alternatives to help students during registration, 50% of students perceived the services as not effective enough.

9. Management of information and record keeping services at the Registration Office guarantee student privacy.

10. The academic advising process helps students to make informed decisions regarding their program of studies.

11. Guidance and Counseling Services help undergraduate students develop their educational, personal and vocational goals. However, graduate students seems not to be receiving direct services from the Guidance and Counseling Program.

12. The MC provides for the needs of students with disabilities.

13. The Ombudsperson Office procedures solve student complaints in an effective manner.

14. The Religious Life Office contributes to the development of an ecumenical environment at the campus.

15. Student co-curricular activities are consonant with the campus mission and goals 1, 7, and 9.

16. The MC provides for the safety, security and health of its students.

17. A decreasing trend in the first year retention rate for freshmen students has been observed.

Recommendations

1. The number of graduate and non-traditional students is increasing; therefore, an evaluation of the services and programs should be done in order to better serve their particular needs and interests through counseling, advocacy, intervention, and referral services. In this way, students will be able to solve problems that might interface with the achievement of their educational aims.

2. The MC must make an effort to know and understand better the characteristics of its student population as well as the different students profiles. The gathering of information regarding student beliefs, attitudes, values, social development is necessary to address the curriculum, the teaching-learning process and services. The questionnaire "The American Freshman" published by ACE and the University of California at Los Angeles Higher Education Research Institute can be used to collect this information. The information collected must be shared with academic programs to ensure their attention to students needs and interest.

3. A systematic information system should be implemented to gather essential data to be able to assess effectively the outcomes of student services.

4. The Financial Aid Office should develop an action plan to keep students informed regarding the different available financial options.

5. An external evaluation of the registration process must be conducted to develop alternatives to satisfy student needs.

6. The Enrollment Management Dean in collaboration with the Dean of Administration, should study the feasibility of providing incentives to students who register early for each semester. Besides, additional staff must be relocated during the registration period.

7. Due to the increase in graduate student population guidance and counseling services must be systematically provided.

8. A systematic effort must be made to gather evidence about student participation in and satisfaction with the extracurricular activities.

9. An aggressive campaign about the prevention of alcohol and drugs abuse on the campus must be implemented.

10. Title V Program "Strengthen Academic Achievement and Student Retention" must be supported by the academic programs and administration in order to achieve MC goals and to demonstrate its commitment with retention improvement.

11. Each academic department must develop and implement a retention plan in coordination with Title V Program to improve student retention rate.

CHAPTER 3
Faculty

Standard for accreditation:... "faculty whose professional qualifications are appropriate to the mission and programs of the institution, who are committed to intellectual and professional development, and who form an adequate core to support the programs offered"

Overview

One of the most important components in the attainment of the MC mission and goals is the faculty, whose main responsibility is to teach and to counsel (Faculty Handbook, 2002). Since IAUPR is primarily a teaching institution, faculty outcomes are related to the teaching and learning processes. This chapter provides a detailed faculty profile and discusses faculty effectiveness in the teaching and learning processes. In addition, roles and responsibilities of the faculty are discussed. Important issues, such as: professional development, research, service, institutional success in recruiting and retaining a high quality faculty and academic freedom are analyzed.

The sub-committee, composed of faculty and administrators, worked with document analysis, campus questionnaires and interviews. Results include suggestions to improve the role of faculty in updating and revising the teaching and learning processes.

Discussion of Issues

Faculty Profile

IAUPR considers that its faculty is the axis of university activities and the professors are active agents in the processes of designing, reviewing and creating academic programs. It is a dynamic faculty, committed to students and service to the institution (Vision 2012). MC mission and goals #5, #9 and #10, clearly state the commitment with the continuous professional and personal development of faculty in order to assure the highest level of academic excellence.

Both, IAUPR as a system and the MC in particular, direct efforts to transform faculty into facilitators of learning, agents of change, users of the most advanced thechnology and promoters of innovation and research (IAUPR, Vision 2012). A strong academic preparation and commitment to continue developing their skills are essential to be part of the faculty at MC.

To pursue those goals, the MC has a qualified faculty, comprised of 255 active full-time and 267 part-time professors for a total of 522 (Statistical Report, 2001-2002). Fifty-seven percent (57%) of the full-time faculty are female and 43 percent (43%) male. During the years 1997-98 to 2001-02 there was a decrease in the number of full and part time faculty. One variable that may explain this trend is the decrease in student enrollment.

At present, one hundred thirty-one (51%) faculty members hold doctoral degrees while 121 (47%) hold master's degrees. MC has the highest percentage of full-time faculty with doctorates within the IAUPR system. It is important to mention that 71 percent of faculty members with a doctorate, hold their degrees in the specialty that they are teaching. Nine professors are currently working toward a doctoral degree and one is working towards professional certification.

The number of tenured faculty increased from 56% in 1997-1998 to 73% in 2001–2002, while non-tenured faculty dropped from 44% in 1997-1998 to 27% in 2001-2002. Eighteen percent (18%) are in tenure track status and the remaining 8 percent are temporary or substitute faculty members. Faculty rank has varied since 1997. The percentage of full professors has risen from 26% in 1997 to 32% in 2001, associate professors have increased from 27% in 1997 to 50% in the 2001 profile (see Table 25).

Table 25
MC Faculty Profile,
1997-1998 to 2001-2002

ITEM	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Total Faculty	805	770	643	689	522
Full-time by Degree	295	280	275	262	255
Baccalaureate	0	0	0	0	0
Master	141	136	132	131	121
First Professional	3	3	3	3	3
Doctorate	151	141	140	128	131
Part Time by Degree	510	490	368	427	267
Baccalaureate	14	12	4	9	3
Master	359	338	303	288	205
First Professional	7	28	15	24	0
Doctorate	130	112	46	106	59
Full-time by Contract	295	280	275	262	255
Tenured	165	172	184	179	187
Probationary	65	53	50	48	47
Substitute	26	15	15	11	5
Temporary	39	40	26	24	16
Full-time by Rank	295	280	275	262	255
Professor	77	78	79	75	80
Associate	80	78	119	115	128
Assistant	106	96	56	51	35
Instructor	32	28	21	21	12
Faculty with Overload	145	134	173	129	90
Percent with Overload	49.15	47.86	62.91	49.24	35.29
Overload Credit Hours	458.34	389.16	507.82	406.00	322.00
Mean Overload Credit Hours	3.16	2.90	2.94	3.15	3.58
Inactive Full-time Faculty	14	21	22	24	17
Administrative Positions	9	8	10	11	10
Sabbatical Leaves	2	8	5	5	1
Other Leaves	3	5	7	8	6
Full-Time Faculty	295	280	275	262	255
Male	122	119	119	112	115
Female	173	161	156	150	140
Part-Time Faculty	510	490	368	427	267
Male	276	264	200	220	151
Female	234	226	168	207	116

Source: IAUPR Statistical Reports, Fall Semesters 1997-1998 thru 2001-2002

The MC faculty is assigned to departments and programs organized within the institution's five academic faculties and the School of Nursing. Each faculty is headed by a dean, who serves as the faculty chief academic officer. Table 26 shows the number of full-time professors by academic faculty during the last five academic years.

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Table 26
Number of Full-time Faculty Positions by Academic Faculty

Faculties	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Economy and Administrative Sciences	63	57	56	54	54
Education	48	47	43	42	41
Sciences and Technology	64	64	62	58	55
Nursing	15	14	16	13	12
Humanistic Studies	67	61	59	59	56
Behavioral Sciences	38	37	39	36	37

Source: IAUPR Statistical Reports, Fall Semester 1997-1998 thru 2001-2002

The institutional survey conducted shows that MC students (n=554) evaluate faculty academic competencies and teaching skills as very high. Over eighty-five percent (85%) of students indicated that their professors: treats them with respect and professionalism (95%), master course content (93%), use assessment techniques to measure their academic performance (95%), use teaching strategies that facilitate learning (91%), motivate them to gather information and to conduct research projects (88%), provide them with additional educational materials required by the course to complete their work (86%) and use technological resources that facilitate their understanding of the class topics (85 %).

The regular teaching load for full-time faculty is 15 credits per semester for undergraduate courses, 12 credits for master's level courses and 9 credits for doctoral courses. In addition, faculty are allowed to teach a three-credit overload each semester and a maximum of eight credits or two courses during one of the two summer sessions. Part-time faculty can teach a maximum of 11 credits per semester. Full-time faculty was responsible for 65 percent of the credit hours taught in 2001-2002 (see Table 27).

Table 27
Percentage of Credit Hours Taught by Full-time Professors by Academic Faculty,
IAUPR: Metropolitan Campus 1997-98 to 2001-02

Faculty	1997-98	1998-99	1999-00	2000-01	2001-02
Behavioral Sciences	47	46	49	42	46
Economic and Administrative Sciences	55	52	48	52	63
Education	63	71	64	57	60
Humanistics Studies	62	65	62	74	79
Sciences and Technology	73	77	73	72	77
Nursing School	40	47	73	61	61
Average	59	61	59	59	65

Source: IAUPR, Statistical Reports, Fall 1997-98 to 2001-02

From 1997-1998 to 2001-2002, faculty overload has decreased from 50% to 35%. During academic year 2001-2002, a decrease in teaching overload was observed in Sciences and Technology, Economic and Administrative Sciences and Humanistics Studies (see Table 28). It is important to mention that the majority of the 44 faculty members (66%) participating in a campus survey recently administered indicated that their workload is adequate, while 33 percent (33%) think that the load assigned is heavy and compromises their ability to effectively carry out the teaching and learning processes.

Table 28
Faculty Overload

Faculty	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Science and Technology					
Total Faculty	64	64	62	58	55
Faculty with overload	42 (66%)	33 (52%)	42 (68%)	30 (52%)	14 (25%)
Number credits in overload	127	75	111	89	46
Education					
Total Faculty	48	47	43	42	41
Faculty with overload	26 (54%)	33 (70%)	37 (86%)	26 (62%)	24 (59%)
Number credits in overload	81	120	121	82	91
Economic and Administrative Sciences					
Total Faculty	63	57	56	54	54
Faculty with overload	36 (57%)	26 (46%)	32 (57%)	32 (59%)	20 (37%)
Number credits in overload	129	75	119	110	69

(table continues)

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Table 28
Faculty Overload

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Faculty	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Humanistic Studies					
Total Faculty	67	61	59	59	56
Faculty with overload	17 (25%)	19 (31%)	26 (44%)	23 (39%	15 (27%)
Number credits in overload	61	51	71	75	66
Behavioral Sciences					
Total Faculty	38	37	39	36	37
Faculty with overload	19 (50%)	20 (54%)	27 (69%)	16 (44%)	16 (43%)
Number credits in overload	54	58	67	47	44
Nursing					
Total Faculty	15	14	16	13	12
Faculty with overload	8 (53%)	3 (21%)	9 (56%)	2 (15%)	1 (8%)
Number credits in overload	15	11	18	3	6

Source: IAUPR Statistical Reports, Fall Semesters 1997-1998 thru 2001-2002

Twenty-five percent (25%) of the full-time faculty is granted release time in credit. Ninety-six percent (96%) of this credit release is for administrative matters while only 4 percent (4%) for research. However, as it will be seen in the next pages MC faculty is actively involved in research.

Faculty Roles and Responsibilities

Seventy-three percent (73%) of the 44 faculty members participating in the campus survey feels proud to work in this campus. There is consensus that the institution and MC in particular are respected by faculty, students, other universities and the general public. Faculty members are expected to contribute with new programs, courses, research and service projects, through the Academic Senate by means of proposals funded by federal or local grants, or in consortium with other IAUPR campuses or other institutions or agencies in Puerto Rico or other countries. Faculty members are responsible for program and course revision which are completed on a regular basis. Thirty-three programs were developed and fourteen were revised during the last five years (see Chapter 4, Educational Programs) .

The faculty at MC express a commitment to their academic and counseling responsibilities and are aware of the particular characteristics of the students they serve. Seventy-eight percent (78%) of faculty indicated that they know their responsibilities regarding academic counseling. Each faculty member is required to provide at least one office hour per week for every three credits taught. During office hours, faculty members must be available for their students in order to answer questions related to course content. It is important to mention that ninety percent (90%) of the institutional surveyed students indicated that professors are available during their office hours in order to answer their concerns. Students also indicated that the academic counseling provided by professors helped them to determine their study plans and to accomplish academic and professional goals.

Academic counseling may take a more personal approach, as students' personal problems could impact their academic achievement. Faculty are aware of this situation and are ready to refer students to other professional services as needed. At a more general level, professors are also required to provide academic counseling to assigned students or to any student who requests services such as: course selection and scheduling or long-term academic planning during the registration period.

The departments have established different strategies to help the faculty provide academic counseling. Some examples are: the Faculty of Sciences and Technology established the Academic Counseling Day from 8:00 a.m. to 9:00 p.m. During this day professors make formal presentations of academic programs and future plans. Promotional materials and refreshments are available to all participating students and more than 300 students attended the last activity. During the last five years, the Graduate Social Work Program has assigned each professor a group of students according to the area of specialty: fundamentals, direct services and

administration. The academic counseling process was systematized in academic year 2001-2002, through the creation of a team comprised of one counselor, the professor who teaches the course in which the student is having problems and the student. The Program Director also meets with the team, if necessary. This Program has developed its own Academic Counseling Manual, which is handed out to students enrolled in the program.

The 1992 MSA Self-Study Report and the 1998 Periodic Review Report stated the need for continuous assessment of the teaching and learning processes, especially through assessment techniques in the classroom. As a result, during the last five years, MC faculty developed a number of educational assessment techniques, for individual and interdisciplinary courses, some of which have been scientifically evaluated.

The English Department had developed different modes of teaching a second language, especially in the areas of English composition and reading, before the self-study analysis was initiated. These strategies provide for understanding the meaning of a text more rapidly by referring to prior knowledge. Teaching strategies developed by the English Department were evaluated by a prominent publishing house "Editorial Santillana" and was honored with a first prize in the field. A non-traditional approach in which students were able to see the relevance and importance of chemistry to the real world was applied in three chemistry courses (general chemistry, organic chemistry and analytical chemistry). The majority of the participating students (85%) evaluated the courses as "excellent" or "good". The most liked aspect of the courses was increased communication with the professor. Better class attendance was also observed as an outcome.

As part of assessment techniques, the portfolio is being used at undergraduate and graduate levels in Social Work, Psychology and Education. At the undergraduate level, this

technique is also used in biology, general education and nursing courses. Students, assisted by the professor, prepare their own portfolios and assess their academic progress. At the end of the course, students perform a summative evaluation of their academic performance. One desirable outcome of the portfolio technique is the way it has caused students to reflect on their own learning experience (see Exhibit 2). Student research projects assigned across the curriculum have been well received as assessment techniques. The projects have contributed to the development of an inquiring attitude and mentality in students. They also promote, through the continuous search for articles and reports, students' understanding of the discipline. Further description of the strategies implemented by the faculty to measure the effectiveness of their teaching techniques are discussed in Chapter 4, Educational Programs.

The MC faculty members have been successful in their research efforts eventhough (as mentioned before) only four percent of faculty received release time in credit for research. Scientific research and creative work complement the teaching and learning processes. Data analysis revealed that the majority of research conducted at the MC is centered in the Faculties of Sciences and Technology and Humanistic Studies. The majority of research projects at MC can be classified as research and development, applied research and training. In academic year 1997-1998, Administración de Fomento Industrial (Industrial Development Administration) funded a proposal for the establishment of a biotechnology laboratory to encourage student and faculty research in the Sciences and Technology area. Six faculty members and twenty-six students participated in this project. Table 29 shows the total number of research projects conducted by full-time faculty during the last five years. Exhibit 3 presents a complete list of research projects conducted by MC faculty during the last five years.

Table 29
Research Projects Conducted by Full-time Faculty
During the Last Five Academic Years

Faculty	Total number of Faculty Involved	Total number of Projects
Economic and Administrative Sciences	9	26
Behavioral Sciences	7	11
Education	5	8
Humanistic Studies	24	42
Sciences and Technology	23	42
Nursing School	2	2

Source: Dean of Studies Annual Reports, 1997-2002

It is important to mention that more than 60 faculty members (full and part-time) are actively working with graduate students as thesis and dissertation advisors. Currently, 84 education graduate students are working in their dissertation.

The MC Academic Senate has approved several resolutions to enhance faculty development, particularly in areas related to teaching and research. One of these resolutions proposed the creation of a Research Center. This Center was created in academic year 2001-2002. A full implementation of this Center is expected for academic year 2002-2003.

The MC faculty members have obtained more than ten million dollars in grants since 1997-98. In academic year 2000-2001, nine external proposals were approved to provide in-service education training to school teachers. Faculty members are given opportunities to share their research findings with their colleagues through informal and formal meetings. Financial support is also provided to faculty involved in research or publication activities. In the last five years, faculty have been active in publishing books and articles in professional journals. A collection of faculty books and articles are included in the Homines Journal which during the last five years has published a total of 322 articles of MC faculty members (see Table 30 and Exhibit 4).

Table 30
Total Research Publications by MC Faculty during the Last Five Years in the Homines Journal

FACULTY	TOTAL FACULTY INVOLVED IN PUBLISHING RESEARCH	TOTAL NUMBER OF ARTICLES PUBLISHED
Economic and Administrative Science	21	33
Behavioral Sciences	103	162
Education	31	48
Humanistic Studies	42	64
Science and Technology	11	15
TOTAL	208	322

Source: Homines Journal, 1997-2002

Faculty members are encouraged and expected to participate in public and community activities related to their individual interests and expertise. Table 31 shows the total number of community service projects conducted by faculty and who were affected. The Faculty of Sciences and Technology and the Nursing School have an excellent record in providing community service. It is important to point out that the Faculty of Sciences and Technology has been actively participating in science fairs as jurors or mentors. Involvement of the MC faculty in community service is evidenced through the Annual Self-Evaluation Report.

Table 31
Community Service Projects by Faculty,
1997-98 to 2001-2002

Faculty	Total of Projects	Impact on
Economic and Administrative Sciences	21	Government Agencies Community Students, Teachers at PRDE Professional Organization Cooperative Movement
Behavioral Sciences	7	Public Schools Community Children and young adults Drug addicted and HIV patients Government Agencies Private Enterprises
Education	9	CEEB Goverment Agencies PRDE
Humanistic Studies	13	CEEB PRDE

(tables continues)

Table 31
Community Service Projects by Faculty,
1997-98 to 2001-2002

Faculty	Total of Projects	Impact on
		Community
Sciences and Technology	41	DEPR Teachers, public and private school students, community in general, manufacturing
Nursing School	30	Hospitals, Children, Boy Scouts, Nurses, Health Professionals, Community Members

Source: Faculties Annual Reports, 1997-2002

Faculty Professional Development Initiatives

Faculty performance is greatly appreciated at the MC. Exceptional teaching by faculty members is recognized in a number of ways. For example, exceptional teaching is recognized in an award ceremony that takes place every two years. In year 2000, forty-four full-time faculty members were recognized for their outstanding work. Another forty-nine were recognized for their exceptional work. A special recognition was offered to six professors who published books during academic year 1999-2000.

Opportunities for renewal and professional development are recognized as extremely important at the MC and at the SCO. The development of skills and knowledge needed to stay at the forefront of their respective disciplines are strongly encouraged. Opportunities for conferences, on campus workshops and innovative teaching-learning research projects are part of faculty advanced trainings. Faculty members also received stipends for continuing studies and sabbatical leaves.

Faculty members were actively involved in attending conferences and workshops in and outside Puerto Rico. The Faculty of Sciences and Technology have distinguished themselves by their continuous participation in professional development activities. Table 32 shows the number of faculty members participating in conferences, seminars and workshops during the last

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five years (participation in activities promoted by the CID are not included). It also includes the number of workshops and seminars offered by MC faculty. Exhibit 5 shows professional development activities in which MC faculty participate.

Table 32
Total Number of Offered /Received Faculty Professional Development Activities during Last Two Years

Faculty	Participation	Offered
Economic and Administrative Sciences	70	22
Education	13	9
Sciences and Technology	173	66
Nursing	69	20
Humanistic Studies	96	53
Behavioral Sciences	23	6

Source: Faculties Annual Reports, 2000-2002

During the last five years, 49 faculty members received stipends totalling $282,393 to enroll in study programs conducive to professional degrees (see Table 33). Twenty-one sabbatical leaves were granted by the President which represents an investment of $766,842.90. System Central Office faculty assistance grants are available annually to full-time faculty who participate in the development of innovative instructional strategies (see Table 34).

Table 33
CO Support to MC Faculty Development, 1997-2002

Academic Year	Sabbatical Leaves		Economic Aid for Studies	
1997-1998	2	$ 54,720.96	8	$ 43,858
1998-1999	8	269,811.36	9	71,130
1999-2000	5	193,982.64	9	84,445
2000-2001	5	220,096.00	13	39,300
2001-2002	1	27,336.00	10	43,660
TOTAL	21	$766,842.90	49	$282,393

Source: Deanship of Administration, Fiscal Reports 1997-2002

Table 34
Approved Educational Innovation Projects
Years 2000-2001 and 2001-2002

	Proposal Title	Approved Budged
	Module on flexibility, cost and production through the World Wide Web	$4,180.00
	Module on marketing structures through the World Wide Web	4,195.00
	Multimedia in the course on baseline data and its relation to on line modality	4,438.00
	Modules on Cybernetics instruction to enhance ethical sensitiveness and management of ethical dilemmas in nursing and biomedical students	5,000.00
	Several modules for the data base course	5,000.00
	Modules on mathematics for marketing through the World Wide Web	5,000.00
	Development of a course on line: Advanced programming for the Graduate Program of Educational Computation	1,906.00
	Development of on line course: Seminar in Research	1,881.25
	Development of course on line: CEDU 5240 "Periféricos especiales y telecomunicaciones"	1,881.25
TOTAL		$33,481.50

Another professional development initiative promoted by the MC Dean of Studies Office, is the annual preparation and implementation of a Faculty Development Plan (FDP), based on requests from each academic faculty. This Plan will focus on enhancing faculty knowledge and skills in areas of their specialization, teaching strategies and computer and software use. Financial assistance is also provided to those who wish to attend seminars, professional conferences and special workshops in Puerto Rico and abroad. Table 35 shows the budget approved for the FDP for the last five years.

Table 35
Financial Resources Alloted to the Faculty Development Plan
1997-98 to 2001-2002

	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Off-Island Travel	$74,000	$74,000	$74,000	$67,000	$65,000
Seminar Fees	74,074	75,000	75,000	75,000	50,000
GRAND TOTAL	$148,074	$149,000	$149,000	$142,000	$115,000

Source: Dean of Administration Office

MC has made a concerted effort to provide adequate facilities for faculty professional development. The CID, which is located in a new technology building, assists faculty in developing innovative techniques. The CID seeks to incorporate new technology and

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constructivist practices to improve the learning process. Data obtained from CID records indicate that faculty have attended 47 workshops during year 2000- 2001, to receive training in the preparation of on-line courses and to learn to use Microsoft Windows 2000 and WebCT. During academic year 1999-2000, 245 faculty members participated in CID activities, 81 from August to December 2000 and 55 from January to May 2001 (Annual CID Report, 2001).

Implementation of the PT3 Project has promoted major transformations among faculty members who have used technology in their classroom experiences. Digital portfolios were incorporated and employed in all levels of practicum courses in the Teacher Education Program. Seven faculty members attended the 2001 NECC Conference in Chicago and returned highly motivated and enthusiastic with this experience and are encouraging their students to employ technology as part of the course work.

Another way of promoting faculty development and research is the Interdisciplinary Research and Gender Studies Center (IRGSC), founded in 1995. The purpose of the Center is to integrate gender perspective and discussion into research, teaching and services rendered at the MC. The Center has sponsored book presentations, lectures, talks, and forums for faculty, students and the community. The Center was site and co-sponsor for the Second National Feminist Forum. Other forums developed were "Gender and Science" and "Education and Postmodernism". In 1999-2000, the IRGSC co-sponsored the meeting: "Encuentro de Teólogas, Dios en Voces de Mujeres" (Encounter of Theologians: God in Women's Voices) at the MC. In collaboration with Bordes Magazine and IAUPR School of Law, the Center sponsored the visit of Durcilla Cornell, Professor of Law at Rutgers University. The IRGSC has published twenty-five (25) issues of "Diferencias" (Differences) newsletter, distributed throughout the campus. Some of the topics in the newsletter were: sexual policies and reproduction in youth, domestic

violence, sexual harassment in higher education, space and gender, eco-feminism and women experiences in Vieques, feminine theology and feminine issues. The IRGSC received a federal grant for the implementation of a Project directed toward the prevention and intervention with domestic violence victims. This Project aimed to train social work students as legal advocates and as case workers in a shelter for battered women. In addition, the Project provided training and workshops on several aspects of domestic violence for MC faculty and counselors. More than 50 faculty and members have participated and evaluated the workshops as excellent. The IRGSC has contributed to the integration of gender issues in the curriculum through the creation of a bachelor's level course "Culture, Society and Gender", offered in a team teaching approach by several IRGSC faculty members. At present, this course is being developed for the graduate level. Through the teaching of this course, IRGSC compiled numerous papers and presentations on the various topics for an edited book that is currently scheduled for publication.

The Center for Environmental Education, Conservation and Interpretation (CECIA, in Spanish), founded in 1993, is an institutional effort to develop academic and research programs in areas related to environmental science. It provides traditional and non-traditional, community-based education and training enabling faculty, students, technicians, professionals and other community members to become environmentally responsible citizens. Once of the main projects sponsored by CECIA in the MC since 1995, is the "CECIA Special Collection", located in the Information Access Center. Through books, annual reports of government agencies and articles on environmental topics, this resource provides helpful information to faculty, students and general community. Statistics for 1999-2000 and 2000-2001, show that 487 persons used this collection. CECIA sponsors research projects that give students an opportunity to participate in special internship programs, symposia and meetings on environmental sciences. Since 1994,

CECIA has co-sponsored the annual Symposium on Island Ecology geared to faculty, students, professionals and the general public. Approximately 400-500 persons attend the symposium every year. In 2001-2002, CECIA organized the meeting "Perspectives for Recycling in the 21st Century" where 250 persons attended. In terms of sponsoring research projects, over 20 undergraduate students have had the opportunity to present the results of their research projects in different scientific meetings. Two students also participated in the Washington Center and HACU internship programs for environmental careers. Other projects underway include reforestation, composting, recycling, potable and wastewater system assessment and habitat restoration and conservation.

The Alliance for Minority Participation Program (AMP), another faculty enhancement opportunity which is under the administrative jurisdiction of the Science and Technology Faculty during the last five years, has centered its effort on first and second year students registered in introductory biology courses using mentoring as a strategy in the teaching and learning process. The Program has been successful. Twenty seven (27) students under the mentorship of science faculty, have worked in scientific research projects. Several of them have presented their results at different scientific forums in the United States and Latin America. Seventeen (17) students participated as mentors, impacting three hundred fifty six (356) students that were mentored. Among those students that were mentored, an increase in the number of students earning a grade of C's or higher (in a scale A=4) has been observed. In the peer mentoring group, 24 students have participated as mentors, impacting 239 students. The same increase in students obtaining grades of C or more has been observed. AMP also provides summer camps for students of the Faculty Science and Technology in which they are exposed to new technological topics without abandoning humanistics aspects. AMP also sponsor prizes and incentives during the

Mathematics, Chemistry and Microbiology Olympic games that are held at MC. They also stimulate academic excellence in low income students through low income cash awards. During fiscal year 2001-2002, fifteen students have been granted this award and each has received an incentive of $800.00.

In terms of faculty perceptions about the MC support of their professional advancement, 249 full-time faculty members answered a questionnaire during academic year 2000-2001. The results revealed that the majority of the surveyed faculty had not participated in study grants (81%), unpaid leaves (88%), sabbatical leaves (79%), or other professional advancement or professional development programs. One third of the surveyed faculty (29%) had taken professional trips abroad to attend seminars or conferences, paid by the MC. In general, the questionnaire revealed that the majority of the surveyed faculty members had not benefited from professional development or advancement programs with funds provided by the University (Full-Time Faculty Profile, October 2001, p.11).

The System Central Office also oversees the preparation of the academic units' faculty development plans and allocates funds. The VPAAP coordinates the professional development of faculty members who participate in the AVANCE Program. MC faculty members who are selected to prepare or update study guides participate in workshops dealing with: how to prepare study guides, self-directed learning experiences, the adult education philosophy and curriculum design.

Faculty Recruitment and Selection

The Faculty Handbook clearly states the process for recruiting and hiring faculty (see page 61). The Handbook also describes criteria for the selection of candidates, highlighting achievement of academic excellence. New faculty hiring practices are responsive to academic

programs' needs. A doctorate is required of all new faculty appointments, except in areas of difficult recruitment and where master degrees are accepted as terminal degrees. To further promote fairness and equality under the law in the recruitment process, the Faculty Handbook describes institutional policies related to discrimination and equal opportunity in employment (Normative Letters # G-126-91 and G-145-92).

Another way to promote a fair recruitment and selection process is by involving faculty members. The procedures, stated in the handbook, involve full-time faculty in a search committee of the department in which a vacancy is posted. Faculty collaborates with department chairs in recruiting and selecting adequate candidates. This search committee is actively involved in interviewing and evaluating selected candidates. Figure 5 shows the faculty recruitment process. As observed, the department chairpersons, in collaboration with faculty deans, hold interviews and recommend candidates to the Chancellor. The Chancellor is the nominating authority.

Figure 5
Faculty Recruitment Process
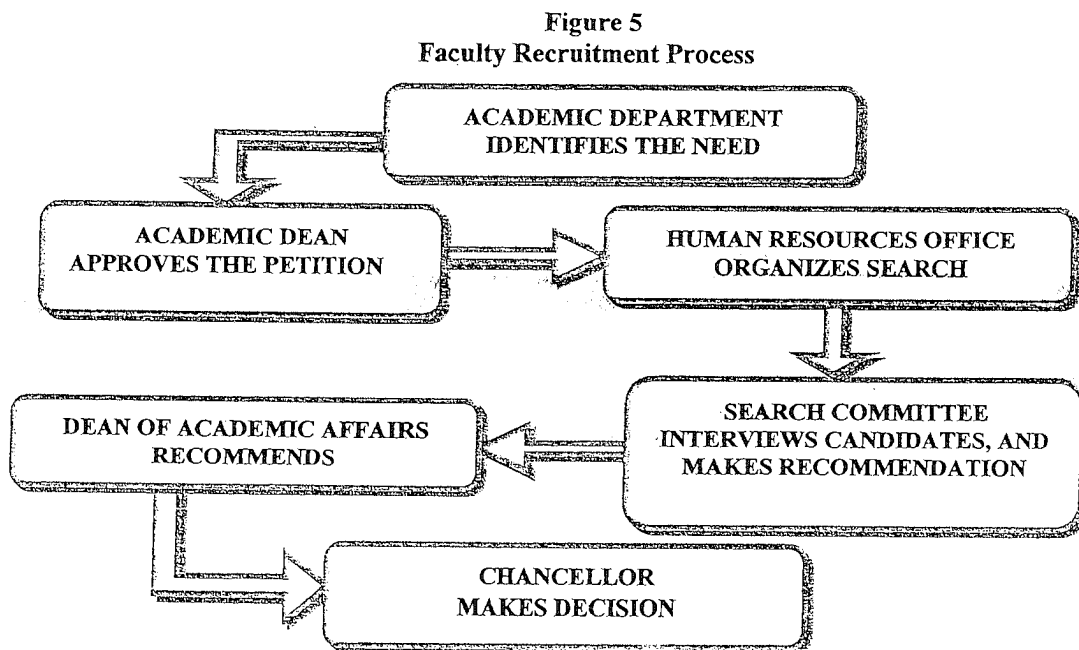
During the last five academic years, twenty full-time faculty members have been hired in the MC. Three of them were hired for the Faculty of Sciences and Technology, four for Education, three for the Faculty of Economic and Administrative Sciences, eight in Humanistic Studies, one in Nursing and one in Behavioral Sciences. New faculty members receive their orientation from the MC Dean of Studies. In that orientation, the Faculty Handbook and other important documents and information about administrative and academic processes are distributed and explained in detail. Directors from different campus offices explain and clarify doubts about their services as they relate to faculty.

Mentoring practices are different in every department, even in departments within the same academic faculty. Most of the time, mentoring is a result of the special needs and personality of the new member. Mentoring is more of a personal matter than an institutional effort. After the initial orientation, faculty members have depended more on their own efforts to keep abreast of college policies, goals and objectives. Faculty keep abreast of college policies, goals and objectives through meetings with the department chairs, the Dean of Studies, faculty deans and staff from the VPAAP.

Faculty Participation in the Decision-Making Process

There are several ways in which faculty participate in the decision-making process at MC. Faculty participates in matters related to academic offerings, academic regulations and standards pertaining to students and teachers. Policies related to faculty participation are included in: the Faculty Handbook, University Council Constitution and Bylaws of the Academic Senate.

The MC faculty participate in the Academic Senate as well as in a broad range of committees: Promotions, Tenure and Contract Changes, Sabbatical Leaves and Study

Scholarships, Fund Raising, Search Committees and Campus Life. Faculty also participates in faculty and departmental committees and "ad hoc" campus committees. There is a general perception that faculty advice in matters such as promotion and tenure, is very important. However, it is important to mention that seventy-four percent (74%) of the 49 faculty members surveyed felt that they do not effectively participate in the decision-making process at MC.

As mentioned before, faculty fully participate in the Academic Senate. The faculty-administration ratio in the Senate is 12:1 in favor of the faculty. The President of the Senate is always a faculty member, elected by faculty academic senate members. A full description of the Academic Senate is included in Chapter 8.

IAUPR has established clear policies that govern full-time faculty. These are included in the Faculty Handbook (April, 2001). The Part-Time Faculty Handbook has just been revised. All faculty receive a copy of the Handbook at the time of employment. Specific policies appear in the Faculty Handbook and other official publications of the IAUPR (see Table 36). The vast majority of Faculty surveyed (86%) indicate that they are familiar with the Faculty Handbook norms.

Table 36
Faculty Related IAUPR Policies

Policy	Where Found	Page Number
Related to Non-discrimination	IAUPR General Catalog 1999-2001 Faculty Handbook	2 1
Equal Opportunity Employment	Mission	1 Addendum VII
Non-Discrimination toward persons with disabilities	Faculty Handbook Faculty Handbook	G-126-91 Addendum VI G-145-92
Faculty Appointment	Faculty Handbook	61-63
Faculty Advancement	Faculty Handbook	69
Academic Rank	Faculty Handbook	19-23; 23-28
Grievance Procedures	Faculty Handbook	42-43

(table continues)

Table 36
Faculty Related IAUPR Policies

Policy	Where Found	Page Number
Promotion	Faculty Handbook	63-66; 77 (contract) 69-76 (rank)
Salary and Benefits	Faculty Handbook	54-59
Tenure	Faculty Handbook	66,78-80
Rights and Responsibilities	Faculty Handbook	41-59; 29-39
Termination	Faculty Handbook	81-89
Workload	Faculty Handbook	31-32
Academic Freedom	Faculty Handbook	41

Source: Faculty Handbooks (Full-Time and Part-Time)

Faculty Evaluation

Faculty performance is evaluated periodically according to IAUPR policies published in the Faculty Handbook. The faculty evaluation process has as its main objective the professional development of all faculty members in areas of academic performance. Tenured faculty is evaluated at least once every three years. Non-tenured faculty is evaluated every year, according to criteria established in the Faculty Handbook, for contract renewal, promotion and change of contract. The vast majority of the faculty recently surveyed (86%) report being aware of the criteria used for faculty evaluation, tenure promotion and changes in contract. About half of the faculty surveyed considers their experience with the Faculty evaluation process as "positive"; almost 70% feel it needs changes. The principal changes suggested to the evaluation process were centered on giving more weight/importance to student evaluations. The instrument used should be reviewed, since it is seen as inviting reactions to grades and furthermore, some items rated are found to be ambiguous and/or open to "interpretations". Focus groups with students were suggested.

There is a draft of a new version of the Faculty Evaluation Instrument that allots 60% of its value to assessing teaching. Interest in and ability to teach are a must in the hiring of faculty. Evaluation of teaching performance is central for contract renewal and for continued

appointment and promotion in rank. Peer and student evaluations are important components in the assessment of the faculty members contribution to learning. Peer assessment is based on a review of the faculty members self-evaluation, class observation, review of course syllabi, etc. It also takes into account the faculty member involvement in curricular and pedagogical initiatives such as creating and teaching new courses, research projects and mentoring (Faculty Handbook, page 68). In May, 2001, two instruments were revised to include evaluation of faculty teaching distance learning courses.

Each professor is evaluated by the students in at least one course section every semester through a 31-item standardized instrument. Results of these evaluations are useful for professors to address strengths and weaknesses in their courses. For example, in the Mathematics Department the average score in this instrument is 3.33 on a scale of 1.0 to 4.0, where four is "strongly agree" and 4.4 on a scale of 1.0 to 5.0, where 5 is "always".

The most important criterion for faculty advancement is the demonstration of excellence in: a) teaching experience, b) teaching quality, c) service to the institution at the departmental, MC and larger system levels, d) service to the community, e) research and creative work and f) professional growth and development. The faculty evaluation process for promotion has been revised. Two of the faculty evaluation instruments were modified: student evaluation of faculty, and classroom visit. A third evaluation instrument (Peer Evaluation) was eliminated. Values assigned to the different criteria for promotion and tenure teaching, research, publication, community service, etc., were revised to take into account the professional idiosyncrasies of academic disciplines. Faculty promotion procedures also involve the selection of a peer faculty evaluation committee at the department level, selected democratically and by secret vote by all faculty members in each department. The committee evaluates the candidates requests and

prepare and submits recommendations to the Promotions Committee. That committee in turn, submits recommendations to the Dean of Studies which makes recommendations to the Chancellor. The Chancellor sends his recommendations to the VPAAP who forwards the document to the President for a final decision. Procedures for due process are available should the candidates not be granted his/her request.

During academic year 2001-2002, the following evaluations were done: thirty (30) formative evaluations of tenured faculty, twenty-two (22) summative evaluations for contract renewal and fifteen (15) summative evaluations for recommending change from tenure track to tenure contract. Three (3) faculty members were evaluated in their sixth probationary year while three (3) were considered for accreditation of years in service.

Inter American University has stated that all members of its Faculty, whether tenured or not, are entitled to academic freedom as set forth in the 1940 "statement of Principles on Academic Freedom and Tenure" jointly formulated by the American Association of University Professors and the Association of American Colleges. As a matter of fact, seventy percent (70%) of faculty surveyed feel they have academic freedom at MC. Faculty are also entitled to an academic due process. If, in the course of performing professional duties or in the process of being considered or evaluated for recommendations regarding reappointment, type of contract, promotion, tenure or other personal decisions, a faculty member has reason to believe there has been unfair treatment and discrimination, violation of due process or of academic freedom, that faculty member may seek a redress through appropriate grievance procedures.

Conclusions

The Faculty Committee concludes that:

    1. MC has a highly qualified, academically well prepared faculty.

2. A high percent (73%) of the MC faculty members have tenure.

3. The proportion of credits taught by full-time faculty is 65 to 35 by part-timers, which is congruent with current IAUPR practice.

4. The MC faculty is committed in the fulfillment of their role and responsibilities.

5. The MC faculty actively participate in the revision of existing program and in the development of new academic programs.

6. MC faculty are knowledgeable of their discipline content and areas related to the teaching and learning processes as evidenced by their continuous participation in professional development activities.

7. More than 1.7 million dollars were spent in professional development activities directed to enhance faculty knowledge in their disciplines and teaching skills.

8. The MC faculty is committed to the development of scholarship as demonstrated by the great number of intellectual activities developed during recent years.

9. Faculty professional competency is recognized by students in general.

10. Lack of a systematic approach to data gathering makes it difficult to assess the impact faculty has on learning.

Recommendations

1. Efforts should be made to develop and implement an academic advising program for the campus.

2. An organized mentoring program should be developed through the Dean of Studies office so that every new faculty member benefits from those who are experienced.

3. A mechanism to coordinate all initiatives related to faculty evaluation and professional development must be established.

4. The implementation of the Research Center should received full support in order to strengthen faculty research efforts.

5. Additional efforts should be made to facilitate and stimulate faculty participation in professional development activities related to the use of technology in the classroom.

6. A more systematic process of gathering data must be devised and implemented at MC, to facilitate the assessment of faculty impact on the teaching and learning processes.

7. An effort should be made to complete the process of developing the new version of the Faculty Evaluation Instrument.

Chapter 4
Educational Program and Curricula

Standard for Accreditation... "programs and courses which develop general intellectual skills such as the ability to form independent judgement, to weigh values, to understand individual theory, and to interact effectively in cultural diverse worlds".

Overview

The educational programs at the MC encompasses not only its curricula, but also support services, activities and academic processes that lead to the pursuit of campus mission and goals and the development of students as educated persons. It includes not only what happens in the classroom, laboratories and the Information Access Center (IAC), but also professor and students activities, lectures, community services and informal contacts between students and faculty.

The analysis of the educational program is focused on the effectiveness of curricula, student learning outcomes and other related educational activities. Effectiveness is assessed in light of the campus mission and goals and its social commitment to education. An overview and analysis of curricular revisions, new undergraduate and graduate programs and of program outcomes assessment is presented as well.

Faculty, students and administrators carefully examined the questions developed for the Self-Study Design. A critical analysis was done and several meetings were held with department chairpersons, faculty deans and the Dean of Studies. Assessment of educational programs and curricula was conducted through analyses of documents, interviews and questionnaires.

Discussion of Issues

Academic Programs Congruency with MC Mission and Goals

The MC undergraduate and graduate academic educational offerings are congruent with its mission and goals, specifically with goals 2,3,4 and 6. This relationship was verified for each

program through the application of policies that govern the establishment of new programs as well as with those that have been revised. The Academic Senate verifies this congruency prior to their consideration and submission to the floor for approval.

The MC offers 6 associate degree programs, 46 bachelor degrees, 34 master programs, 12 doctoral programs and 5 professional certificates. It also offers 3 post-secondary education certificates. The MC is the first university campus in Puerto Rico offering two on-line masters degree programs in Educational Computing and Business Administration, both licensed by the PRCHE. A list of the academic programs by degree is presented in Table 37.

Table 37
MC Current Academic Offerings

Associate Degrees	
Arts • Office Systems Management • Popular Music	Applied Sciences • Business Administration • Accounting • Nursing • Medical Emergencies
Bachelors in Arts	

• Political Sciences
• Office Systems Management
• Spanish
• History
• English
• Criminal Justice
• Mathematics
• Popular Music
• Psychology
• Sociology
• Sport Technology
• Social Work
• Education in Early Childhood: Pre-school level
• Teaching English as a Second Language in the Elementary school
• Education in Early Childhood:
   * Elementary Level (K3)
   * Elementary Level (4-6)
	• Secondary Education in
	   * Biology
	   * Intermediate School Science
	   * Spanish
	   * Social Studies
	   * English as a Second Language at the Secondary Level
	   * History
	   * Mathematics
	   * Chemistry
	• Special Education
	   * Communication Handicaps
	   * Mild Handicaps
	   * Severe and Multiple Handicaps
	• Physical Education
	   * Elementary Level
	   * Secondary Level
	   * Adapted

(table continues)

Table 37
MC Current Academic Offerings

Bachelors of Business Administration	Bachelors of Science
- Accounting - General Economics - Finance - Management - Human Resources Management - Industrial Management - Marketing - Computerized Management Information System	- Biology - Biomedical Sciences - Computer Sciences - Mathematics - Chemistry - Medical Technology - Environmental Evaluation and Protection - Nursing

Master Degrees	
Arts - Educational Computing (Traditional and On-line) - Administration and Supervision - Elementary Education - Teaching of Science - Teaching of Mathematics - Occupational Education - Guidance and Counseling - Business Education - Physical Education - Teaching English as a Second Language - Higher Education Management - Spanish - Criminal Justice - Psychology * Psychological Counseling * School Psychology * Industrial/Managerial Psychology - Labor Relations - Vocational Evaluation in Special Education	Business Administration - Business Administration (Traditional and On-line) - Accounting - Finance - Industrial Management - Marketing - Human Resources - International Business - Managerial Information Systems - Science - Social Work

Master of Science	Master in Social Work
- Open Computer Information Systems - Medical Technology * Laboratory Management * Microbiology - Environmental Evaluation and Protection	* Social Administration * Clinical Services

Doctor of Education	Philosophy Doctors Programs (Ph.D.)
- Special Education Administration - Educational Administration - Curriculum and Instruction - Guidance and Counseling	- Entrepreneurial and Managerial Development * Interregional and International Business * Human Resources * Labor Relations - Theological Studies * Pastoral Theology * Christian Education - Psychology * Industrial /Organizational

Table 37
MC Current Academic Offerings

	* Psychological Counseling * School Psychology
Professional Certificates	
• Curriculum and Instruction (Post Master) • Vocational Evaluation (Post Bachelor) • Educational Management (Post Bachelor)	• Medical Technology (Post Bachelor) • Data Base Technology and Administration (Post Bachelor)

Source: Academic Offerings at UIAPR, VPAAP 2002

Every academic program performed an analysis of the congruency of the institutional goals and the program goals, as part of the MSA review process. The analysis reveals that the different academic programs implement activities to foster institutional and campus goals. Besides, each program provides support services that foster the development of students as educated persons (see Table 38).

Table 38
Examples of Program Support Services Offered

Faculty	Program	Support Services
Economic and Administrative Sciences	Computerized Management Information Systems	• The course Practicum CMIS-3915 was created and implemented.
	BBA in Managerial Economics	• The Students Association of Economics and Finances was created.
	Finance	• In the course: Financial Contemporary Trends an aggressive program of conferences was developed with resources from the industry where the students are exposed to the new trends.
	Accounting	• Graduate Accounting Program students offer tutoring services to those registered in the basic courses of accounting. • The National Encounter of the Accounting Students was held.
	Management, Industrial Management, Human	• The course Internship in Human Resources is offered.

(table continues)

Table 38
Examples of Program Support Services Offered

Faculty	Program	Support Services
	Resources	
	Office Systems Management	• The course OMSY 4910, Professional Practice develops an aggressive program which includes conferences with guests from the industries where the students participate of the new trends in the industry. • The Professional Association of Administration Assistants was developed.
	Master in Labor Relations	• Courses by contracts are offered to students who cannot attend these offered in campus.
	Master in Business Education	• Internships and supervised practice are offered to the students.
	Marketing	• Internship at the Publicity Agency West Nollas Grey. • The Marketing Association was created. • Talented students participate of the Summer Training Program.
	Master in Business Administration	
Education	Graduate Program	• Orientation about how to prepare for the comprehensive examination. • Internships in Centers and educational institutions that offer orientation and individual and group counselling.
	TEP	• Orientation and tutorships in the Teaching of English as a Second Language.
Humanistic Studies	Liberal Arts	• Individual orientation with tutorships all day. • Retreats in musical entonation and rhythm for students who need to improve their skills in these areas. • Seminars to improve voice while singing.
Behavioral Sciences	Graduate Program	• The Students Association of Criminal Justice offers orientations to students prior to the comprehensive exams and workshops in related areas.
	Social Work Graduate Program	• Students who are taking the course "Practicum IV" develop a project in which they offer social services to the community. This may include trainings to parents, workshop in schools and so forth.
Sciences and Technology	Mathematics	• Tutoring in Mathematic. • Integrating Technology in Education Projects • Tutoring at the CIT

Table 38
Examples of Program Support Services Offered

Faculty	Program	Support Services
	Computer Science	• Tutoring • Elective Course: Industrial Practicum
	Chemistry	• Chemistry Students Association offers chemistry demonstrations to public schools students in the Metropolitan area • Academic Counseling • Student Organizations
	Biology	• AMP Project
Nursing	Nursing	• Tutoring • ADN Program for low income students • Internships on Chicago Hospitals, Edgewater Corp. And Grant • Health Fairs • Inter Clinics, 2000-2001 • Optometric Clinic • Women Health Fairs • CREA- Community Services • First Geriatric Familiar Picnic • Vaccination Clinics

Source: Academic Department Questionnaire, 2002

MC academic programs curricula are coherently organized to provide students with the academic skills, attitudes and knowledge necessary to become responsible citizens and competent professionals. IAUPR ensures a curricular balance between specialized areas and general education through the articulation and revision process that is performed at the departmental level, the Academic Senate and the University Council. The undergraduate academic program focus students attention toward appropriately related subjects, introducing a global perspective that emphasizes the cultural diversity and interrelatedness of the modern and contemporary world. As of January 2002, bachelor degree programs should be revised and reduced to a minimum of 110 credit-hours. Forty-three percent (43%) of these credit-hours are general education courses and 57% are ascribed to the area of specialization or major.

The MC has been very active in planning and integrating the academic and external community into its services and activities. Cultural events, community activities and services

are offered. Facilities for academic and recreational purposes are also available for the community. To comply with goal 9, each semester an array of educational-cultural activity programs is developed and implemented at the MC. Each of the activities is consonant with institutional ethical-moral values. The program aims to offer students and the community activities of the highest quality, such as those presented in the most prestigious theaters of the Island. Some examples are: concerts by the Symphonic Orchestra of Puerto Rico twice per semester; well-known plays and traditional activities such as: the Puerto Rico Week and a Christmas Concert. Concerts and plays draw large crowds. These activities have contributed to the enhancement of students and community quality of life.

The Rafael Hernández Museum and the Oral History Center have, for a decade, promoted cultural exchanges between the Metropolitan Campus and the general population of surrounding towns. Both centers, provide the general public and the university community with information about the achievements of some of Puerto Rico's leading figures.

The Metropolitan Campus is producing and recording a musical CD for children with songs written by the composer Rafael Hernández. This project will allow the university to promote this type of music, mostly unpublished, that demonstrates how important children were in Rafael Hernández life. The composer used his genius to write 25 children songs, among more than 2000 compositions made over the span of his professional career. It is important to mention that with this CD, the Metropolitan Campus will inaugurate the recording studio of the Popular Music Program, the only program of its kind in Puerto Rico.

The Oral History Center presents a unique collection of oral history and sociological recorded sources. It contains more than 10,000 recordings pertaining to Puerto Rican history and

social life. An explanation of the services provided for this Center is included in Chapter 5: Library and Learning Resources.

The MC commitment to community service is further evidenced by the establishment of different programs such as: Adopt-a-School, Health Clinics and the Inter American Clinic for Psychological Services (ICPS). This clinic (ICPS) has provided direct services to the general public since 1992. In addition, the clinic offers a structured educational learning and practicum center for Psychology graduate students. Most of the services are directed toward children's needs in the school and family context. Ninety-five percent (95%) of persons who have received the services are from low income families. A significant number of students are referred by both private and public schools. University employees and their families also benefit from the clinic services. The clinic has also given support to several private and public schools. During academic year 1999-2000, the clinic offered 1,976 psychological services. The different types of services provided appear in the Table 39.

Table 39. Services Offered by the ICPS during Fiscal Year 1999-2000	
Psychological Evaluations	361
Psychological Intervention (Individual/Family)	386
Group Therapy / Psychotherapeutic Workshops	212
Crisis Intervention Services	587
Referred Screening Services and Interconsultations	430
TOTAL	1,976

Source: ICPS Annual Report

Social Work Graduate Program students must complete 500 hours of community service. Twenty three (23) centers have been established in different geographical areas of the Island to assist socioeconomically disadvantaged persons. General and advanced practice is oriented toward intervention with populations at risk, such as drugs users, battered women, homeless persons, abused children, school dropouts and HIV positive persons.

Program Development and Review

The academic offerings are periodically and systematically evaluated so that they respond to students needs, societal demands and changes in job markets. The offerings are fully consonant with the MC mission and goals. From 1997 to 2002 new programs have been developed and existing ones have been revised. The SCO has established that academic programs must be evaluated at least every five years. During the last five years, 14 academic programs have been revised. Of these, eleven were revised at the institutional level and three at the campus level (see Table 40).

Table 40
Curricular Revisions Last Five Years

PROGRAM	LEVEL	REVISED ON
MA Business Education	Graduate	December 1997, 1999
BBA Major in Managerial Economics	Undergraduate	May 1998
Modifications to the requirements for the MA, Special Education with a Major in Vocational Evaluation	Graduate	May 1998
MA Spanish	Graduate	March 1999
BS in Chemistry	Undergraduate	May 1999
BS in Biology	Undergraduate	May 2001
BS Computer Sciences	Undergraduate	May 1999
BS Medical Technology	Undergraduate	May 1998
MA in the Teaching of English as a Second Language	Graduate	May 1999
MA in Social Work	Graduate	April 2000
BA English	Undergraduate	February 2001
General Education Program	Undergraduate	March 2001
Physical Education Program	Undergraduate	May 1998
Teacher Education Program	Undergraduate	May 1998

Source: MC Academic Senate Annual Reports
Biology – 2002, Medical Technology – 1998, Undergraduate May 2001, Undergraduate May 1998

At present, several academic programs are being revised. These are: AD and BA in Office Systems Management, BS and BA in Mathematics, BBA in Finance, BA in Criminal Justice, BA in Political Sciences, BA in Social Work, BA in Special Education, MS in Medical Technology, MA in Guidance and Counseling, MA in Educational Computing, MS in Open

Information Computer Systems, MA in Labor Relations, Master in Business Administration and Ed D Program in Guidance and Counseling. Figure 6 depicts the revision process.

Figure 6
ACADEMIC PROGRAM REVISION PROCESS
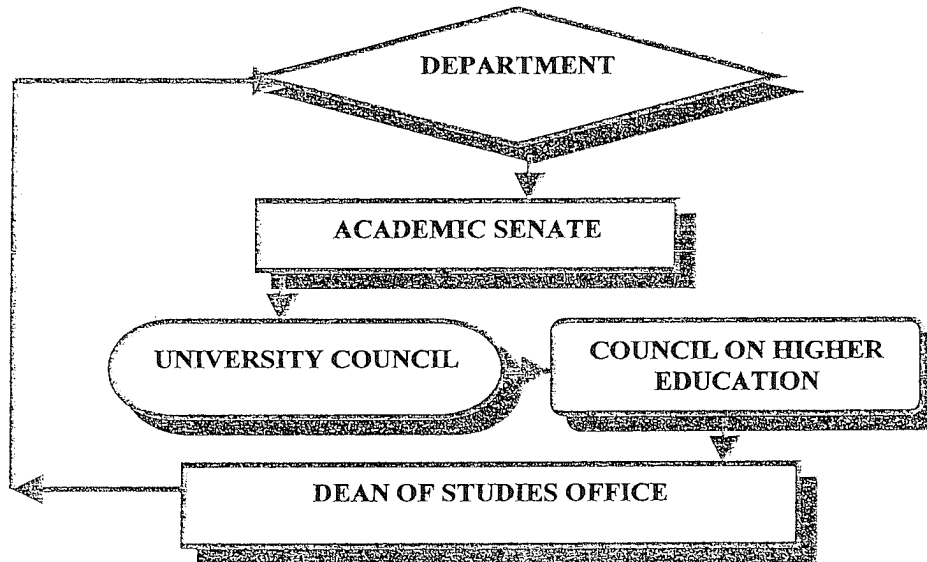
Some academic programs invite distinguished members of the community to participate in the curricular revision process. For example, the Social Work Graduate Program has established an Advisory Council to assist in the validation of the curricula from an external point of view. The Secretary of the Government Family Department and the Chairperson of the Puerto Rico Social Work Council, among others, participate in this process. The professors of the Graduate Business Administration Program (MBA) and the Medical Technology Program survey professionals in the field to complement the process.

It is important to point out that some academic programs have also introduced changes in their specific course offerings. For example, the Faculty of Sciences and Technology revised Biology, Mathematics, Chemistry and Physics courses to incorporate the Puerto Rico Department of Education content and professional standards for future teachers. This task was

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accomplished through the CETP Project. The revision of these courses included the incorporation of the cognitive-humanistic theory and the constructivist approach to teaching strategies and assessment techniques. Course assessment revealed that the number of "As" and "Bs" in the revised courses increased and the number of F's and W's decreased.

The MC makes sure that programs keep pace with societal needs in terms of the expected socioeconomic growth rate of Puerto Rico, demographic trends, primary service areas of the institution, as well as with labor market demands and projections. New graduate programs offered at the MC have responded to these needs. Some of these programs are: the MS in Environmental Evaluation and Protection, the Ph.D. in Entrepreneurial and Managerial Development (see Exhibit 6), the Ph.D. in Theological Studies and the Ph.D. in Psychology. Table 41 shows the new academic programs that have been developed since the academic year 1997-1998.

Table 41
New Academic Programs

DEGREE	PROGRAM	YEAR APPROVED
Associate	Office Systems Management	2000
	Popular Music	1998
	Medical Emergencies	2000
Bachelor	Office Systems Management	2000
	Teaching of English as a Second Language in the Elementary Level	2000
	Teaching of English as a Second Language at the Secondary Level	1999
	Communication Disorders, Special Education	1999
	Mild Handicap, Special Education	1999
	Severe and Multiple Handicap, Special Education	1999
	Physical Education- Elementary Level	1999
	Physical Education – Secondary Level	1999
	Adapted Physical Education	1999
	English	2002
	Popular Music	1998
	Accounting	1999
	Environmental Evaluation and Protection	2000
	Biomedical Sciences	2002

(table continues)

Table 41
New Academic Programs

DEGREE	PROGRAM	YEAR APPROVED
Master	Educational Computing (On Line)	1999
	Teaching of Mathematics	2000
	Higher Education Management	1999
	Business Administration (On Line)	2000
	International Business	2000
	Environmental Evaluation and Protection	2000
Doctoral		
Education (Ed.D.)	Major in Educational Administration	1999
	Interregional and International Business	1999
	Human Resources	1999
Managerial and Entrepreneurial Development (Ph.D.)	Labor Relations	1999
	Christian Education	2000
	Pastoral Theology	2000
Theological Studies (Ph.D.)	Psychological Counseling	2001
	School Psychology	2001
Psychology (Ph.D.)	Industrial and Organizational	2001
Professional Certificate	Educational Management	2001

Source: PRHCE Certification Letters / VPAAP, 2002

Some academic departments are currently working on the development of new programs (see Table 42).

Table 42
New Academic Program Projections

Degree	Program	Expected Year
Master	Music Education	2002-2003
	Early Intervention Education	2002-2003
	Executive MBA	2002-2003
	Government	2003-2004
	History	2003- 2004
	Logistics and Transportation	2003-2004
Bachelors	School Health	2002-2003
	Electronic Business	2002-2003
	Religion (Transferred)	2002-2003
Associate Degrees	Religion (Transferred)	2002-2003
	Electronic Business	2004-2005
	Mathematics Tutor	2002-2003
	Spanish Tutor	2003-2004
	English Tutor	2004-2005
	Insurance	2002-2003
	Tourism/History	2002-2003
	Criminal Justice	2002-2003
	Private Security	2002-2003

(table continues)

Table 42
New Academic Program Projections

Degree	Program	Expected Year
Post-Secondary Certificates	Paralegal	2003-2004
	Families Intervention	2003-2004
	Personal Investment	2002-2003
	Tax Specialist	2004-2005
	Practical Nurse	2002-2003
	Inspector	2003-2004
Professional Certificate	Bioethics (Post Bachelor)	2002-2003

Source: MC Strategic Plan, 2001-2006
VPAAP, 2002

Revised General Education Program

Undergraduate academic programs include three interrelated components: general education, concentration and elective courses, addressing the formation of students in a comprehensive educational context.

The overall structure of the General Education Program (GEP) has been changed. The revised GEP was implemented in January of 2002. It consists of forty seven (47) credit hours for students enrolled in a bachelor degree programs and twenty three (23) credit hours for students enrolled in an associate degree programs. The revised GEP is organized in six parts. Part 1: Basic Skills, includes courses in English, Spanish, Mathematics and a course for the development of technology skills. Part II: Philosophical and Aesthetic Thinking includes courses that develop students' creative thinking and artistic sensibility. Part III: Christian Thinking, helps students develop values and fundamental knowledge of Christianity from an ecumenical point of view. Part IV: Social and Historical Context, allows students to develop knowledge and skills in social sciences and history of Puerto Rico. Part V: Technological and Scientific Context, helps students develop fundamental knowledge and skills in the natural sciences, technology and ecological responsibility. Part VI: Health, Physical Education and

Recreation, allows students to develop competencies and skills that contribute to positive self-esteem, confidence and the discipline for their well being.

Assessment

Since the last accreditation visit, the MC has been involved in ongoing assessment activities at different levels. The assessment processes attempt to predict students' learning as they progress through key stages of their educational experience. MC has established three levels of assessment: institutional, program and classroom (see Table 43).

Table 43
MC Levels of Assessment

LEVEL	PURPOSE	STRATEGIES USED	PRIMARY RESPONSIBILITY
Institutional	Designed to assess overall MC mission and goals accomplishment	GEP exams, student opinion survey, focus group, alumni satisfaction survey, employment surveys, graduation rates, retention and attrition studies, Program Evaluation Surveys, enrollment, class size, faculty / student ratios.	Institutional Assessment Committee, Dean of Studies Area Deans Academic Senate VPAAP
Program	Designed to assess accomplishment of program goals.	Alumni surveys, employer surveys, student satisfaction surveys, student grades, focus groups, comprehensive examinations, dissertations, licensing or certification, exams, student graduation rates, retention rates, faculty credentials and reputation.	Program Chairpersons Faculty Deans Dean of Studies
Classroom	Designed to assess student learning.	Tests, quizzes, oral and written reports, writing prompts, reflexive diaries, portfolios, electronic portfolios, laboratory demonstrations, video and audio recording, classroom assessment techniques, research projects.	Faculty / students Program Chairpersons

Source: MC Assessment Plan

In addition, the VPAAP conducted Student Satisfaction Surveys in academic years 1997-1998 and 2000-2001. The instrument gathered students' opinions regarding academic support, complementary services, university life, registration, academic offerings, faculty, physical facilities and university climate. The results of both instruments reveal that students are satisfied with the academic offerings. Ninety-two percent (92%) of students surveyed indicated that their

academic preparation allowed them to compete favorably in the employment market; ninety-three percent (93%) consider that the programs help them achieve their academic expectations and goals.

An analysis of existing individual programs at the MC reveals that assessment efforts are at different stages and levels of implementation. Several academic programs, as part of their own accreditation processes, have been implementing comprehensive and systematic assessment procedures. Some faculties are currently reconsidering expected outcomes while some are validating instruments or gathering data. Others have developed initial assessment techniques as part of their program revisions. The participation of the faculty and the coordination of assessment activities by the Deanship of Studies guarantee that assessment data are used for the improvement of the teaching and learning processes. The campus outcomes assessment activities lead to improvements in the educational programs. For example, the Faculty of Economic and Administrative Sciences has made major curricular revisions based on assessment results. The Economics Department performs student grade analyses in the following courses: MAEC 2211, MAEC 2212 and BADM 4300. The results are also evaluated by faculty to develop active plans for improvement. The Accounting Program developed four review courses for students taking the CPA Certification Exam. The Popular Music Program implemented a Skill Performance Assessment Instrument and Jury Competency test, among others. The following table reveals the assessment strategies used by academic programs.

Table 44
Summary of Student Outcomes Assessment
Instruments in the Academic Programs

Faculty	Program	Pre/Post	Departmental Tests	Portfolio	Seminar	Alumni Survey	Focal Group	Comprehensive Exams	Dissertation	Employer's Survey	Research Paper	Student Survey	Others
Economic and Administrative Sciences	Business Administration		X										
	Economics		X										
	Computerized Management Information System		X			X				X			
	Finance		X			X				X			
	Accounting	P	X										CPA Exam
	Office Systems Management		X	X		P				P	X	P	
	Graduate Programs							X					
	Doctoral Program							X	X				
Education	Teacher Education		X										Certification Exam
	Physical Education												
	Master Degrees				X			X					
	Doctoral Program							X	X				
Humanistics Studies	Spanish (Graduate)					X		X				X	
	Popular Music	X	X	X									Jury Exams
	English (Graduate)					X		X				X	
	Liberal Arts			P									
	Graduate Programs							X					
	Doctoral Program in Theology												
Behavioral Sciences	Social Science												
	Criminal Justice												
	Psychology			X									Certification Exam
	Social Work			X									
	Social Work Graduate					X	X	X		X		X	Employees Survey
	Master in Criminal Justice							X					
	Master in Psychology												
	Doctoral Program in Psychology							X	X				
Sciences and Technology	Biology			X						X		X	
	Environmental Evaluation and Protection							X					
	Chemistry		X										
	Physics												
	Mathematics		X										
	Educational Computing							X					

(table continues)

Faculty	Program	Pre-Post	Departamental Test	Portfolio	Seminar	Alumni Survey	Focal Group	Comprehensive Exam	Dissertation	Employer's Survey	Research Paper	Student Survey	Others
	Open Information Computer Systems							X					
	Medical Technology				X	X		X		X		X	Certification Exam
Nursing School	Nursing		P		X	X	X			X		X	Certification Exam Case Studies

X= in use   Source: Academic Department Questionnaire, 2002
P= Proposed

The Chemistry and Physics Department performs periodic assessments of student grade outcomes. The results are evaluated by the faculty who develop action plans for improvement. As a result of the process, tutoring programs and computer assisted instruction have been incorporated. The following table shows the percent of students who obtained "D", "F" and "W" grades the last three academic years. As observed, the percent of failing students has decreased significantly in the last three years.

Table 45
Percentage of Students in Chemistry Courses
that had Obtained D, F or "W"

Academic Years	% D, F and W
1994-1995 (Base Year)	51
1999-2000	38
2000-2001	34
2001-2002	31

Source: Chemistry Department

Medical Technology Program Assessment Process

The Medical Technology BS/Professional Certificate Program has been accredited by the National Accrediting Agency for Clinical Laboratory Sciences since 1984. The program has been accredited for the maximum number of years in each accreditation cycle. This outcome is the result of a well developed assessment process that is performed periodically and

systematically. National certification exam scores, student and employers surveys and student clinical practice evaluations results are used as indicators. The mean passing score of Medical Technology Graduate Student in the National Exam is over 80%. Faculty and administration meet periodically to evaluate outcomes and determine compliance with the standards established in the Program's assessment plan. Figure 7 shows the effectiveness of this program. Exhibit 7 describes in detail the Medical Technology outcomes assessment model.

Figure 7
Medical Technology Undergraduate Program
Students Outcomes
ASCP MT Board Exam 1997-2001
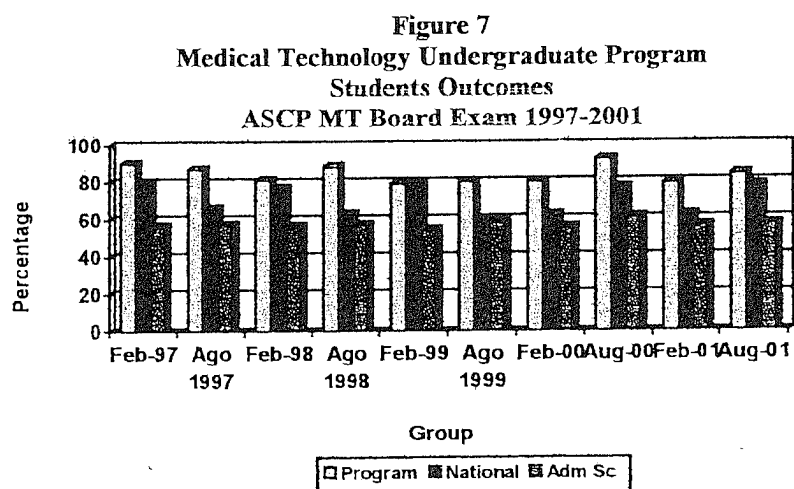
Graduate Social Work Program Assessment Process

The Graduate Social Work Program assessment process is based on the Council of Social Work Education evaluation standards. An on-going systematic approach is used to assess the Program. Outcomes are measured by multiple assessment instruments designed by faculty. Professors have been able to articulate the objectives of each course with those of the Program. At present, they are in the process of revising assessment instruments and are undergoing a curricular revision. Student outcomes in the comprehensive exam are used for curricular revision. The need to strengthen the analytical skills and application from a specific theoretical frame to a particular context, has been identified. Also, as part of the assessment results, faculty has introduced a trimester/semester modality to respond to the needs of the "non-traditional"

adult population. Figure 8 shows the percentage of students that passed the comprehensive exam during the last five academic years. Social Work faculty has been analyzing different factors which might have interfered with the group's performance. Two factors seemed to stand out: (1) students have knowledge about the theory but were confused about its application to the particular situation presented and (2) the structure of the exam, which was different from previous ones, seemed to block their thinking.

Figure 8
Social Work Graduate Program
Comprehensive Exam
Percentage of Students Passing-1997-2002
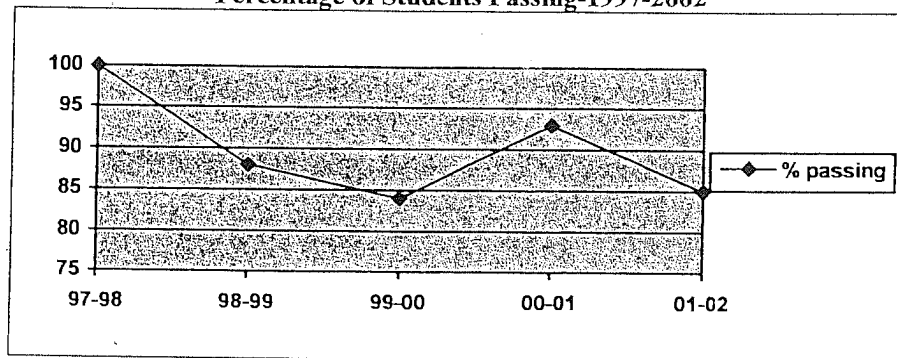
Nursing Program Assessment Process

The Nursing Program has been accredited by the National League for Nursing since 1995. As part of keeping the accreditation status, they have developed a continuous and systematic assessment process based on NLNAC National Standards. The assessment results are used for program review and improvement, to establish the faculty development plan and to determine the causes of unsatisfactory results in formative and summative evaluations. Student outcomes results on pharmacological assessment tests, Baccalaureate Nursing Achievement Test, Board exams (PR and USA), student surveys, alumni survey, employers survey, graduation rates, clinical evaluation tools and class evaluation tools are used as indicators of successful

performance. Faculty discuss outcomes to determine compliance with the National Standards and to improve the curriculum and the teaching and learning processes. If the results do not comply with expected outcomes, an action plan is developed and implemented. Table 46 shows the result of this assessment.

Table 46
Nursing Program Assessment Results

Aspect Assessed	Results Obtained	Action Taken
Pharmacology (expected outcome: 70 %)	80% of students pass the test	Results will be seen next semester in formative and summative evaluation
Therapeutic Nursing Intervention (expected outcome: 100% of students will achieve $\geq$ 77% score in clinical components of nursing courses)	218 TNI were evaluated; 161 were approved with 100%, 34 with less than 100% 7 students did not approved 14 non critical TNI	Faculty development
Communication skills (expected outcome: 100% of the students will achieve $\geq$ 70%)	In general students obtained a good average in all indicators. 80% of students approved communication skills on clinical performance with an average of 92% in all indicators	Faculty development
Critical thinking skills (expected outcome: 100%)	All the indicators are over 90% approved 78% of the students approved the indicators	Faculty development Validation of the instruments
Board status (expected outcome: 70%)	40 % of student pass the Board Exam as first time takers	A workshop is offered free of charge to those students who fail the test.
Employment status (expected outcome: 80%)	100 % of the graduates are employed in the first six month following graduation	
Program Completion (expected outcome: 80%)	90% of the students complete the Baccalaureate program in four years	Faculty development
Student Satisfaction with: Theory courses Clinical courses Clinical facilities (expected outcome: 80%)	83.4 to 96.1 % 84 to 95% 81.1 to 97.3%	Course revision

Source: Nursing Program Assessment Plan

Teacher Education Program Assessment Process

The Teacher Education Program (TEP) bases its academic reliability on valid measures that document content knowledge as well as ability to understand and use instructional foundations and practices. Teachers preservice preparation is basic in the assessment program. Teachers competencies in planning their teaching performance and outcomes are also used to evaluate effectiveness. The Standards of Excellence formulated by the Puerto Rico Department of Education (PRDE) in coordination with teacher preparation programs, were used in this assessment. The framework for the analysis must be part of and congruent with the TEP standards and competencies.

Criterion-based measures are included in candidates' electronic portfolios, incorporating preserves experience with coursework. This is an assessment measure that candidates have to complete before graduation and before beginning their licensing and certification process by PRDE.

During the second semester of each academic year, all candidates for recruitment by PRDE, must take a test in order to be certified. Results are an important criterion for candidate certification. The Federal Education Department requires a yearly institutional report. In academic year 2001-2002, eighty-four percent (84%) of TEP graduates, approved the Puerto Rico Licensing Board Exam.

Table 47
National Professional Teacher Certification Test Results (2001)

BASIC SKILL RESULTS			
Number of Student Tested	Number Passing	Pass Rate	Quartile Rank
143	120	84	II
PROFESSIONAL KNOWLEDGE RESULTS			
143	123	86	II

Source: Faculty of Education Annual Report, 2001

It is important to mention that in May 2001, IAUPR approved its institutional assessment model plan. The model, developed by a committee in which all the academic units were represented, can be used to develop multidimensional processes and products for each one of the institutional goals. It is expected that this tool will be an assessment guide for educational units. The model is in congruence with Vision 2012 and the Characteristics of Excellence of MSA. The assessment plan for the MC has been examined to determine its congruence with the IAUPR plan (see Exhibit 8).

New Modes of Instructions

The MC has been very successful introducing new teaching modes which respond directly to contemporary trends in education. Many of these are techniques such as the use of constructivist practices in classes, cooperative learning, student assessment, independent studies, intensive courses, trimester programs and contract courses. These last three techniques increase students opportunities to complete their degrees in less time and make the programs more attractive and relevant. For example, an evaluation conducted regarding intensive courses revealed that students were highly satisfied with the experience as they were able to complete their academic program earlier than expected.

The Faculty of Education has also introduced the use of reflexive diaries and the electronic portfolio, among other new teaching modes. Some TEP courses have integrated the Standards of Excellence of the Puerto Rico Department of Education (content, performance and assessment) as benchmarks in their classes. These standards have been adapted with a national orientation, as stipulated by the Federal Department of Education.

The Nursing Program began offering a Trimester Program in Spanish. The Faculty of Sciences and Technology introduced "electronic notes and on-line testing" for their Mathematics

courses. Assessment of these strategies revealed that the incorporation of technology strengthened the quality of the learning process. The Nursing Program has published on-line modules titled "Enhance Knowledge in Ethical Issues" and "Enhancement of Ethical Sensitiveness of Nursing and Biomedical Students at the MC". Both projects aim to develop bioethical knowledge in nursing students.

Distance Learning

In the spring of 1999, MC began offering on-line courses at the undergraduate and graduate levels. Currently, a total of 73 courses are ready to be offered on-line, half of which are at the graduate level. A total of 274 sections have been offered and 5,333 students have enrolled. Graduate students have benefited the most since Educational Computing and the MBA Programs have been offered on-line. Complete self-study reports of both Programs are included as Exhibits 9 and 10. The assessment of this initiative reveals that the majority of students are very satisfied with on-line offerings. Students indicate their satisfaction with faculty mastery of content, different teaching strategies used by professors, achievement of course objectives, and the opportunity to participate actively in the courses. An Evaluation Report of the Distance Learning Offerings at MC is included as Exhibit 11. It is important to mention that in 2000-2001, the Graduate Faculty of Education established a contract with Philadelphia Community College to offer on-line courses and video conferences at their site. Hispanic students living in the US are enrolled in these courses.

Service Programs for Non-Traditional Students

The MC serves non-traditional students through AVANCE, the English Trimester Program and the Continuing Education Program.

Enrollment patterns and terms provide the opportunity for students to begin or restart

academic studies during practically any month of the year. There are 17 academic terms: 5 in

Trimester, 6 in AVANCE and 6 in the Regular Program.

Table 48
MC Enrollment Terms

Regular Program	AVANCE	Trimester
August – December January – May June July Intensive August January	August – December October – December January – May March – May June July	August – December November – February March – May June July

AVANCE provides instructional modalities such as independent study with tutoring,

study by contract, validation of life experiences through portfolio or proficiency tests and

flexible course scheduling. AVANCE enrollment has remained steady, even in times of

decreasing general enrollment, which constitutes an indirect measure of this program's

effectiveness (see Table 49).

Table 49
AVANCE and Trimester Programs Enrollment during the Last Five Years

Years	AVANCE			Trimester		
	Full-time	Part Time	Total	Full-time	Part Time	Total
1997-1998	561	549	1,110	561	549	1,541
1998-1999	671	592	1,263	671	592	1,510
1999-2000	576	455	1,031	575	508	964
2000-2001	575	508	1,083	368	619	987
2001-2002	567	513	1,080	449	615	1,064

Source: Statistical Reports, 1997-98 to 2001-02

During academic year 2001-2002, seventy-six percent (76%) of students enrolled in this

program had a minimum grade average equal to or greater than 2.50. A study conducted during

academic year 2000-2001, reveals that students rated the following aspects as positive: flexible

program schedules, services provided by the academic counselor and the possibility of taking

more courses. Students evaluated the following as "good": relationship between faculty

members and students, academic preparation of the faculty, quality of teaching and the registration process. Faculty who teach in the AVANCE Program evaluated the students and the program very positively. Advantages of the Program, according to the faculty, are: time flexibility, classes meeting once a week and student are able to study while they are working. Faculty emphasized students motivation, interest in learning and commitment toward their studies. These results are congruent with those obtained with regular students. AVANCE students enter the campus with lower high school grade indexes than regular students but they graduate with higher general GPA. Table 50 is a comparison between AVANCE and Regular Students in terms of high school GPA, Academic year - GPA and earned/attempted credits.

Table 50
Comparison between AVANCE and Regular Students GPA

Term	AVANCE Students				Regular Students			
	High School GPA	Academic Year GPA	Earned - Attempted Credit	General GPA	High School GPA	Academic Year GPA	Earned - Attempted Credit	General GPA
1997-1998	Not Available	NA	NA	NA	NA	NA	NA	NA
1998-1999	2.29	2.90	80%	2.91	2.67	2.67	75%	2.63
1999-2000	2.27	2.88	80%	2.89	2.64	2.69	77%	2.64
2000-2001	2.18	2.87	80%	2.91	2.60	2.70	77%	2.66
2001-2002	2.23	2.82	80%	2.89	2.56	2.59	76%	2.65

Source: Statistical Reports, 1997-98 to 2001-02

Through the English Trimester Program, Native English-speaking students achieve their academic and professional goals by taking their courses in English and enrolling in trimester rather than semester periods. Enrollment in trimester sessions has been growing steadily for the past three years. In academic year 1999-2000, 246 trimester program students were surveyed to determine their satisfaction with the program. In general terms, students had a very positive perception of the program, over 98 percent "agree" or "totally agree" with the following items: my professors are genuinely interested in my academic progress, the general atmosphere in the

classroom is best described as one of respect between students and professors, the program stimulates students intellectually and the professor integrates theory and practice. The vast majority of students evaluated the following as "good" or "excellent", flexibility in the scheduling to satisfy the needs of students, professional competency of faculty, opportunities to participate in classroom discussion and variety of educational materials utilized. Ninety-eight percent (98%) of students would recommend this program to a friend with similar goals.

The Continuing Education Program provides individuals the opportunity to take non-credit seminars, courses, workshops and training to update technical and professional skills and enrich their personal lives. As observed in Chapter 7, Financial Resources, the Continuing Education Program has shown a significant decrease in revenues during the last years. The MC is evaluating this situation to determine areas that might be strengthened in order to reverse this process. Table 51 shows the number of courses offered during the last five years and the total number of participants.

Table 51
Continuing Education Offerings

	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Courses Offered	58	64	68	48	28
Participants	1,500	1,211	1,777	1,756	277

Source: Continuing Education Program Annual Reports

Academic Technological Support

One third of faculty members have incorporated technology in the teaching and learning processes. Most of them are using PowerPoint to facilitate teaching. Others are using the WEB to further search for information related to courses. The Popular Music Program faculty are using computerized programs to strengthen students' instrumental skills. Table 52 shows examples of specific technology tools that faculty are incorporating in the teaching and learning processes.

Table 52
Technology Tools Most Frequently Used by Faculty in the Teaching and Learning Processes

Academic Programs	Number of Faculty Involved	Technology Mean
Graduate Social Work	3	Interactive Modules, Power Point
Mathematics	4	Electronic Notes, Graphic Calculators, Sensors, Power Point
Graduate Psychology	4	Power Point
Teacher Educational Program/ Physical Education	15	Power Point; Electronic Portfolio
Graduate Program of Education	8	Power Point
Liberal Arts	8	PC/DVD, WEB, CD –ROM
Popular Music	4	Computer Programs, "Finale", Práctica Música, Listen, Band in a Box, CD-ROM
English	5	PowerPoint, Internet
Office Systems Management	5	Internet
Marketing	2	Internet, Statistical Computers Program – SPSS
Accounting	17	Excel Presentation, "Simulación Empresarial Computadorizada, Overhead Projector
Spanish	22	Video, TV, Internet, PowerPoint, Computers
Finance	1	"Web Enhanced Courses"
Management Economic	3	"Web Enhanced Courses"
Open Information Computer Systems	2	"Web Enhanced Courses"
Medical Technology	4	PowerPoint, Internet, Educational Software in Urinalysis and Hematology
Nursing	8	Web CT, Interactive Modules, Electronic mail Internet, PowerPoint, Educational Software, Scranton, SPSS
Graduate Business Administration	2	PowerPoint, SPSS Program for Sales Forecasting, Internet
Business Education	1	Internet, Power Point

Source: Academic Department Questionnaire, 2002

The Center for Instructional Development (CID) assists faculty in the integration of new technologies into the learning process. Transforming the Teacher Preparation Program into a Technology Learning (T^2P^2TLE or PT3) initiative has created a significant contribution to the Teacher Preparation Program and to faculty members. Students and faculty have been significantly stimulated by the events and activities implemented by PT3 program. The technology laboratory that was set up for faculty has been used intensively and extensively by faculty and students alike. A variety of workshops has been offered. Digital portfolios were incorporated and used at all levels of the practicum courses. Students and faculty members have

intensively used the PT3 lab for academic support, Internet-based research, preparation of electronic presentations and general course tasks. Professors have selected and have prepared a variety of materials for the TEP courses. Many are currently incorporating technology and encourage their students to use it as part of the course work.

Exchange and Internship Programs

MC students participate in exchange programs and internships. During academic year 1999- 2000, one psychology graduate student participated in the HACU Internship. Two doctoral students from the Entrepreneurial and Managerial Development Program participated in an internship at the U.S. Department of Labor in Washington, D.C.. In academic year 2001-2002, twenty five nursing students participated in internships at hospitals in New York, Florida and Illinois. In addition, more than 30 criminal justice students participated in internships such as: HACU, Internado Congresional Córdova, Internado Legislativo de Puerto Rico, Environmental Protection Agency, U.S. Marshalls, FBI and research internship programs at several universities in the mainland. According to faculty members these experiences helped participants to become better students and professionals. Currently, the department chairs and faculty members will increase the promotion of the different internships available.

The Faculty of Economic and Administrative Sciences has implemented internships in the following programs: Accounting, Marketing, Office Systems Management, and Managerial Information Systems. The developed "Supervisor Evaluation of Internships Experiences" instrument allows for the measurement of knowledge and skills level acquired by students in the experience. Results from the instrument show that students have achieved their competencies in the area. The Nursing Program and the Medical Technology Program also provide internship experiences. A number of the interns have been employed by the agency where they did their

practicum. Table 53 shows the number of students who have participated in these experiences during the last five academic years. Sixty-seven percent (67%) of students stated that these practical experiences help them develop the skills needed for successful entry into the workforce.

Table 53
Internship Experiences by Academic Program

Academic Program	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Accounting	---	10	10	10	10
Marketing	---	5	8	4	10
Office Systems Management	39	36	38	20	22
Computerized Management	40	41	32	31	31
Nursing	5	10	5	11	25
Medical Technology					
Graduate	13	21	7	12	4
Undergraduate	51	49	51	46	23

Source: Academic Program Questionnaire, 2002

Graduate Programs

An analysis of the Graduate Catalogs, 1999-2001 and 2001-03, reveals that there is consistency between admission and graduation requirements of MC programs. Furthermore, through internal auditing processes, the campus has been able to confirm their consistency and congruence.

Graduate level programs require students to show early command of specific knowledge and skills essential to succeed in their program. For example, students enrolled at the master degree level are required to show computer literacy and command of English.

All graduate programs at the MC foster student research skills and independent thinking. MC graduate programs have three components that provide for the development of independent thinking and scientific inquiry: applied research seminars and projects, internship and practical experiences and theses or dissertations. Theses and dissertations are learning activities by which students demonstrate their progress in the development of independent thinking and research skills as well as other types of skills. The topics researched through the graduate programs

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constitute a contribution to Puerto Rican Society, since the students investigate, within their chosen fields, problems that affect the Island. At the same time, student research contributes to the advancement of knowledge in the areas of specializations. Table 54 shows the number of theses and dissertations developed in the campus in the last five academic years. As of 1998-99 a thesis is not longer required in the Master Degree Program in Psychology. Instead, they work on projects. As mentioned before there are 84 graduate students working on their research projects. A list of the thesis and dissertations and examples approved during the last five years appears in Exhibit 12.

Table 54
Theses and Dissertations

	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Education	16	27	24	23	23
Psychology	35	10	7	5	2

Source: Academic Department Questionnaire, 2002

The analysis of the MC graduate programs revealed that results of comprehensive examinations are essential assessment tools. These tests evaluate the competency level in the higher-order thinking skills. The students must be able to demonstrate their competency level in both foundation and specialization areas as well as in the integration of knowledge. During years 1997-1998 to 2001-2002 as seen in Table 55, 85 percent of students in the Social Work Graduate Program passed the comprehensive exam. Less than 50% of graduate psychology students passed the exam. These findings suggest that programs need to assess student academic performance in light of the multiple factors that influence the educational process at the graduate level.

The Psychology graduate faculty is concerned that the number of students failing the comprehensive exam has increased in the last five years. The faculty is conducting an analysis

that should yield a more accurate picture of what could be happening, thus allowing the faculty to incorporate appropriate corrective measures.

Since academic year 1999-2000, IAUPR provides master-degree graduate students the alternative to take an Integrative Seminar course instead of the comprehensive examination. Until now, 140 students have taken this Seminar, 100 percent of them have passed the course.

Table 55
Number of Graduate Students Taking and Passing the Comprehensive Examination by Program

Graduate Program	1997-1998		1998-1999		1999-2000		2000-2001		2001-2002	
	Number of Students who take the Exam.	Number of Students passed the Comprehensive (%)	Take	Pass (%)	Take	Pass (%)	Take	Pass (%)	Take	Pass (%)
Master in Social Work	92	90 (98)	32	28 (88)	49	41 (84)	76	71 (93)	53	45 (85)
MA-Psychology	105	60 (57)	96	45 (46)	96	45 (46)	107	41 (38)	159	64 (40)
MA-Criminal Justice	47	25 (53)	45	34 (80)	41	18 (43)	56	42 (75)		
MA English	8	3 (38)	6	4 (67)	5	5	7	4 (57)	9	9 (100)
MA Spanish	---	---	---	---	---	---	---	---	4 (100)	4 (100)
MA Education	54	39 (79)	56	34 (84)	67	60 (91)				
Ed. D Education	37	25 (70)	45	34 (76)	36	18 (50)	51	33 (65)	44	28 (64)
MS Medical Technology	12	12 (100)	12	12 (100)	23	23 (100)	13	11 (85)	13	8 (62)
Educational Computing	7	7 (100)	10	10	12	11 (92)	14	9 (64)	12	9 (75)
Open Computer Information System			3	3 (100)	21	18 (86)	31	23 (74)	41	36 (88)
Business Administration	339	255 (75)	296	232 (78)	263	209 (79)	323	254 (79)	266	187 (70)
Labor Relation	70	58 (82)	84	63 (75)	77	62 (81)	73	52 (71)	100	79 (79)
Business Education	13	13 (100)	18	17 (94)	---	---	---	---	8	8 (100)

Source: Academic Departments Questionnaire, 2002

Off-Campus Offerings

The MC has developed administrative arrangements with IAUPR units of Barranquitas, Guayama and Fajardo to offer on those campuses core graduate courses in Education, Criminal Justice and Business Administration. These off-campus locations offerings began in January of 2000 and serve several purposes: to assist students in geographically distant locations to achieve their educational goals, to satisfy the needs of special communities, to stimulate interest in IAUPR offering, to contribute to the intellectual and cultural development of students and the community and to offer students in distant areas the same quality of education offered at the MC. Enrollment in these programs is shown in the next table.

Table 56
Enrollment at the, Barranquitas, Guayama and Fajardo Off-campus Courses

	Academic Terms					
	Spring 2000	Summer 2000	Fall 2001	Spring 2001	Fall 2002	Spring 2003
Barranquitas	26	9	24	25	12	--
Fajardo	47	--	89	92	72	62
Guayama	83	14	120	123	85	19

Source: Academic Departments Annual Reports

A coordinator in each one of the campuses helps students with administrative processes and at the same time offers academic advising. Students have access to on-site facilities as well as to the MC facilities through fax, e-mail and telephone to communicate with their respective programs officers at the MC. The Information Access Center provides an identification number in order to access MC collections and on-line services. This includes both administrative and educational resources. Faculty provide a minimum of one hour per week to answer students questions regarding course-related work.

Off-campus students are admitted in this program according to the standards that appear in the Graduate Catalog for the different programs. For the master degree programs, students

may approve a maximum of 18 credits hours in off-campus courses. The rest of the specialty courses must be taken at the MC facilities.

Faculty is selected and assigned following the same academic standards and experience required in the MC regular programs. Professors from off-campus sites are recruited if they meet these standards. Some MC faculty members are also available to travel to these sites. In addition, both the Barranquitas and the Guayama campuses can be accessed by interactive teleconferencing. The Education Program is using teleconferences for some classes. Last semester both of these campuses shared in a course in Legal Aspects in Education offered from the MC via teleconference.

At the doctoral level, the Education Program has also offered extension courses, since 1996, at the San Germán Campus. Business Administration and Psychology doctoral programs approved off-campus offerings for San Germán Campus in 1999 and 2001, respectively, with students being admitted to all specialties offered at MC. The director of the Graduate Program in San Germán serves as coordinator for the off-campus offerings.

System Central Office Support

The Office of the Vice-President for Academic Affairs and Planning (VPAAP) also provides leadership, direction and support in the area of curriculum and program development so that new programs and the revision of existing ones focus on achieving the goals stated in the statement of mission and goals and with IAUPR Vision 2012. The SCO establishes guidelines and norms for the creation, evaluation and revision of academic programs. It also provides support for the transfer and moratoria of academic programs.

The revision of programs that are offered in several campuses is coordinated by the VPAAP, which appoints institutional committees of faculty members knowledgeable in these

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areas. The VPAAP directs the revision of the General Education Program as well as the partial revision of the Teacher Education Program. The Vice-Presidency also coordinates the systemic implementation of distance learning courses and the introduction of new modes of learning. The SCO coordinates the AVANCE Faculty Advisory Committee, which oversees the quality of the learning experiences provided to adult learners.

The Office for Planning and Academic Information is responsible for the periodic evaluation and revision of assessment and systemic plans for the Institution and for the preparation of institutional studies. Technical and financial support is provided to MC for the preparation of statistical reports, evaluation instruments and preparation and revision of planning guides.

The Office of External Resources of the SCO promotes the development of services and research projects. It provides technical assistance, identification of funds, assistance in the preparation of proposals and budgets, proposal editing, internal proposal review and recommendation for proposal approval by the President, proposal transmittal, budget negotiation, establishment of project budgets, authorization of budget transfers and revision and submission of periodic and final reports.

Conclusions

The Educational Programs and Curriculum Committee conclude that:

1. Undergraduate and graduate academic programs facilitate the achievement of MC mission, goals and objectives.

2. Academic programs are systematically reviewed to make them responsive to the needs of students, community and society.

3. At the undergraduate level, there is a balance between concentration and general education areas.

4. MC academic offerings meet the needs of non-traditional students through AVANCE, English Trimester, intensive courses, on-line courses and off-campus offerings.

5. There are several community projects that show evidence of MC fulfillment of its mission and goals. These projects are fully integrated into the educational programs.

6. MC has established an effective process to review and develop academic programs with the active participation of the academic and external communities.

7. MC has made all possible efforts to ensure follow up of assessment plans of the different programs.

8. Accredited programs implement their outcomes assessment models to assess student academic achievement and program objectives based on the evaluative standards of each discipline.

9. New modes of instructions are significantly impacting the educational programs, services and resources.

10. Few students have participated in exchange programs.

11. Technology services are available to faculty. However, only one third of full-time faculty have incorporated technology into teaching.

12. Independent thinking among graduate students is being promoted through dissertations, internships and practical experiences.

13. There are some academic programs in which the results of the comprehensive exam is not within the expected standard.

Recommendations

1. MC needs to develop an Assessment Office in order to integrate all efforts and guarantee a systematic approach to assessment.

2. Efforts must be made to ensure that all academic programs implement their outcomes assessment models to assess students acquisition of knowledge, skills and attitudes.

3. Academic programs already assessing their plans must continue doing so under a systematic process to better serve societal needs and to foster excellence in both the undergraduate and graduate level.

4. The establishment and strengthening of non-traditional programs most continue to meet the needs of a changing student population.

5. MC must continue to foster excellence in its undergraduate and graduate programs through a process of evaluation and revision of its offerings.

6. An evaluation study must be designed to show how new modes of instruction are impacting the educational programs, services and resources.

7. There is a need to promote the educational opportunities offered in exchange programs more effectively.

8. Academic programs should continue to promote and enhance academic research and creative thinking skills in students. Furthermore, an increase of faculty and student involvement in research activities is necessary.

9. There is a need for the development of an infrastructure to effectively implement and evaluate the revised General Education Program. Formative and summative measures are essential for program improvement. The assessment office will be instrumental in this process.

10. A procedure for the systematic collection and analysis of data should be implemented immediately to facilitate assessment and planning of academic programs.

11. Comprehensive exam results should be examined according to students expected learning outcomes. The Deanship of Studies should establish a committee of faculty members to assess the comprehensive exams development procedures to seek solutions to improve student performance.

Chapter 5
Library and Learning Resources

Standard for accreditation... "library / learning resources and services sufficient to support the programs offered and evidence of their use"

Overview

This chapter will address issues submitted in the MC Self-Study Design approved by MSA in April 2001, as pertaining to the Library and Learning Resources at the Metropolitan Campus. Recommendations for improvement that could enhance the facilities, collections and services offered to users, leading to the effectiveness of the library in the teaching and learning processes are included. One of the most significant new development in instructional resources since the last Periodic Review is that the Information Access Center (IAC) can be accessed through the campus network.

The Sub-committee, comprised of students, faculty and administrators, utilized diverse information sources such as: bibliographical searches, interviews, questionnaires, focal groups, and document analysis. This chapter includes suggestions for improvement in the resources available at the IAC in harmony with a rapidly changing technology and need for cyberspace information.

Discussion of Issues

Adequacy of Services and its Relation to MC Mission and Goals

After revising yearly work plans, IAC goals are in congruence with MC Mission and Goals. Due to a student population that is returning to higher education after being out of the academic environment for decades, goal #6 was added since MSA last visit. It intends to turn

students into lifelong learners with skills that will enable them to search and access educational resources. IAC also complies with MC and institutional acquisition policy and procedures.

Adequacy of Library Facilities

The IAC is located on the second floor of the John Will Harris Building at MC. The IAC lobby has an information reception desk to assist visitors. The physical space is divided into the following areas: Center for Information and Research (CIR), a classroom for information skill development with 14 computers, Special Collections, Serial Collection, Audiovisual Circulation, Oral History Center, and discussion areas. The discussion areas are divided into four meeting rooms, which are visible and accessible to all users. One of the meeting areas is reserved for graduate students. Conferences and exhibits are organized in the lobby area as part of national and campus festivities, such as IAC Week and academic activities. The IAC is open 90 hours per week, including evenings, Saturdays and Sundays (see Table 56). More detailed information about the services provided in these areas can be obtained at the IAC Webpages http://metro.inter.edu.

Since the inauguration of the Center for Information Technology (CIT) in August of 2000, it has become an extension of IAC services, due to the accessibility of most of IAC resources through the Internet. The CIT provides students and faculty access to over 120 computers. Students and faculty may also have access to on-line reference material available through the Internet. Arranged in octagonal tables in the center and linear tables on the sides, the computer area is accessible to all students and faculty with valid ID cards. Users can access IAC resources and do research from CIT facilities.

The Center for Instructional Development (CID) is a facility located inside the building that houses the CIT. The Center is main objective is to provide computer training and access to

all MC staff. The CID physical space is divided into an open area, two development rooms and one training classroom. Since 1996, all students who are enrolled in the Honors and Doctoral Programs are allowed access to the CID. The academic community also have access to all IAC resources from the CID.

The Audiovisual Circulation Area was incorporated into IAC in January 2002. The staff assists visitors and processes equipment and media service requests as well as room assignment for five multimedia classrooms. Each multimedia classroom is equipped with a computer with Internet access, a video cassette player and a digital video projector. The Audiovisual Circulation Area served 4,434 users from August to November 2001. According to a survey conducted recently, more support is need to keep audiovisual resources in working conditions. The weekly distribution of available hours of each learning resource center is shown in Table 57.

Table 57
Information Access Center (IAC) and
Center For Information Technology (CIT)
Service Hours

DAYS	IAC Services	Audiovisual Circulation Area	CIT
Monday to Thursday	7:00 a.m. – 11:00 p.m.	7:00 a.m. – 11:00 p.m.	8:00 a.m. – 10:30 p.m.
Friday	7:00 a.m. – 8:00 p.m.	7:00 a.m. – 5:00 p.m.	8:00 a.m. – 9:00 p.m.
Saturday	8:00 a.m. – 5:00 p.m.	8:00 a.m. – 5:00 p.m.	8:00 a.m. – 5:00 p.m.
Sunday	12:30 p.m. – 4:30 p.m.	Closed	Closed

Source: Established in IAC's Regulations

Since year 2001, IAC facilities had 232 stations, CIT had 210 and CID had 40. The available sitting space is adequate as it is mostly used by a student population that has chosen evening and distance learning offerings rather than traditional daytime offerings.

Staff Commitment to the Services

IAC personnel is highly regarded by faculty (Qualitative Study, 2001). IAC director supervises 5 professional and 11 assistant librarians and 3 technicians. Work-study program students supplement the IAC full-time employees each semester. Students help by providing

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training for other students and service to users. The IAC staff complies with the Standards for University Libraries according to the Evaluation of Performance (ACRL, section B, no.2). Personnel at the IAC has been working with determination to meet year 2000 Standards for College Libraries and the Standards for University Libraries as suggested in the Performance Report of 1989. The following Figure shows the organizational structure of the IAC staff.

Figure 9
IAC ORGANIZATIONAL CHART

```
                           ┌─────────────────────┐
                           │      Chancellor      │
                           └─────────────────────┘
                                     │
                           ┌─────────────────────┐
                           │   Dean of Studies    │
                           └─────────────────────┘
                                     │
                           ┌─────────────────────┐
                           │   Associate Dean     │
                           └─────────────────────┘
                                     │
    ┌──────────────┐       ┌─────────────────────┐      ┌──────────────────────┐
    │  Secretary   │───────│ Information Access   │──────│ Administrative Officer│
    │Office Clerk (1)│     │  Center Director     │      │                      │
    └──────────────┘       └─────────────────────┘      └──────────────────────┘
           ┌────────────────────┼────────────────────┐
    ┌──────────────┐     ┌──────────────────┐   ┌──────────────────────┐
    │Audiovisual   │     │Technical         │   │  Public Services      │
    │Service Center│     │Processing Office │   │                       │
    │              │     │                  │   │  Librarian III (2)    │
    │  Supervisor  │     │Assistant         │   │  Librariran II (2)    │
    │Technicians (2)│    │Librarians (3)    │   │  Librarian I (1)      │
    │              │     │                  │   │  Assistant Librarians (8)│
    └──────────────┘     └──────────────────┘   └──────────────────────┘
```
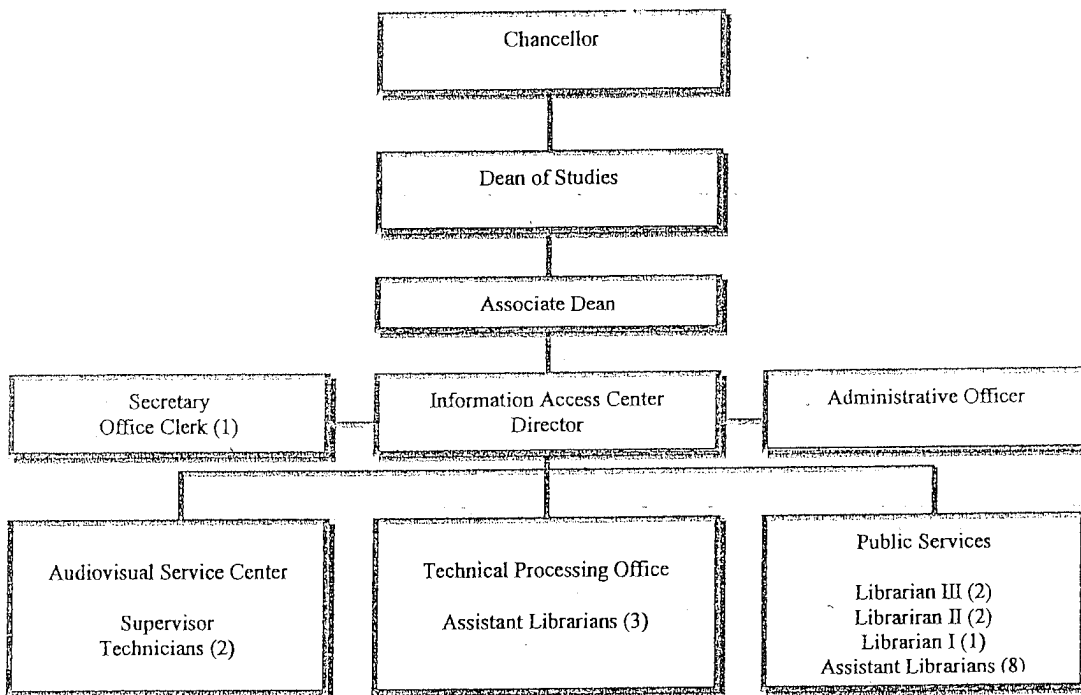
The IAC staff is well trained in information access skills and is competent to handle varied sources of information. The years of professional librarians' experience and academic preparation are shown in Table 58.

Table 58
Work Experience and Academic Degrees
of Information Access Center Staff

Position	Experience Year	Academic Degree
Director	16	MLS, BA – Elementary Education
Librarian III	30	MLS, BA – Education, English
Librarian III	7	MLS, BA Social Science
Librarian II	7 ½	MLS, BA Library Science, courses in MA Communication
Librarian II	9	MLS, BA Sociology
Librarian I	7	MLS, BA Library Science
Assistant Librarian II	28	BA – Secondary Education
Assistant Librarian II	36	BA – Library Science
Assistant Librarian II	14	BS – Biology
Assistant Librarian II	30	BA – Library Science
Assistant Librarian II	25	BA – Education Spanish & History
Assistant Librarian II	19	MA – Labor Relations
Assistant Librarian II	12 ½	BA – Social Work, courses in MS Psychology
Assistant Librarian I	12	BA – Business Administration
Assistant Librarian I	12	BA – Secretarial Science
Assistant Librarian I	10	BA – Secretarial Science
Assistant Librarian I	7	BBA – Information System
Supervisor A/V Technicians	25	MA – Education (Administration & Supervision) BA – Educational Technology
A/V Technicians	22	AS – Educational Technology, MA Educational Computing
A/V Technicians	3	AS- Educational Technology

Source: Employees Records

Efforts have been made to increase the interaction between librarians, faculty and students. Having a librarian as a member of the Academic Senate give IAC advance knowledge about new programs before they are implemented. A focal group conducted in 2001 shows that there is satisfaction among librarians with all services and resources offered at IAC.

Areas and Collections

The IAC is organized in five main areas: Center for Information and Research (CIR), Special Collections, Serials Room, Audiovisual Circulation, and Oral History Center.

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The CIR houses the Circulation, Reference and Reserve collections. The CIR provides facilities to search and retrieve information using the on-line catalog, on-line databases (some with full-text article), bibliographic databases and Internet.

The Circulation area handles the responsibility of processing book loans. Table 59 details the book loans by users from 1997 to 2002. The Reference Area consists of encyclopedias, dictionaries, atlases, books and electronic resources. These resources can only be utilized within IAC premises. The most popular electronic resources are: Encarta Encyclopedia and Developer Source, a database in full text dealing with computers and information systems. The Reserve Area keeps a number of books, articles and other learning resources that the faculty either bring in or select from the IAC book collection. The Reserve sections provides professors with space to place materials for students to use for specific courses.

Table 59
Book Loans by Users,
1997-2002

Academic Level	1997-98	1998-99	1999-00	2000-01	2001-02
Under-graduate Students (Honor and Special Students)	27,379	19,658	19,464	16,231	17,302
Graduate (Master and Doctoral Students)	5,646	6,688	8,311	7,579	8,508
Faculty	1,853	1,317	2,155	1,745	1,299
Others (Administration and Community)	1,031	2,247	2,630	1,403	1,631

Source: IAC's Annual Report 1997-2002

The Special Collections Area requires that users request the classification from the attending employee or student. The special collections area is a valuable resource for students and researchers, especially graduate students. It contains: a Theses and Dissertations Collection, a collection about Puerto Rico and particular academic material that the faculty places for student use. AVANCE program students also use these collections. The Theses and Dissertations Collection of over 1,000 volumes is an important resource for students and other users, as it

mostly provides unique research data relating to Puerto Rican issues. Since students are required to donate one or two copies of their theses prior to graduating, the IAU collection has increased to 276 volumes. One-hundred-fifty four (154) works are from the Doctoral Program in Education, 105 are from the Masters Program in Social Science, and 17 are Business Administration Masters Program theses. The rest of the collection is made up of either donations or purchases made from University Microfilms. This information enhances students research projects at the undergraduate and graduate levels.

The Serials area consists of periodical, serials, journals, newspapers, journal indexes and the microfilm collection. Three local newspapers and two stateside papers are received daily: The New York Times and the Wall Street Journal. The periodical collection complements the teaching and learning processes. Table 60 shows the distribution according to academic programs.

Table 60
Periodical Collection by Faculty

FACULTY	TITLES
Economic and Administrative Sciences	385
Education	523
Humanistic Studies	542
Sciences & Technology	401
Behavioral Sciences	445
Nursing and Allied Sciences	319
Others	133
TOTALS	2,748

Source: From Preliminary Title List of Serial, IAC 2002

The Audiovisual Circulation Area is divided into a storage space, a service counter for students to review films and videos and an area where equipment is repaired (see page 118).

Members of the Self-Study Committee indicated that some of the deficiencies stated in a focal group conducted in 2001 have been solved. Though still in need of staff, support,

equipment, and technological updating, a work group was named by the Academic Dean to study and recommend viable solutions, on February 2002.

The Oral History Center collection is an important source of unique information about Puerto Rican culture. The collection is mostly used by students and faculty of the history and humanities programs as well as members of the community. As of 2001, the collection had accumulated 10,500 interviews. From 1997 to 2002, the Center has provided outreach services through 35 seminars to public and private schools. Forty researchers have used the Center in the process of conducting their investigations. More than 600 interviews has been digitalized to foster their preservation. A new series on oral history of racism has been added. Faculty involvement has increased and specialized services have been developed for campus students. The Center has participated in community radio programs. The Center has strengthened, enriched and promoted research, student use of Puerto Rican oral sources, promoted professional development of humanistic projects, enhanced values, and performed community services within institutional functions. The self-study team found that a more systematic method could be used to record users data. By February 2002, a new form was developed to facilitate data collection. Table 61 and 62 provide details of users until April 2002. The self-study team found that the storage of this collection needs improvement. Digitalization is needed to avoid loss of unique data, which is especially susceptible in a tropical climate. The digitalization of recordings has been accelerated.

Table 61 Oral History Collection Users 1997-2001	
Year	Users
1997-1998	525
1998-1999	196
1999-2000	526
2000-2001	100

Source: IAC Annual Report 1997-2001

Table 62 Oral History Collection Users January 2002 - April 2002	
Students	109
Faculty	4
Administration	0
Community	46

Source: Oral History Center Report

Books and Interlibrary Loan Services

The range of available services and collection meet the needs of students, faculty and staff as evidenced in a survey administered by IAC during 2000-01. The services are delivered in an optimal manner and are accessible. Services rendered by the IAC include: book loans, interlibrary loans, document delivery service (Uncover Ingenta), information literacy, on-line catalog, computerized bibliographic searches, internet access, and audiovisual services. IAC collections are continuously used by students and faculty to find information regarding different disciplines of study. The collections are congruent with MC mission, goals and educational requirements. These materials are placed in a specific physical space and are identified for easy access. Some materials are in electronic format with access through a network or through the Internet. Others are in CD format. The latter are very popular as a resource providing access to professional information.

Users have free access to the book collection in the Circulation and Reference areas. The book collection use is still an important information resource and represents the traditional backbone of the IAC. The incorporation of new technologies supplements this collection. Table 63 provides data on book collection use during years 1997-2002.

Table 63
Book Collection Use 1997-2002

SUBJECT	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	TOTAL
General Works – A	3,106	2,062	2,636	2,621	1,394	11,819
Bibl. And Lib. Science – Z	135	249	435	342	105	1,266
Philosophy - B – BD, BH – BJ	2,696	3,912	3,725	1,898	1,165	13,396
Religion – BL- BX	1,496	2,765	3,166	1,990	1,279	10,696
History – C, D, E, F	5,720	6,320	6,319	3,754	2,686	24,799
Music – M	806	740	1,069	266	435	3,316
Art – N	1,248	988	1,798	1,128	564	5,726
Photography – TR	153	297	280	226	352	1,308
Language & Linguistics - P – PM	4,073	3,257	3,727	3,071	2,412	16,540
Literature General - PN, PZ	1,306	1,753	1,930	1,102	1,034	7,125
Romance Literature – PQ	2,216	2,608	2,640	1,608	1,526	10,598
English Literature – PR	676	678	786	987	1,269	4,396
American Literature – PS	261	717	398	646	257	2,279
German Literature – PT	187	545	320	318	309	1,679
Psychology – BF	6,735	3,455	5,852	6,499	4,457	26,998
Anthropology – GN	385	1,393	1,425	455	568	4,226
Sociology – H, HA, HM	4,827	4,069	4,128	2,157	3,109	18,290
Social Work – HN, HQ, HS	4,878	3,851	3,579	2,232	2,227	16,767
Criminology – HV	6,670	4,414	5,269	2,711	1,674	20,738
Political Science - HX, J	1,216	1,419	2,022	605	451	5,713
Geography – GR, GT	365	736	1,046	181	351	2,679
Education - L, LE	5,603	3,716	4,642	5,960	4,196	24,117
Special Education – LC	1,192	1,782	1,421	924	1,009	6,328
Physical Education – GV	1,084	1,230	1,985	2,499	1,394	8,192
Economics & Business Adm.- B - HJ, TS	6,140	5,095	4,589	7,378	8,362	31,564
Accounting – HF (5101-5689)	3,988	4,583	4,333	4,601	1,634	19,139
Secretarial Sciences - HF (5548)	1,206	938	1,424	195	205	3,968
Zoology- QL	657	550	585	350	224	2,366
Mathematics – Q, QA	4,050	3,209	3,484	3,315	2,677	16,735
Physics – QC	823	770	810	381	167	2,951
Chemistry - QD, (TP)	2,258	1,322	1,388	1,236	698	6,902
Biology - QH, QR	2,160	2,823	2,248	1,673	989	9,893
Engineering - T- TK, TN	625	851	864	253	390	2,983
Aviation – TL	65	195	144	14	48	466
Astronomy – QB	89	456	290	399	254	1,488
Botany – QK	261	397	438	88	96	1,280
Geography - G- GF, QE	736	938	1,072	789	736	4,271
Agriculture – S	152	288	290	48	78	856
Home Economics - TT, TX	244	403	364	162	292	1,465

(tables continues)

Table 63
Book Collection Use 1997-2002

SUBJECT	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002	TOTAL
Medical Technology - R 855	935	2,754	2,937	971	354	7,951
Military & Navy Science – U-V	133	409	265	19	183	1,009
Nursing – R, QM, QP	7,711	3,845	3,663	3,792	2,748	21,759
TOTAL	89,267	82,782	89,786	69,844	58,361	390,040

Source: IAC Annual Report 1997-2002

The library book selection procedures respond to a policy developed in 1992. Plans are being made to revise this policy during academic year 2002-2003. Professional librarians check course syllabi periodically. The acquisition of books takes several factors into consideration, among them: titles cited in syllabi, new academic programs and direct requests from users. Librarians support academic programs revision processes. Resources acquisition have responded to the growing number of revised programs and emerging graduate programs in recent years. Such is the case of: the Graduate Program in Social Work, Open Information Computer Systems, Educational Computing, Environmental Evaluation and Protection and the doctoral programs in Theology, Psychology and Business Administration. The Nursing Program underwent a full revision and received IAC support. Table 64 details faculty book requests from years 1997-2002.

Table 64
Number of Books Requested by Faculty,
1997-2002

Faculty	1997-98		1998-99		1999-00		2000-01		2001-02	
	Prof.	Books	Prof.	Books	Prof.	Books	Prof.	Books	Prof.	Books
Education	4	13	155	97	36	123	1	1	10	105
Behavioral Sciences	1	1	9	16	24	85	2	2	10	139
Economic and Administrative Sciences			8	58	16	89	3	15	3	57
Nursing			5	9	11	82			7	49
Humanistic Studies			17	64	13	63	2	35	4	50
Sciences & Technology	2	7	14	69	18	64	1	25	5	70

Source: IAC Annual Report 1997-2002

MC IAC shares and receives loans from other centers within IAUPR units. Books not owned by MC may be borrowed from other academic units. Books may also be borrowed from other libraries through an established loan network, following the American Library Association (ALA) specifications. The digital catalog identifies, for the user, the location of the information being sought. Such information is available at IAC facilities system-wide. A protocol is followed to request such material as a loan from other units of the System. Figure 10 shows the number of Interlibrary Loans from 1997-2002.

Figure 10
Interlibrary Loans
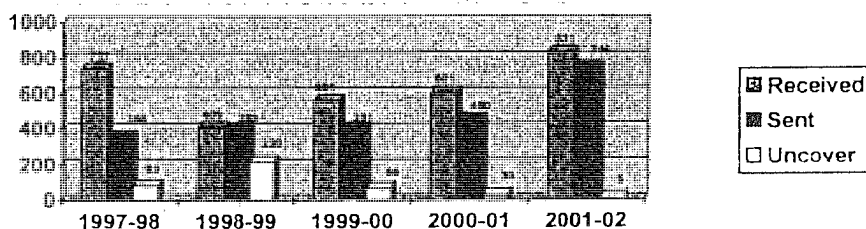
Source: IAC Annual Report 1997-2002

Uncover Ingenta provides a document delivery service. When a faculty member conducts research which has been authorized or requested by the campus, a budget control covers the totality of the service costs. Since this service is expensive, librarians advise users about other local institutions where the information can be accessed at a lower cost. A local agreement has been reached with other local higher education libraries in order to facilitate information access for MC users.

Information Literacy Programs

Workshops are offered to students at faculty request. Librarians also offer individual tutoring. At times, workshops are programmed for faculty members. Evaluations show that users are satisfied and constantly request more advanced seminars.

MC bibliographic instruction program has offered workshops during the past 5 years. Table 65 shows the number of students, faculty, administrative staff and community members reached by the workshops. Faculty benefits from hands-on seminars provided by CID. Graduate students also use CID facilities and have access to rooms through the Open Information Computer Systems Program. However, a satisfaction survey revealed that faculty would like more training on information skills development.

MC Bibliographic Instruction Program offers a variety of workshops:

- On-line catalog management
- Complete text database management
- Searches, retrievals, and evaluation of information available in the Internet
- Elaboration of bibliographies and papers
- Oral presentations

Table 65
Bibliographic Instruction

	1997 1998	1998 1999	1999 2000	2000 2001	2001 2002	TOTAL
Workshops offered	293	276	310	211	110	1200
Freshman students	1,273	1,172	1,623	1,041	1,586	6,695
Graduate students	446	247	227	328	135	1,383
Faculty	16	22	20	26	19	103
Administration	9	31	19	26	0	85
Others	99	77	36	86	40	338

Source: IAC Annual Report 1997-2002

As a result of an institutional effort, the revised General Education Program includes course EGIC 1000 (Information Literacy and the Computer), a module designed to help freshman students improve their technological skills and help them use IAC resources.

The campus aims to help students become independent, self-directed learners. However, student evaluations of 2001- 2002 bibliographic instruction sessions reveal that more time is needed for training sessions. Students also felt that computer equipment needs updating and that the available room is too small. This feedback was received by IAC staff. As a service to the

community, professional library staff offer students and other visitors services available at the IAC, upon request.

Access to Electronic Information

IAC has been responsive to administrative structures at MC that are incorporating a rapidly changing technology and the growing demand for distance learning courses. Efforts have been made to improve the resources available at the IAC in agreement with the need for cyberspace information. According to 88 percent of surveyed students, bibliographic and other information resources available at the IAC are instrumental in helping them complete their academic work.

Electronic information on the Web, the CD-ROM database and electronic catalog are accessible via Internet access on or off-campus. Students and faculty may also access on-line reference material available through the Internet. MC students have computers available that provide on campus access to the Internet. These computers are primarily located at the IAC (60 computers) and CIT facilities (128 computers).

The IAC computers are in need of updating but CIT computers are up-to-date. The IAC computers require frequent maintenance that usually takes too long to be completed. Students and faculty see technology, as a learning mode in the classroom. Nevertheless, 80 percent of students indicate that the IAC computers are updated. Internet accessing of learning and instructional resources within campus facilities is common. The campus community feels that the use of computer projections is being utilized effectively but this varies among faculties. The Sciences and Technology Faculty has been able to equip seven (7) out of its ten (10) biology and classroom-laboratories and five (5) out of its six (6) chemistry classroom-laboratories. In both departments, the laboratory technicians are in charge of the computer and audiovisual equipment

use. The projection equipment, although limited to a computer and 32" television display, is often used by students and faculty. There is also a plan to expand these facilities in the very near future.

An area with computer facilities and Internet access is available in each Faculty. IAC resources are thus available for faculty members who wish to work privately. Results of interviews with faculty members working toward their doctoral degrees, show that the IAC site offers them resources to do their research without having to visit the library.

The MC has a number of database resources available in its physical space for both students and faculty in search of information or to use the facilities for studying. Table 66 provides the databases available by disciplines in 2002.

Table 66 Databases Available by Discipline at IAC, 2002	
Economic and Administrative Sciences	4
Education	3
Humanistic Studies	2
Sciences and Technology	2
Social Sciences & Behavioral Professions	4
Nursing and Allied Sciences	8
Others	6

Source: From Acquisition Record

The effectiveness of databases as tools to develop instructional materials has been discussed by the Association of College and Research Libraries (ACRL). Databases of bibliographical references and complete texts were incorporated to the IAC resources since 1992. In 2001, the IAC had 30 database systems. Table 67 provides an example of the use of Gale Group database for 2000- 2001.

Table 67
Database use of Gale Group Company
2000 – 2001

Database	Session	Views	Retrieval	Searches
Business and Company Resources Center	300	456	0	682
Computer Database	271	958	488	721
Expanded Academic ASAP Intl & Backfile	4,363	11,283	2,274	15,064
General Business File Intl & Backfile	830	2064	434	2283
Health Reference Center	621	1,392	176	2,090
Informe	1,132	2,545	275	3,773

Source: Annual Report of Gale Group Company

Services available at off-campus sites are limited to web access. The Banner student database can be accessed on http://web.inter.edu, for student registration, class rosters for faculty and personnel and for personal information. WebCT, an on-line course administration system for distance learning is available on http://webct.inter.edu. There is also access to some of the IAC resources through the MC website http://metro.inter.edu. Since January 2002, only ProQuest required a login ID for access. Most of IAC resources are available through http://IAC.inter.edu. IAC staff is developing an online description of available resources on the web and on-site.

Hardware and software are relevant to learning. Results of a questionnaire disclosed that the campus community prefers that information resources be available at both the IAC and the CIT.

The CIT has computers, software, and personnel trained in computer operation and maintenance, but lacks trained personnel in information access and software. Training sessions in information access, offered by professional librarians, were recommended for CIT personnel.

Institutional Planning Process

Most of the planning and implementation strategies regarding IAC have been designed by the Technical Processing Center (TPC). The TPC offered training in integrating new materials from UNICORN databases and other services as well. Since July 1, 2002, the TPC administrative structure has been reengineered and each academic units will be totally

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responsible for its IAC. Currently, each IAC of IAUPR system is responsible for its acquisitions and cataloguing. The TPC will continue to provide training to the IAC staff. The Center will also continue to run the Unicorn & Hyperion systems.

IAC and the Audiovisual Circulation Area personnel consult academic programs when educational resources are to be purchased. Part of the acquisitions process requires that academic departments submit updated course syllabi from which the designated IAC personnel identify the newly added titles for purchase. Syllabi are reviewed periodically to keep the collections updated. Librarians also receive feedback during their participation at the MC Academic Senate. The purchase of educational resources for the CIT and CID is done in accordance with the MC Information Technology and Telecommunications Plan, which is revised every four years.

Planning for acquisitions is established in harmony with the needs of emerging academic programs and revisions of the existing ones and guided by MC Policies for Collection Development and Service. An annual budget plan is presented to the Dean of Studies for this purpose.

The library acquisition policy establishes that recent publications have priority. New programs and curriculum revisions are highly considered in budget distribution. During fiscal year 2000-2001, priority was given to the Popular Music Program, the Doctoral Theological Studies Program, the Psychology Doctoral Program, the Master in Social Work Program, and the reaccreditation of the Nursing Program. IAC acquisition are based on the ACRL Standards, which emphasize a qualitative approach instead of the traditional quantitative approach.

As part of the planning process, IAC has established an Advisory Committee. IAC Advisory Committee includes professors from all academic faculties. In April 2002, the Committee was restructured to promote faculty involvement in planning the library objectives,

acquisitions and budget. This Committee organizes cultural activities and help with the process of discarding books. The Self-Study Committee finds great potential in this faculty committee especially in the area of "grants funding" to improve financial difficulties that restrict or limit acquisition of educational resources.

Results of a qualitative study showed that librarians would like more faculty support for updating collections and learning resources. Currently, IAC staff is buying books that appear in the bibliography or reference sections of class syllabi. This is needed to guarantee student access to the books used in their enrolled courses.

Conclusions

The Library and Learning Resources Committee concludes that:

1. IAC services are in congruence with institutional vision and MC mission and goals. Book collections respond to academic programs. Collections for new and revised programs are reviewed and adequately handled.

2. IAC learning resources support programs and services offered at the MC.

3. The Audiovisual Circulation was incorporated into IAC, therefore the unit needs to be addressed as such.

4. The available facilities are appropriate for expected use. Some improvements in the physical plant are necessary.

5. IAC personnel have had a minimum of 7 years of experience and are well trained. The majority of IAC staff is well trained to handle resources that support distance learning.

6. Available technologies are appropriate. The MC has made a significant effort to equip the Sciences and Technology Faculty classrooms with computer projection equipment and Internet access. The administration established, as of 2002, a computer room in each academic faculty to provide online services for faculty members.

7. IAC offers a wide range of learning resources that are adequate for all users. Nevertheless, there seems to be a perception among faculty members that the hard copy inventory needs updating.

8. Workshops to improve information skills are offered and students are satisfied with them. Librarians and faculty members have had many meetings and training sessions and are able to plan and coordinate new offerings. Consequently, students are expected to become independent learners once they acquire the necessary skills.

9. IAC literacy programs are designed to increase the information and competence of students, faculty and administrative staff. More librarians are needed for updating data in order to better assess its accountability.

10. The institutional planning process provides for active participation of all MC constituencies in IAC matters.

11. A systematic plan for faculty evaluation of the content and services at IAC needs to be implemented.

12. Surveys and a qualitative study show a good relationship between IAC staff and MC faculty. Librarians have an elected member as part of Academic Senate.

13. The policies that affect electronic access are in the process of being developed. A committee is working on this task. IAC acquisition policy was written and put in effect in 1980 and needs to be updated.

Recommendations

1. Updating of collections would be better accomplished if a professional librarian participate in all curricular revision processes.

2. The rising cost of CD formats and some on-line collections requires that future budgets be adjusted accordingly.

3. Information, resources and services offered to support programs must be expanded. One possible solution is that MC establishes a campus-wide equipment-updating component within its five year Technology Plan. A fixed budget could be assigned to this component so that every year new equipment could be purchased instead of updating old ones.

4. All of MC computer maintenance and repair processes need to be revised.

5. Audiovisual Circulation needs to be addressed. The functions, service and duties of staff need to be assessed; some members are overqualified and might better serve the institution in other positions while others need training.

6. Additional seminars and further specialized training are desirable to keep librarians updated in emerging technologies. An effort should be made to grant professional faculty status to librarians in order to avoid staff turnover. The 1992

and 1997 MSA visits and the MC Academic Senate strongly recommended granting faculty status to librarians.

7. The Information and Technology Plan at MC should address, specifically at IAC, the upgrading of computer hardware and software. This plan should also address the preparation of classrooms with computer projection equipment and Internet access.

8. MC must assure an adequate allocation of yearly funds and present proposals for federal funded projects in order to acquire new and efficient technologies.

9. Due to a student population that is returning to higher education after decades out of the academic environment, a bibliographic instruction seminar designed and created by librarians is highly recommended. Faculty should participate in this training.

10. Due to the TPC decentralization, careful attention should be given to maintaining the communication between IAC and the different units in order to safeguard the uniformity of resources and services. The CAI Director should updated Acquisition Policies.

11. IAC urgently needs two librarians with expertise in cataloging and acquisitions.

CHAPTER 6
Planning And Resource Allocation

Standard for accreditation: ... "on going institutional self-study and planning aimed at increasing the institution's effectiveness" (Characteristics, p. 4).

Overview

The revised mission provides the campus with a sense of purpose and direction. The mission and goals serve as the foundation for sound campus planning and decision-making.

In 1989, the Strategic Planning Model was adopted to guide campus planning and development. The MC strategic planning approach involves key individuals and structures in the implementation of academic, fiscal and physical planning process to maximize institutional performance and resource utilization. This planning and resource allocation committee, comprised of administrators and faculty members, interviewed some key individuals to discuss the self-study questions. The committee also conducted a congruence analysis between the 2001-2006 Strategic Plan and the Chancellor Annual Reports for the periods 2000-2002, to determine results and outcomes.

The questions included in the Self-Study Design guided the campus inquiry on the effectiveness of the planning process and approach and the allocation of resources and institutional improvement.

Discussion of Issues

Strategic Planning Approach

The Strategic Plan is the basic instrument in the planning process for achieving MC mission and goals. Congruence between planning activities and the campus mission and goals is evidenced by planning documents such as the MC Strategic Plan, Annual Operational Plans and

Evaluation of Outcomes presented in Annual Reports by the MC Chancellor and IAUPR President.

The following table is an example of how the planning process and assessment of results guide the ongoing self-study aimed at increasing campus effectiveness in terms of student services, academic programs and faculty and other activities.

Table 68
Congruence Analysis between the MC Strategic Plan (2001-2006)
and the MC Chancellor Annual Reports (2000–2001)

Goals and Objectives	Planning Strategies	Results
	(At Stated in the MC Strategic Plan (2000-2003)	(MC Chancellors Annual Report 2000-2001)
1.1 to 1.2 (see Strategic Plan 2000-2005 page 62)	1.1.1 To study market potential	1.1.1 Student and MC enrollment (p.2 – Annual Report 2000-2001)
	1.1.2 Develop and implement a promotion and recruitment plan.	1.1.2 Enrollment management activities (page 7)
	1.2.1 Create and implement the following programs:	1.2.1 The Faculty implemented the PhD in Theological Studies (p.12 Chancellor's Annual Report 2000-2001)
	- Doctoral: Psychology, Religion. - Master Degree in International Business, Ed: Spanish, History, Mathematics and Science Teaching; Vocational Rehabilitation, Master's level Certificate in Educational Administration.	- The Council on Higher Education approved the Master Degree in International Business and the first course offered was INSB 5000. - Education Faculty implemented two new offerings under the Graduate Program in Education: Leadership and Administration Certificate and a Master Degree in Math Teaching. - The Doctoral Program in Psychology was approved by the Puerto Rico Council on Higher Education (p.13).
	Create Associates Degrees in: - Insurance - Small Business Administration - Transportation and Logistic - Electronic Commerce - Medical Emergency	Will be completed as stated in the Strategic plan in: - 2002-2003 - 2001-2003 - 2003-2004 - 2002-2003 - The associate degree in medical

(table continues)

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Table 68
Congruence Analysis between the MC Strategic Plan (2001-2006)
and the MC Chancellor Annual Reports (2000–2001)

Goals and Objectives	Planning Strategies	Results
	- Gerontology	emergency was approved. - The proposal for the Associate Degree in Gerontology was finished.
	1.2.2 Establish the following certificates:	
	- Security - Paralegal - Electronic Commerce	- 2002-2003 - 2003-2004 - The General Council on Education approved the new certificate.
	- Medical Billing Secretary	- The GEC approved this certificate.
	- Personal Investment - Tax Specialist	- 2003-2004 - 2004-2005

Source: MC Strategic Plan 2001-2006 / Chancellor's Annual Reports

The Strategic Plan covers a period of five years, and is revised on a yearly basis. The concept of Strategic Planning encompasses an in-depth analysis of the internal and external environments. At the University as a whole, and at the MC, this analysis is based on Strengths, Weaknesses, Opportunities and Threats (SWOT). In addition, a strategic readiness or discrepancy analysis is used to evaluate existing gaps among external and internal developments in relation to the vision. The results of the annual assessment, SWOT and strategic readiness analyses are incorporated into the Strategic Plan, focusing on the revision of strategies, and if required, the revision of the objectives.

The annual "planning cycle" starts at the SCO with an assessment of the institutional situation. IAUPR top management, including the MC Chancellor, evaluate the university academic, technological, physical and fiscal priorities. This annual assessment takes place during June in a three-to-four day retreat directed by the President. Once this assessment is finished, strategies and annual operational plans are revised and updated. The planning process

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for the system is coordinated by the Vice Presidency for Academic Affairs and Planning of the System Central Office. This office provides technical assistance and statistical information and advises on planning issues, planning policy, standards, and planning guidelines.

At the beginning of each academic year, MC embarks on a process of formative evaluation through faculty and staff meetings and monthly reports. Area and faculty deans prioritize their needs and make recommendations to meet them. The main criterion for establishing priorities by faculty deans is the learning process. Professors work in an on-going basis within committees such as Academic Programs, Assessment, Students Services and Activities, Community Relations and constantly analyze, implement, evaluate, and make recommendations to their program chairpersons and faculty deans on issues pertaining to planning, budget allocation and student needs and performance. Students organizations also give feedback about these issues through meetings, documents and activities.

Area and faculty deans and professors serve as Strategic Planning Units (SPU) or self-contained operational units responsible for the academic programs. These units are consulted in order to develop strategies and assess action plans to achieve goals, resolve issues and analyze outcomes. After such consultation, the process is completed. Strategic planning at MC is designed as a bottom-up / top-down system. At the beginning of the process, planning takes place at the SPU level where plans ownership and accountability can be established.

In 1997, the institution developed a shared vision of the University (IAUPR Vision 2012), in which all components of the academic community participated actively. Public hearings were held at all academic units. In these hearings, both the University and external communities participated. Through this process, a shared, rather than an idiosyncratic vision of the institution, was achieved. This shared vision and the institutional mission and goals serve as

a framework from which MC mission goals and objectives guide the campus Strategic Planning Process.

The decentralization process has been fully implemented since 1992, resulting in a well-defined relationship and distribution of duties and responsibilities between the two levels and a redefined focus for management and strategic planning. Instead of guides and authority-based decision-making processes pertaining to a traditional centralized model, several systemic and local bodies of consulting and working structures have been set in place. The Systemic Managerial Council, comprised of all chancellors and deans of professional schools, embodies the principles of shared responsibility and participatory management in areas such as strategic planning, budgeting, the revision of operational objectives and strategies for the system, the evaluation and establishment of institutional standards, and the evaluation and recommendation of organizational structures, policies and norms. A second systemic structure is the University Council, whose primary concern is the academic advancement and progress of the University. The University Council, located at the SCO, provides guidance, coordination and support to the academic unit senates.

All MC activities are guided by the Strategic Plan. After more than one year of study (by committees of faculty, administrators and students) in 1997, a new organizational structure was proposed and implemented at MC that reconceptualizes services as a single interrelated process, rather than fragmented offices operating in isolation, thus improving the planning and evaluation process. At MC, there is a Planning and Budgeting Committee that coordinates the strategic and operational planning process.

Efforts are continuously directed toward assuring the effective integration between the strategic and operational planning process. Annual operational plans and annual reports are

requested from the academic faculty deans and from the administrative area directors. These plans and reports are evaluated according to priorities established by MC. The Planning and Budgeting Committee coordinates this process and maintains continuous communication with academic and administrative executives. This close coordination has been one of the strengths of MC in the resource allocation process and in the development of its activities. In addition to this MC planning efforts, a particular area of emphasis for strategic planning has been the campus infrastructure for information and telecommunications. A major milestone in this process has been the establishment of the Center for Information Technology (CIT), inaugurated in August 2000.

MC has extended planning activities in different ways; for example, for two days in the fall of 2001 the area and faculty deans, the program directors and top administrators of the campus, worked together on a common agenda for the next three years. This retreat helped to create a greater sense of shared commitment and specific direction for the work to be accomplished in the years ahead. It is anticipated that this annual common agenda will be key elements in the systematic planning and evaluation efforts.

Resource Allocation

MC Strategic Plan is closely linked to the Annual Plan of Operation (budget) as discussed before and as presented in the following figure developed by John Green in 1998*. Dr. Green visited the University in 1998 and gave a series of workshops to all planning officials and met with the staff of the Vice-Presidency for Academic Affairs and Planning in order to advise on planning and assessment processes. Strategic planning drives budget development as follows:

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* John L. Green and Peter M. Jonas, (1998) Outcomes Assessment in Higher Education linked with Strategic Planning and Budgeting

- the planning committee prepares the strategic plan by the process described as a bottom - up planning allocation.

- recommendations, in the form of action plans are made and prioritized, so those that get approved are linked to and drive the budgeting process.

- the approved action plans in the strategic plan document start the budgeting process as seen in Figure 11.

Figure 11
Relationship between the Strategic Plan and the Budgeting Process

Strategic Plan Document	→	Budget Development	→	Budget Execution	→	Budget Outcomes

At this stage of strategic planning and budgeting, the planning committee has completed its work: the Strategic Plan Document, so that the budgeting committee can proceed accordingly. At MC, the budget committee consists of the Chancellor and the Area Deans, because they are responsible for making the decisions on what is to be funded in the following year's budget using the Annual Operational Plan. The work of the budget committee is presented to the Board of Trustees for final approval. Please, refer to the 2001 – 2006 MC Strategic Plan pages 62-74 for an example of how this plan is linked with the MC budget and priorities.

Bottom-up planning is a key ingredient at MC strategic planning but top-down budgeting exists because it involves critical operating decisions for which top-level administrators are held responsible. Nevertheless, strategic planning drives budget development by prioritizing action plans and providing the rationale for the allocation of resources. Faculties and departments have made efforts for the reallocation of resources. A full description of this process is included on Chapter 7, Financial Resources.

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planning through the multidimensional aspects of the Strategic Planning Process set forth below and followed by MC:

- assessment of the external and internal environments such as: present status, trends and projections expected to enrollment, resources and funding, among others
- the development of strategic direction for the institution
- the execution of specific action plans
- the execution of the Annual Operating Plan (budget)
- performance review

Outcomes assessment encompasses the entire campus, from the top-level administrative office through all of the academic and non-academic operating units. Results of the assessment of the campus long term plan for the last ten years has driven the institution to evaluate how resources are being used, whether resources are insufficient or underutilized and whether the quality and quantity of resources are appropriate. Based on previous strategic plan's results, the mission was revised, undergraduate and graduate programs were phased-out, new academic programs were created and developed, revised incentives for proposal writing were instituted, a new administrative structure was implemented, resources have been reallocated and budget allocations to SCO have been revised. Also, administrative restructuring processes have been instituted, personnel have been reassigned to different departments and academic offerings are being revised to better serve non-traditional groups such as part-time, adult, evening, and graduate students. Hours for student services have been expanded, especially during evenings and weekends, to better respond to needs of the non-traditional adult population. Graduate students have received special attention in the Trimester Program. A new service for non-traditional students has been the establishment of a Child Care Center in the Head Start Program, which offers daily childcare free of charge. There has been an increase in the quantity and

quality of cultural activities and the MC technological resources such as the development of the CIT, have been updated and strengthened.

The assessment of the external and internal environment has prompted an evaluation which has determined the following issues as important for MC institutional improvement:

- Students- The population in Puerto Rico according to the U.S. Census Bureau in 2000 reached 3,808,610 inhabitants. This represents an eight percent increase from 1990. These numbers show an increase in the feminine population of 150,000 while the male population only increased by 125,000. This increasing older female population is coming back for retraining in new degrees in their field of specialization. There are various other developments to be considered but this area is a good example of the new directions in which the university has had to make adjustments in its offerings, scheduling and program content.

  Undergraduate enrollment at MC shows a decrease. The reasons for this decrease must be carefully analyzed. This decrease is directly related to social and economical changes, which include lower birthrates, fewer students graduating from high school, more student moving to short term careers and an increasing number of competing institutions. In 1990 there were 65,565 births. By 1999, this number decreased to 60,717. On the other hand, the infant mortality remains at 10 per cent. Therefore, fewer students are starting school and seeking a college education.

  Metropolitan Campus draws largely from the age group of 18 to 24 years age group. MC attracts 40 students per 1,000 of this group of the Island's population, which is the highest percentage among private institutions of higher education in Puerto Rico. However, the Island's median age has increased from 28.3 years in 1990 to 32.1 years in 2000. Projections reflect a decrease in the traditional age group that MC serves and an increase in older non-traditional groups. These lower numbers of university-age students are further diminished if the number of students who obtain scores below the College Entrance Examination Board levels in the admission tests are considered.

- Globalization and technologies- The development of new technologies and the globalization of technological changes among others, are external factors that affect all educational institutions. These trends require that the MC maintain up-to-date curricular and educational equipment that incorporates the latest advances in the field of technology. This presents a challenge to the planning process. The incorporation of computer technology in business, education and natural science courses are examples of how MC is presently responding to this challenge.

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- Internal factors- Internal factors are also considered in the planning process. Some of these include the growing proportion of tenured and senior faculty, a reduction in income versus increasing costs of operation and the need for more frequent revision of programs. Other internal factors affecting the planning process in a positive way are increases in the number of faculty with terminal degrees, new research projects being undertaken and the implementation of innovative teaching strategies.

A complete analysis of internal and external factors is explained in detail in MC Strategic Plan 2001-2006 (Exhibit 13).

According to these and other comprehensive issues and evaluation findings, some of the main priorities of the MC Strategic Plan are to:

- Increase the quantity and quality of learning resources.

- Establish periodic and systematic curricular revisions so that MC academic offering is current, flexible and relevant to the population served.

- Strengthen the Continuing Education Program, the Adult Higher Education Program (AVANCE) and the English Trimester Program.

- Develop human resources in order to adequately respond to the needs of students and society.

- Expand the hours for student services, especially during evenings and weekends to better respond to the needs of the non-traditional adult population.

- Increase the quantity and quality of cultural activities.

- Strengthen and update MC technological resources.

Substantial progress has been made as a result of the planning efforts. The 2001-2006 Strategic Plan proposes continual improvement of the academic offerings and the creation of new undergraduate and graduate programs in response to the needs of the changing student population. For example, MC has created new doctoral programs in Theological Studies and Psychology and a masters degree in Educational Computing, which can be completed by the distance learning modality. Other existing undergraduate and graduate programs have been

strengthened and the development of more distance learning courses has been encouraged to serve the needs of the growing adult student population. Also the creation of shorter degree programs such as associate degrees and possible certificate programs has been proposed. Although MC is committed to revising and improving its academic offerings, this change will only occur after a rigorous evaluation process to determine the viability, economic feasibility and consequences of this change.

Conclusions

The Planning and Resource Allocation Committee concluded that:

1. Institutional and MC mission and goals provide the starting point for the planning activities.

2. There is a well defined decision-making process and authority that facilitates planning and renewal.

3. The on-going planning process helps MC to improve academic programs and services, allocate resources effectively and maintain fiscal control.

4. The evaluation component of the planning process helps to determine whether or not the purposes are achieved and objectives met.

5. The strategic planning process helps MC to establish priorities and to use the fiscal resources effectively.

6. MC has been responsive to the internal and external environment stimulating change and meeting its stated goals and objectives.

Recommendations

1. The coordination of data gathering between the Planning Office and all areas of the MC should be strengthened in order for them to be able to respond effectively to the needs of the institution.

2. The MC should improve the monitoring mechanism (outcomes assessment) to better determine whether or not the purposes are achieved and objectives met.

3. The consulting and planning efforts should incorporate more representatives of the community, industry and students.

CHAPTER 7
Financial Resources

Standard for accreditation... "financial resources sufficient to assure the quality and continuity of the institution's programs and services."

Overview

This chapter analyzes financial resources and administration and how they are in congruence with Metropolitan Campus mission and goals. The chapter responds to the major questions approved by MSA.

The sub-committee worked with document analysis and interviews to collect the necessary data to answer the questions. Students, faculty and administrators at MC and SCO participated in this process. This work presents suggestions for improving fiscal resources required to support the MC mission and goals.

Discussion of Issues

Financial Resources Congruence with MC Mission and Goals

The IAUPR, through its Board of Trustees, must ensure that programs offered can be supported by the available or attainable fiscal resources, henceforth, the MC mission strengthens the relationship between planning and budget. The budget is a financial statement of the campus comprehensive long-and-short range plan based on estimates of incomes and expenditures. The MC budget is enrollment driven. Student tuition and fees are the MC principal source of revenues. During years 1998-99 to 2001-02, IAUPR has raised its tuition by 14 percent. Nevertheless, this increase kept the tuition at IAUPR below that of other private institutions of higher education in Puerto Rico. Table 69 shows the cost per credit at the Metropolitan Campus from 1997-1998 to 2001-2002.

Table 69
Cost per Credit
IAUPR: Metropolitan Campus 1997-1998 to 2001-02

Level	1997-98	1998-99	1999-2000	2000-2001	2001-2002
Undergraduate	$100.00	$105.00	$110.00	$110.00	$120.00
Master	$145.00	$150.00	$155.00	$155.00	$165.00
Doctoral Education Theology Psychology	$230.00	$230.00	$235.00	$235.00	$245.00
Bus. Adm.		$400.00	$400.00	$400.00	$410.00

Source: IAUPR General Catalog 1998-1999 and 2001-2002

Tuition and fees increased from 97.5 percent of the total revenue in academic year 1997-98 to 98.4 percent of the total revenue in academic year 2001-2002. The remaining 1.6 percent comes from other income sources including external funding, continuing education and auxiliary enterprises such as cafeteria, bookstore and parking. From 1997-98 to 2001-02, continuing education revenues declined 77 percent, other income increase from 97-98 through 2000-01 244 percent but decrease 43 percent in academic year 2001-02 and auxiliary enterprises decline 32 percent from 1997-98 to 2001-02. These three items represented 1.6 percent of total income in 2001-02, therefore, greater attention to their development is expected in the coming years. If the percentages of 1997-98 had been maintained, the income in those categories could have been $0.9 million in academic year 2001-02. As a matter of fact, the chancellors strategic council is currently analyzing ways to improve the continue education offerings.

Table 70 also presents a yearly comparison of MC Source of Revenues by Category over a five-year period. Category "Other Income" of Statement of Activities of Resources and Expenses, includes federal grants, donations, private gifts and contracts, but still reflecting revenues that may be reasonably expected from available or attainable fiscal resources.

Table 70
MC Source of Revenues (dollars, $ 000 omitted)
1997-98 to 2001-02

Source	1997-98	1998-99	1999-2000	2000-2001	2001-2002
Tuition and Fees	$34, 682	$35,059	$32,635	$33,205	$35,701
Continuing Education	290	212	137	86	67
Other Income	100	301	264	345	196
Auxiliary Enterprise	483	456	450	371	327
TOTAL	$35,555	$36,028	$33,486	$34,007	$36,291

Source: Dean of Administration Office

The analysis of Table 71 reveals that during the past five years, projected budgets exceeded the total income in years 1997-98 through 2000-01 and it is below in year 2001-02. However, the total expenses incurred in the operation of the MC were less than the total income for all academic years because of the contribution to the SCO (column E). The evidence points to the fact that MC had an economically feasible operation, which is congruent with its mission and specifically with goal 13. The reduction on Column E is due to a fall in actual income in relation to actual expenses. The decrease in contribution of MC to the SCO began in academic year 1999-2000 but increase since academic year 2000-01. Total expenses had been maintained relatively constant except in 2001-02, because of the significative increase in the contribution to the SCO.

External funding activities are considered in the operational budget. An analysis of these activities, which allow for the support of academic projects and services is presented in that section.

Table 71
Metropolitan Campus Budget, Income and Expenses (dollars, $ 000 omitted)
1997-1998 to 2001-2002

Year	A Adjusted Budget	B Total Income	C Difference (B-A)	D Total Expenses	E Excess (B-D)
1997-98	37,209	35,555	(1,654)	31,389	4,166
1998-99	36,338	36,028	(310)	32,018	4,010
1999-2000	36,506	83,486	(3,020)	32,637	1,249
2000-2001	35,621	34,007	1,614	31,412	2,595
2001-2002	35,472	36,291	819	30,998	5,303

Source: MC Annual Reports 1997-98 to 2001-2002

Budget reductions were achieved primarily through the elimination of over 117 full-time

positions that were vacant, representing approximately a 17 percent decrease in the campus full-

time workforce over the past decade. Most of the cuts were made in functional areas that would

least impact the teaching and learning processes and student services between 1997-98 and 2001-

02 (see Table 72). However, the decrease in full-time positions did not generate a decline in

total expenses probably due to a rise in salaries and benefits.

Table 72
Trends in Total Full-time Positions

Year	1997-98	1998-99	1999-2000	2000-2001	2001-2002
Administrative position	418	420	340	344	329
Academic position	295	280	275	262	255

Source: Human Resources Office

The Addendum 2 includes the MC budget during the last five academic years.

Budget Planning Process

The budget decision-making process is an integral part of the MC plan. The System

Central Office prepares a guide for budget planning and preparation. The guide includes an

analysis of economical factors in the United States and Puerto Rico, detailed tuition projections

per academic unit and the assumptions used for the budget. The guide also includes institutional

priorities, a working plan and general norms and procedures for the preparation of budgets. The

guidelines for planning and budget preparation reflect the particular needs of the operational

units and allow for establishing budgetary priorities including future developments. The budget

preparation is based on the following concepts:

- MC Mission and Goals
- Goals of the budget
- Activities of each service program
- Responsibilities for Area
- Cost of activities
- Sources of Financing
- Cash

- Collection campaign
- External Resources
- Loans
- Evaluation of outcomes

The budget is developed through consultation with administrative and academic offices, departments and faculties. The following scheme shows the steps for the preparation and approval of the MC budget. As can be seen, there is open communication throughout the process.

Figure 12
BUDGET PROCESS
IAUPR: METROPOLITAN CAMPUS
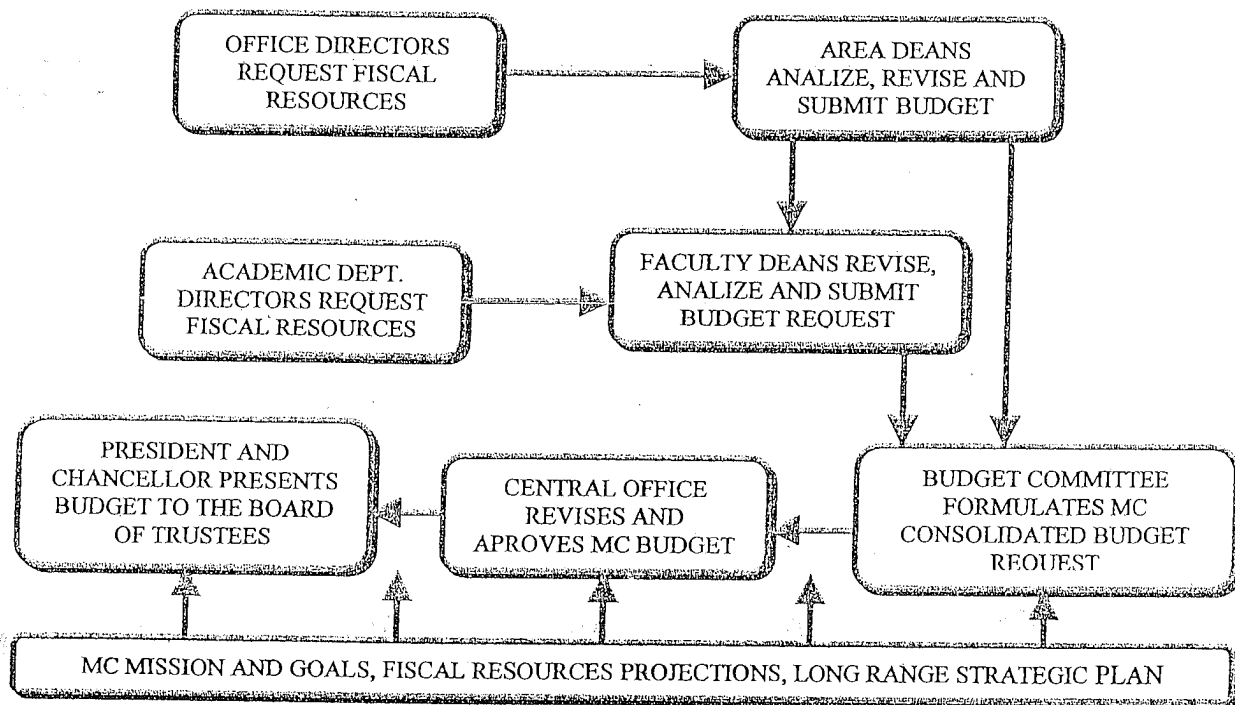
As observed, the budget decision-making is vested in the academic program and administrative Directors, Faculty Deans, Area Deans (Studies, Administrative, and Students) until it reaches the Chancellor. Through the budgeting committee, which includes the Chancellor, the Area Deans and the Planning Director, a campus budgetary conciliation is made possible. Through a very conscious revision of priorities and according to the Strategic Plan,

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selection of projects for budgeting purposes is made. Limited budgetary resources require a careful selection of projects to be implemented. Faculty Deans are required to justify and support their priorities based upon the strategic plan. Then the Chancellor, the Area Deans and the Vicepresident for Management of Finance and Systemic Services at the SCO, together with the Budget Committee, adjust the campus budget request according to the Vice-Presidency recommendations. Afterwards, the President, together with the Chancellor, make a presentation of the budget request to the Board of Trustees. This process has helped the campus to allocate resources effectively.

To assure that the budget is adequately supporting programs and services, it is divided into three major categories: Salary and Benefits, Operation and Equipment and Transfers. The budget is managed through a system of internal accounts based on expense categories. Table 71 depicts the budget categories allocated by percentage during the last five years. Most of the resources allocated in the budget (almost 80 percent), are assigned to the Salary and Benefits category for both faculty and administration. The ratio between faculty and administration salary expenses was 2 to1 for the 2000-2001 budget, $16,476,023 vs. $8,167,262.

The MC operating budget for the last five years is summarized in the following table.

Table 73
Percentage Distribution of MC Budget by Major Categories

Description	1997-98	1998-99	1999-2000	2000-2001	2001-2002
Salary and benefits	76.22	79.17	78.72	81.26	79.66
Operational	17.54	17.70	18.24	17.67	18.87
Equipment and Transfers	6.24	3.13	3.04	1.07	1.47

Source: Annual Budgets, 1997-98 to 2001-2002

The percentage of the MC budget spent in equipment and transfers decreased from 6.24 percent in academic year 1997-98 to 3.13 per cent in academic year 1998-99. It represents an increase of $25,000 in purchase of equipment, but a total decline of $1,010,262 in transfers and

payment of principal and interests for a net decrease of $985,262. The decline of MC budget spent in equipment and transfers to 1.07 per cent in academic year 2000-01 represents a decline of $620,373 including a decrease of $300,000 in purchases for the CIT. From academic year 2000-01 to academic year 2001-02 the increase from 1.07 per cent to 1.47 per cent is due to a growth in expenditures from $ 514,376 to $783,635.

Metropolitan Campus has sought other financial sources for the programs and activities encompassed in its mission and goals. Several projects and agencies have provided funds for academic years 1997-98 through 2001-02. Federal Funds approved under those projects have improved academic programs and financial conditions of the MC. From academic years 1997-98 through 2001-02, the MC has obtained external funding distributed on a yearly basis as follows:

Table 74
External Funding
IAUPR: Metropolitan Campus, 1997-1998 to 2001-2002

Years	External Funds
1997-98	$ 3,276,885
1998-99	1,178,309
1999-00	1,482,582
2000-01	2,298,910
2001-02	2,124,126
TOTAL	$10,360,812

Source: Vice Presidency for Academic Affairs and Planning, Funds Approved, February 2002

Table 75 presents an analysis of the congruence of MC Missions and Goals and its activities with external funds.

Table 75
Congruence of Mission and Goals with Activities Aimed
at the Procurement of External Sources of Funding
IAUPR: Metropolitan Campus: 1998-1999 to 2001-2002

MC Goals	External Funding	Percent %	Areas of Impact
3	$3,639,696	35	Research and Development in Natural Sciences, Biomedical Research, Training in Research Method.
1, 2, 3, 4, 12	5,023,457	49	Needs of higher education in Puerto Rico Needs of Puerto Rican Society; Development of programs for non-traditional groups. Provision for student services to help student achieve educational goals.
5, 10, 13, 14	1,697,659	16	Maximizations of physical, human, and financial resources; Effectiveness of academic and administrative processes; Expansion and strengthening of graduate programs; development of resources for human resources (Faculty and Administrative); Intellectual, cultural and social growth of all members of campus community.
TOTAL	$10,360,812	100	

Source: IAUPR, Vice Presidency for Academic Affairs and Planning Office of External Funds Report, February, 2002

The MC is also engaged in an aggressive fund raising effort. The Chancellor Office has been very successful in these efforts. From 1998-99 through 2001-02, this Office has raised $10,360,812 in grants from external funds; an increase of $5,765,021 with respect to years 1987-88 through 1990-91 ($4,595,791) or 125 percent. There are already commitments of $1,154,043 in grants for year 2002-03.

The accounting system compares the actual results with the budget and the information is kept in accordance with budgetary accounting procedures: by funds for better control of resources. The Financial Statements are audited by KPMG Certified Public Accountants in accordance with Generally Accepted Auditing Standards (GAAS) in the United States and they are prepared in accordance with the General Accounting Principles accepted in the United States (GAAP).

MC has a budget planning assessment plan. MC prepares, as explained before, a budget request that is approved by competent authorities after it is revised by the departments

concerned. The budget plan covers the academic year that begins in August and ends in May and for the summer sessions of June and July.

The Statements of Revenues and Expenses and Losses for each academic year is adjusted for Semester and Trimester programs. The Central Office Finance Department monitors the MC process of expenditures during the year. If there is a deficit in one item, that is, an excess in expected expenses in relation to the budget, the SCO advises the MC of the discrepancy in order to check and control disbursements in that particular item.

The Vice-Presidency for Management, Finance and Systemic Services maintains working relationships with the campus Dean of Administration Office. The Vice-Presidency supports all phases of the budget process. It is responsible for training MC key personnel in the planning, preparation, administration, and control of the budget. The SCO Budget Office carries out monthly monitoring of revenues and expenses and advises MC to make adjustments in its budget, when needed.

Conclusions

The Financial Resources Committee concluded that:

1. The dependency of MC funds on enrollment tuition and fees has increased from 82 percent in academic year 1997-98 to 92 percent in academic year 2001-2002.

Ratio Tuition and Fees	1997-98	1998-99	1999-2000	2000-2001	2001-2002
Total Revenues	97.5%	97.3%	97.4%	97.6%	98.4%

2. A decline of total income absolutely and relatively affects the projected budget.

Ratio Total Actual Income	1997-98	1998-99	1999-2000	2000-2001	2001-2002
Projected Income Budget	96%	99%	92%	95%	102%

3. A decrease of total expenses absolutely but not relatively affects total income.

Ratio Total Actual Expenses	1997-98	1998-99	1999-2000	2000-2001	2001-2002
Total Actual Income	88%	89%	96%	92%	85%

4. An emphasis on cost reduction focused on academic and administrative positions reductions. Administrative positions have decreased from 418 in academic year 1997-98 to 341 in academic year 2001-002 for a total of 77 positions, for an eighteen percent reduction. Academic positions have decreased from 295 in academic year 1997-98 to 255 in academic year 2001-02 for a total of 40 positions, a fourteen percent reduction.

5. Notwithstanding the reductions in the work force the percentage spent in salaries and benefits has increased from 76.22 percent in academic year 1997-98 to 79.66 percent in academic year 2001-02, a growth of 3.44 percentage points. The percentage spent in equipment and transfers has decreased in these years from 6.24 per cent to 1.47 percent.

6. External funding has fluctuated but the trend is largely negative. Overall external funding decreased from $3,276,885 in academic year 1997-98 to $2,124,126 in academic year 2001-02, for a 35 percent reduction.

7. The Mission and Goals that have received greater attention in relation to external funding have been: goals 1, 2, 4, 12 and 3, that is, needs of higher education in Puerto Rico, needs of Puerto Rican society and Research and Development in Natural Sciences with about 84 percent of total external funding. Consequently, more attention is needed for certain areas that require more financing, specifically related to goals 5, 10, 13 and 14, that is, Maximization of Human Resources., Expansion and Strengthening of Graduated Programs and Development of Human Resources (Faculty and Administrative Staff).

Recommendations

1. The IAUPR, in general, and especially the MC, should seek diverse alternative financial funds. The MC has a very capable human capital stock which can develop other sources of revenues besides tuition, such as: Consulting Services, Marketing, Accounting, Labor Relations, Finance and Economics, Natural Sciences, Preparation of State and Federal Proposals, and so forth.

2. MC has to develop a marketing and recruitment campaign geared at attracting traditional as well as non-traditional students.

3. MC should try to develop and implement new programs and revise and improve existing academic programs especially certificate associates and graduate programs.

4. MC should try to improve the communication channels in and out of its physical boundaries.

Chapter 8
Organization, Administration and Governance

Standard for accreditation... "organization, administration and governance which facilitate teaching, research and learning and which foster their improvement within a framework of academic freedom".

Overview

This Chapter describes the organization, administration and governance at the MC. Special emphasis is given to the changes that have taken place since the last Periodic Review Report. The congruence of the organizational structure with the campus mission and goals, the Chancellor leadership, the administrative staff profile and the decision-making process are analyzed. The academic community perception of MC organization, administration and governance is also discussed.

The subcommittee, made up of students, faculty and administrators, worked with interviews, focal groups and document analysis. Through this method, the subcommittee reviewed the decision-making process related to the academe and administration and corresponding related issues of governance. It also reviewed and analyzed all guidelines and documents related to the previous visit of the MSA Commission on Higher Education. Recommendations included in the Periodic Review Report were also studied.

Discussion of Issues

Organizational Structures

The administration of the MC during the last three academic years has been characterized by change. In 1999, the MC Chancellor became President of IAUPR. Since then, two Chancellors and two Deans of Studies have been appointed. The current Chancellor and Dean of

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Studies, appointed in 2001, are committed to a policy of decentralization in academic, administration and student affairs areas.

As of June 2002, the highest level of administration included the positions of Chancellor, Vice-Chancellor, Dean of Studies, Dean of Administration, Dean of Student, Dean of Enrollment Management, five Academic Faculty Deans and the Director of the Nursing School. These administrators are appointed by the President of the IAUPR in consultation with the faculty of the campus and the Board of Trustees. It is important to point out that the position of the Dean of Enrollment Management was created in the academic year 2001-2002 as a result of the restructuring process taking place in the campus. All structures are geared towards facilitating teaching, learning and research, seeking MC improvement within a framework of academic freedom.

Since the last MSA review, five faculty deanships and the director of the School of Nursing shared responsibility for all academic programs. However, after two evaluation studies of the organizational structure, a formal effort is being made to reorganize it in a more efficient way. In August 2001, the office of the Chancellor was restructure and the position of Vice-chancellor was created. Also the position of Dean of Enrollment Management was created. In January 2002 the Deanship of Studies and the AVANCE and Trimester programs were reorganized. The evaluation process of the CIT and Audiovisuals Center began. In March of 2002, a faculty committee was appointed to examine the administration structure of the academic faculties. This committee presented its final recommendation in June of 2002. A new academic structure was approved in July 1, 2002, which resulted in 4 academic faculties and 4 schools (see page 170). The organizational chart of the MC is included in Addendum 3.

Office of the Chancellor

At the campus level, the Chancellor is the chief executive officer and is responsible for both the administrative and academic performance and well-being of the unit. The Chancellor is the representative and chief spokesperson for the campus. As such, he participates in the implementation of academic and administrative policies and norms of the institution. As a member of the President's Systemic Managerial Council, he is involved in the discussion of institutional policies and academic and administrative affairs. At the campus, the Chancellor has a Strategic Council composed of the staff under the leadership of the chancellor and the Faculty Deans and the School Directors who respond to the Dean of Studies. The Directors of the Office of Planning, Office of Religious Life, Promotion, Human Resources and the President of the Academic Senate are also part of this council. The President of the Academic Senate keeps the council members aware of the issues being discuss at this body.

The Chancellor Strategic Council is a non-statutory advisory group. The council is a group of persons brought together to advice the Chancellor on academic management, campus-wide administration and student services. The Council does not take into consideration academic issues and politics which are under the jurisdiction of the Academic Senate. Some examples of the issues discussed in the council meetings are: decisions regarding the class enrollment program and the registration calendar, the students and community co-curricular activities calendar, the registration status and action plans to improve student enrollment and retention and student recruitment proposals and practices. This group also seeks advice on campus budget policy.

The Chancellor Strategic Council also provides opportunities to members to share information regarding activities in their respectives faculties and offices. For example,

information regarding the status of program accreditation reports and site-visits are discussed, new program development are presented and commencement plans are considered. In the Strategic Council the Chancellor informs the staff about decisions taken by the President and the Systemic Managerial Council. In addition, faculty members and project directors are frequently invited to make presentations on the scope and status of their projects.

Currently, the Chancellor Office also supervises the offices of Religious Life, Planning and Development, Homines Review and the Research and External Resources Center, too (see Figure 13).

Figure 13
ORGANIZATIONAL CHART OF THE CHANCELLOR OFFICE
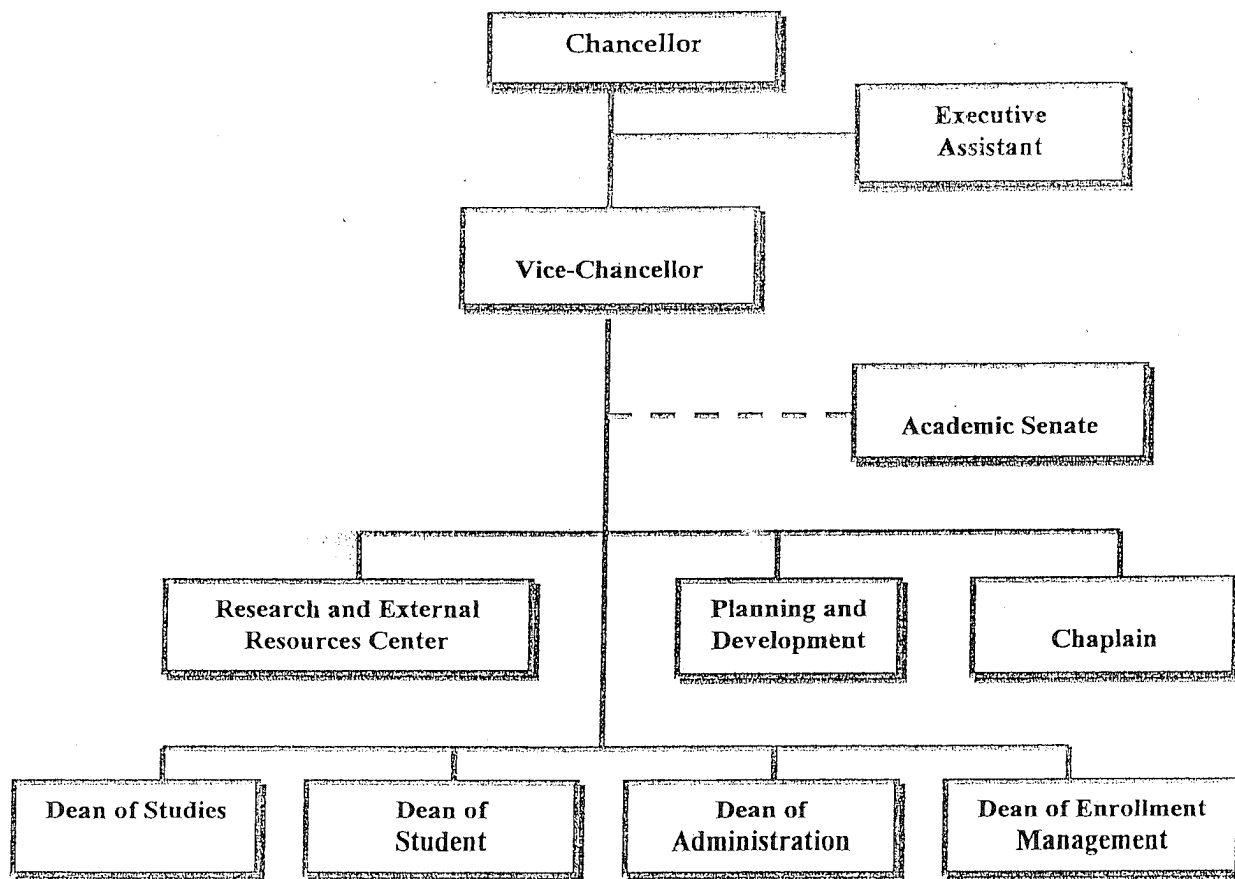
Dean of Studies

The Dean of Studies is accountable for the planning and operation of the graduate and undergraduate academic programs. The Dean is also involved in decisions pertaining to faculty, including recommendations for hiring, evaluation, promotions, leaves and tenure. The Dean is also responsible for the implementation of Faculty Development Program. Through the Faculty Development Plan, the Dean of Studies is in a position to directly monitor the teaching and learning processes.

The Dean of Studies responds directly to the Chancellor and coordinates some academic areas with the Office of the Vice-President for Academic Affairs and Planning of the SCO. The five Faculty Deans (three Deans are serving in an acting capacity) and the Director of the School of Nursing, operate directly under the Dean of Studies. In addition, the Dean of Studies supervises the following academic support offices: Information Access Center (IAC), Center for Instructional Development (CID), Honors Program, Center for Information Technology (CIT), English Trimester Program, AVANCE Program and Continuing Education.

In January of 2001, the Dean of Studies Office was reorganized as follows (see Figure 14).

Figure 14
ORGANIZATIONAL CHART DEAN OF STUDIES

Figure 14
ORGANIZATIONAL CHART DEAN OF STUDIES
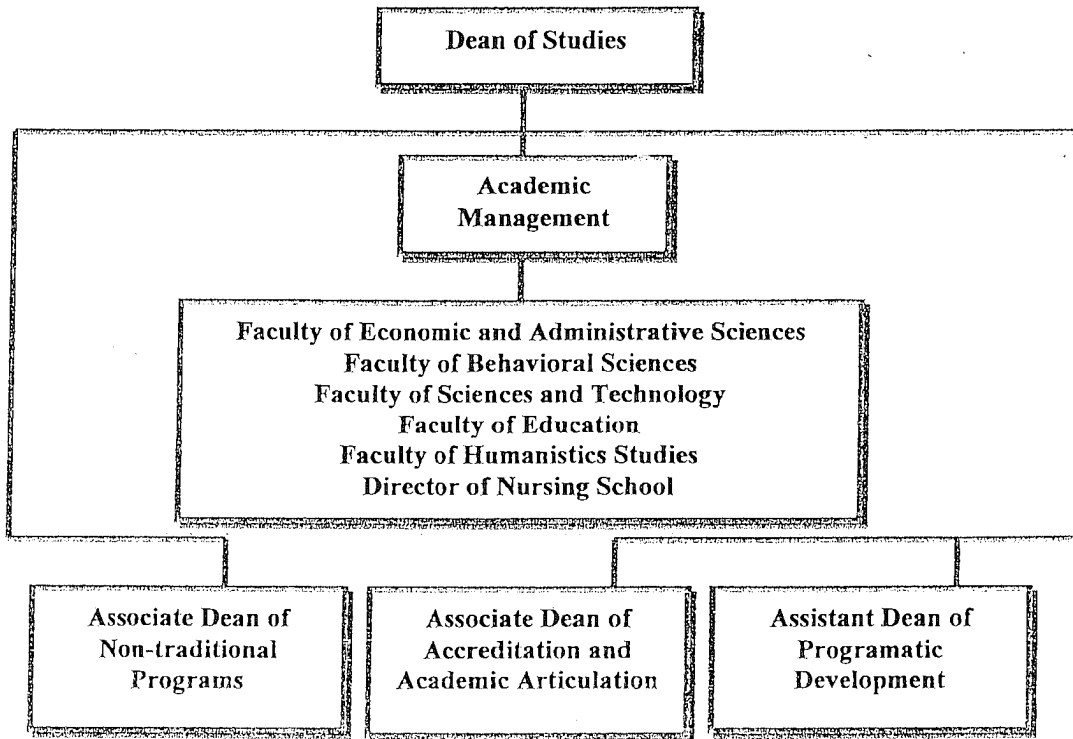
Faculty Deans and Departments

The faculty deans are responsible for assessing their programs, recommending new programs and the phasing out of academic offerings when they fail to respond to MC mission and goals. As heads of academic programs, they are also responsible for the supervision of the departmental chairpersons and assigned budget.

A chairperson heads each undergraduate and graduate academic department. Departments fall under five academic faculties and are organized by academic disciplines. Their internal structure responds to the campus mission and goals, meeting the needs of students and society. The following chart presents the structure of the Faculty Deans and their Departments as of June 2002 (see Figure 15). As mentioned before, the organizational structure

of the Behavioral Sciences and the Humanistics Studies underwent a restructuring that became effective on July 1, 2002. The new organizational chart describing the changes is included in Figure 16. The new academic structure resulted in 4 academic faculties and 4 schools.

Figure 15

Organizational Chart of Faculty Deans and Departments Until June 2002

Dean of Studies

Humanistic Studies Dean

- Spanish
  - Graduate
- English
  - Graduate
- Liberal Arts
- Popular Music
- Theological Doctorate

Behavioral Sciences Dean

- Social Sciences
- Criminal Justice Psychology Social Work
- Pshychology Graduate
- Social Work Graduate
- Criminal Justice Graduate

Economic and Administrative Science Dean

- Accounting
- Business Administration
- Graduate
- Economy
- Office Systems Management
- Enterprenurial Doctorate

Sciences and Technology Dean

- Biology and Environmental Sciences
  - Graduate
- Chemistry - Physics
- Computer Sciences
  - Graduate
- Mathematics
- Medical Technology
  - Graduate

Education Dean

- Teacher Education Program
- Physical Education
- Graduate

School of Nursing

- Faculty and Students
- Trimaster

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Figure 16
CHANGES TO THE ORGANIZATIONAL CHART OF FACULTY DEANS, SCHOOLS AND DEPARTMENTS AS OF JULY 2002

```
                        ┌──────────────────────┐
                        │    DEAN OF STUDIES    │
                        └──────────────────────┘
              ┌──────────────────────┴──────────────────────┐
        ┌───────────┐                              ┌──────────┐
        │ FACULTIES │                              │ SCHOOLS  │
        └───────────┘                              └──────────┘

   ┌──────────────┐   ┌──────────────┐      ┌──────────┐   ┌──────────────┐
   │ Sciences and │   │ Economic and │      │ Nursing  │   │ Social Work  │
   │  Technology  │   │Administrative│      │          │   │              │
   │              │   │   Sciences   │      │          │   │              │
   └──────────────┘   └──────────────┘      └──────────┘   └──────────────┘

   ┌──────────────┐   ┌──────────────┐      ┌──────────────┐   ┌──────────┐
   │  Education   │   │ Liberal Arts │      │Criminal Justice│ │Psychology│
   └──────────────┘   └──────────────┘      └──────────────┘   └──────────┘
```

| Assistant Dean | Music Department | Theology Department | Social Sciences Department | Humanities Department (History, Art, Philosophy) | Language and Literature Department |

The new academic departments and schools are shown in green.

Dean of Administration

The Dean of Administration is responsible for planning, providing, evaluating and supervising the support services required for the effective performance of campus teaching and research functions. The office of the Dean of Administration is directly in charge of services such as: maintenance of physical facilities, green areas, security, environmental protection and

occupational safety. The Dean of Administration also supervises the following support services: Printing Services, Payments, Budget, Purchasing, Auxiliary Enterprises and Human Resources.

The administration of the central budget by the Dean of Administration which is done in coordination with other Area Deans, Faculty Deans and the Director of the School of Nursing, influences the learning process by ensuring that timely services and adequate facilities are available.

The cafeteria, parking facilities and bookstore services are organized under a consortium. The following Figure presents the structure of the Office of the Dean of Administration.

Figure 17
ORGANIZATIONAL CHART OF DEANSHIP OF ADMINISTRATION
AS OF JUNE 2002

```
                    Dean of Administration

                                    Assistant Dean

    Building and Grounds            Human Resources

    Printing Department             Purchasing

    Mailing and Document            Property
    Management

    Payments                        Auxiliary
                                    Enterprises

    Budget                          Security
```
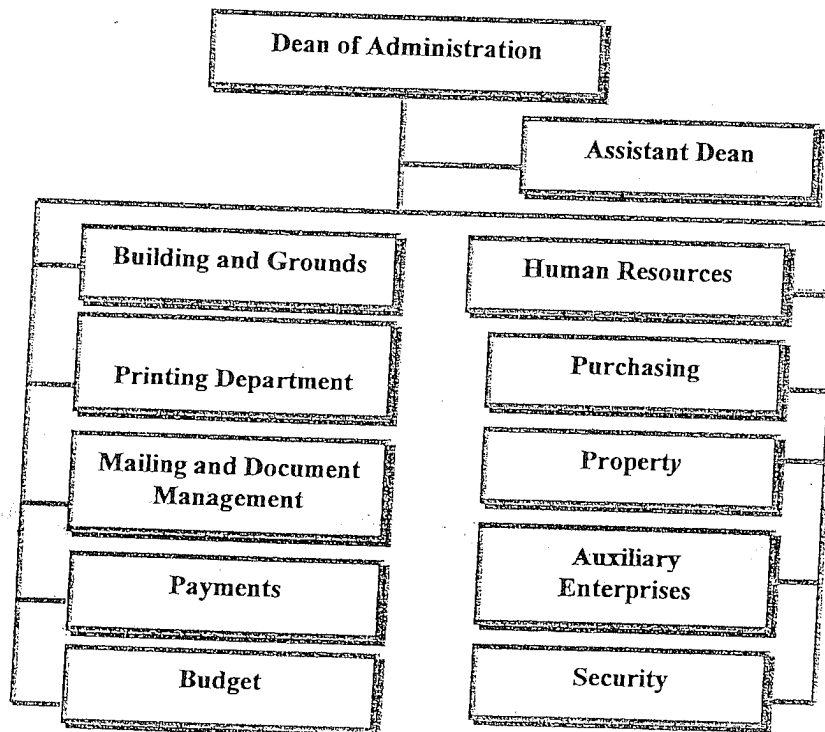
Administration of Students Services

Since January 2002, the administration of all student services of a non-academic nature fall under the responsibility of the Dean of Students and the Dean of Enrollment Management.

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Both offices aim for the development of a healthy environment, which is needed for successful learning. Services rendered by both offices are discussed in Chapter 2, Students. The organizational charts present the structure of the Dean of Students and the Dean of Enrollment Management (see Figures 18 and 19).

Figure 18
ORGANIZATIONAL CHART OF STUDENT DEANSHIP
AS OF JUNE 2002

```
                        ┌─────────────────────┐
                        │   Dean of Students  │
                        └─────────────────────┘
                                   │
        ┌──────────────────────────┼──────────────────────────┐
┌─────────────────┐                │          ┌────────────────────────────┐
│  Assistant Dean │────────────────┤          │       Coordinator of       │
└─────────────────┘                │          │  Extracurricular Activities│
                                   │          └────────────────────────────┘
                                   │
                                   │          ┌────────────────────────────┐
                                   │          │    Assistant for Student   │
                                   └──────────│     Development and        │
                                              │        Leadership          │
                                              └────────────────────────────┘
```

| Student Center, Student Activities and Theater | Athletic Department | Ombudsperson | First Aid Center |
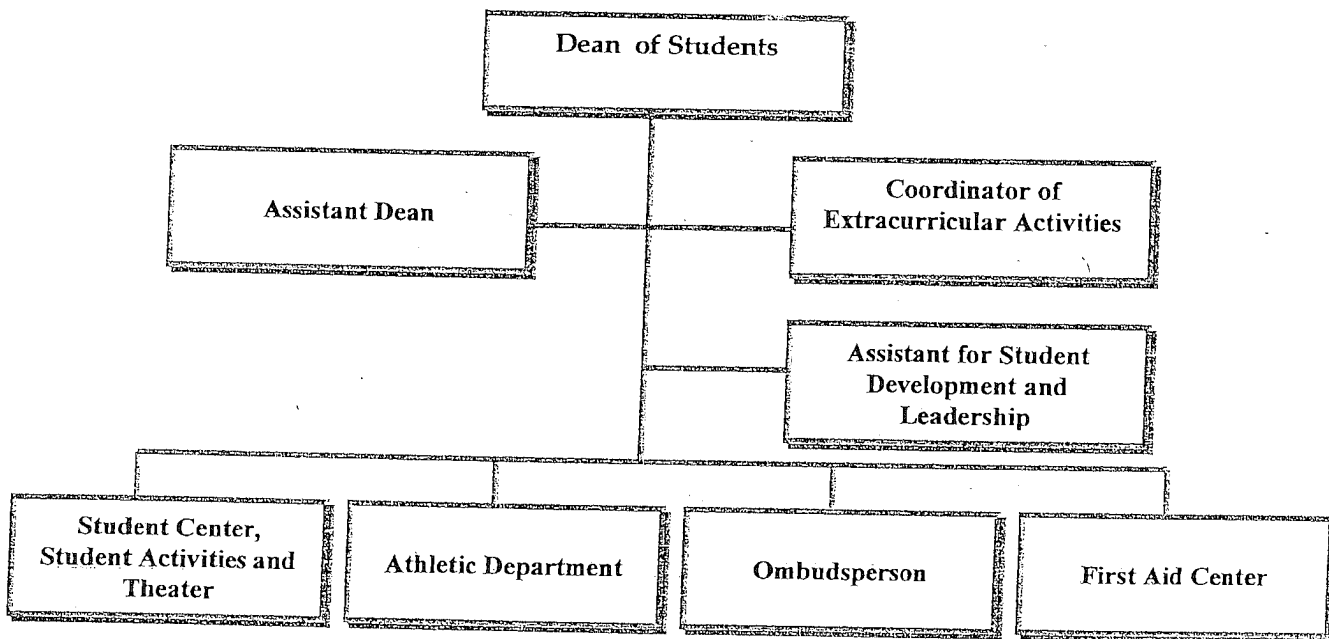
Figure 19
ORGANIZATIONAL CHART OF ENROLLMENT MANAGEMENT DEANSHIP
AS OF JUNE 2002
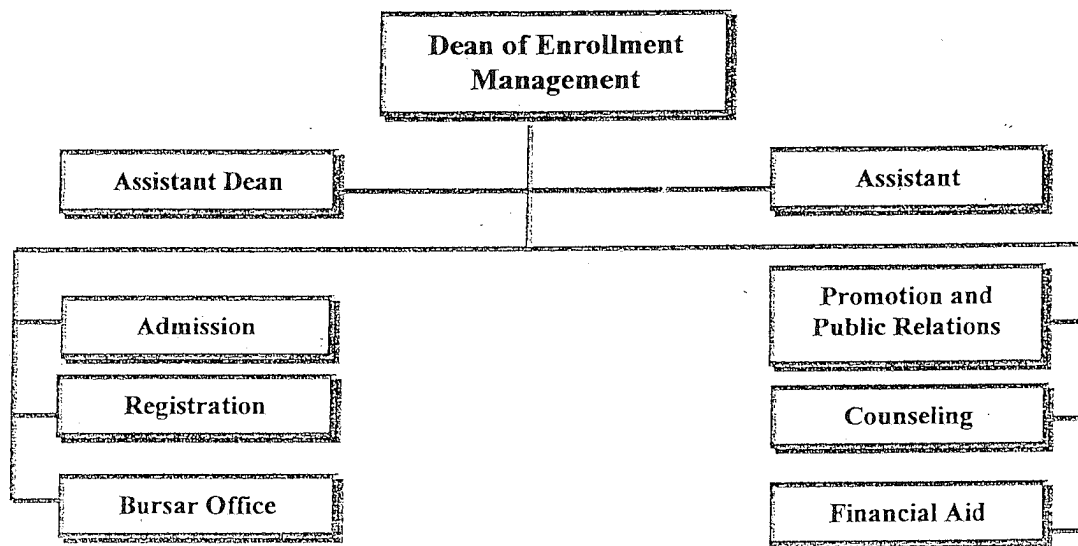
Chancellor and Academic Administrators Leadership

The new Chancellor, appointed in August of 2001, is a leader with a vision of integration

and shared governance. The Chancellor is committed to the achievement of the campus mission

and goals. The Chancellor has developed a climate of shared collegiality with its Strategic

Council members where issues and priorities are openly discussed. Area Deans and the Dean of

Studies must assume the authority and responsibilities for their areas.

One of his first steps was to call a retreat for the administrative and academic leadership

in November 2001, outside of the campus setting. The purpose of the meeting was to review the

ongoing process of campus attainment of its mission and goals. In the retreat, participants talked

in detail about the characteristics that define MC student body, current academic offering and

future developments, the changing process and its impact on the organizational climate and the

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administrative reorganization. As a result of this exchange of ideas, strategies were developed to increase student retention and student satisfaction and to improve the quality of the academic offerings. The retreat was evaluated by all participants as "excellent". The relevancy of the topics, the quality of the speakers, the participation of the audience and the direct applicability of the topics were some of the strengths of the retreat. This same working group continued meetings on campus to evaluate different administrative organizational models. As mentioned before, the new administrative model that seeks more academic relevance and better efficiency was presented to the academic community in June of 2002 and implemented in July of 2002.

The Chancellor leadership is evidenced by the faculty meetings conducted each semester to discuss campus issues and priorities. The meetings are attended by approximately 75 percent of the full-time faculty. Every month, the Chancellor meets with the Student Council to receive input regarding decisions that affect students and to keep up with their perceptions of services and future improvements.

As of June 2002, the profiles of MC administrative leaders show that they have the academic background, skills, attitudes, experience and training to carry out their responsibilities. Table 76 shows the administrative leaders credentials and experience. The "resumes" of the administrative staff are included in Exhibit 14.

Table 76
Credentials of MC Administrative Leaders - June 2002

LEADER	POSITION	ACADEMIC BACKGROUND	YEARS OF EXPERIENCE IN HE	YEARS OF EXPERIENCE IN IAUPR
Claudio R. Prieto	Chancellor	Juris Doctor	41	1
Ivonne Rivera	Vice Chancellor	MA	19	8
Angeline Liang	Executive Assistant	Juris Doctor	12	7.5
Juan H. Vázquez	Dean of Studies	Ph. D	14	14
Jimmy Cancel	Dean of Administration	MA	32	32

(table continues)

Table 76 Credentials of MC Administrative Leaders – June 2002				
LEADER	**POSITION**	**ACADEMIC BACKGROUND**	**YEARS OF EXPERIENCE IN HE**	**YEARS OF EXPERIENCE IN IAUPR**
Norma Lugo	Dean of Students	D Ed	22	22
Elsa M. González	Dean of Enrollment Management	MA	22	22
Baltazara Colón	Dean of Economic Sciences and Administration	Ph.D	36	24
Blanca Concepción (acting)	Dean of Education	Ph D	22	22
Migdalia Texidor	Dean of Science and Technology	MA	22	20
Dyalma González (acting)	Dean of Behavioral Sciences	MA	16	16
Walter Murray (acting)	Dean of Humanistic Studies	MA	16	15
Aurea Ayala	Director of Nursing School	DNSc	18	18
Grisel Muñoz	Associate Dean of Studies	Ph D	15	9
Margarita González	Associate Dean of Studies	D Ed	24	24
Lourdes Rivera	Assistant Dean of Studies	MA	4 months	15
Josefina Pérez	Director Office of Planning and Development	MA	12	12

Source: Human Resources Office

MC allows and encourages its leaders participation in training and workshops during the year, which help them to discharge their duties more effectively by updating knowledge and skills. Some of the professional activities in which they participated during the last year are: National Conference on Student Services, Annual Meeting Middle States Association, National Society of Hispanic MBA, Annual Conference of Council of Social Work Education, American Chemical Society National Conference, National Association of Physical Education, Society of Educators and Scholars Conference and National League for Nursing Summit and Education.

There are 329 administrative staff members in the MC. They are distributed as follows: Institutional Support, 84; Academic Support, 61; Student Services, 85; Maintenance and Operation, 58; Instructional Support, 84 and Public Service, 2.

Administration Decision-Making Process

The MC governance clearly defines the roles of each constituency. Responsibilities and authorities are assigned, delegated and shared in a climate of mutual support and collegiality. Each constituency carries out its separate, but complementary roles and responsibilities. The organizational structures provide for different forums where the ideas and opinions of members of the university community are taken into consideration in the decision-making process.

The Chancellor Strategic Council and the Academic Senate are mechanisms that enhance and facilitate the evaluation of outcomes and the decision-making process at the MC. As mentioned before the weekly meetings of the Strategic Council allow opportunities to deal with issues affecting the campus and to exchange ideas for institutional improvement. Besides, the four Area Deans, the Vice-Chancellor and the Executive Assistant meet at least once a week with the Chancellor for planning the administrative action in the areas under their leadership. In addition to this, the Chancellor meetings with the campus faculty twice a year further contribute to the decision-making process. These meetings are conducted with individual faculty members or with the full faculty twice a year. Besides, communication with SCO is bidirectional. The President, in his visits to the campus, hears the different issues exposed by the faculty, administrators and students and then meets with his staff to attend to these concerns. These efforts notwithstanding, members of the academic community feel that communication can still be improved. In order to improve the communication channels with the MC faculty, the campus administration has established strategies such as: a monthly newsletter, work sessions of the

Chancellor with departments and faculties throughout the academic year and exhibits of faculty publications as a main feature of the campus library.

The Academic Senate is another means by which the administrative staff receives information of vital importance in the dynamics and direction of university life. The Academic Senate is the representative body of the different sectors of the Metropolitan Campus University Community. The Academic Senate is composed of 45 senators: 24 faculty senators, 7 student senators and 12 administration senators. Of the 12 administration senators, one is elected to represent Counseling and Guidance Services and one represents the Information Access Center. The Chancellor and Executive Secretary are senators with voice but not vote.

The Academic Senate is the principal representative body empowered to deal with the norms related to quality and the performance of the academic function of the University. The Senate works with the articulation of the academic policy by proposing academic teaching and student norms and guidelines, graduation and general education requirements, creation and changes in courses and programs conducted to a degree, norms to establish and observe university calendar and norms related to faculty and students.

The structure of the Academic Senate is composed by an Executive Committee and six permanent committees that work with affairs related to academic quality norms. These committees are divided in the following manner:

1. *Curriculum Affairs Committee* – This committee is responsible for formulating, studying and transmitting proposals related to courses and programs leading to undergraduate degrees. It also studies and responds to resolutions being consulted related to courses and programs leading to undergraduate degrees.
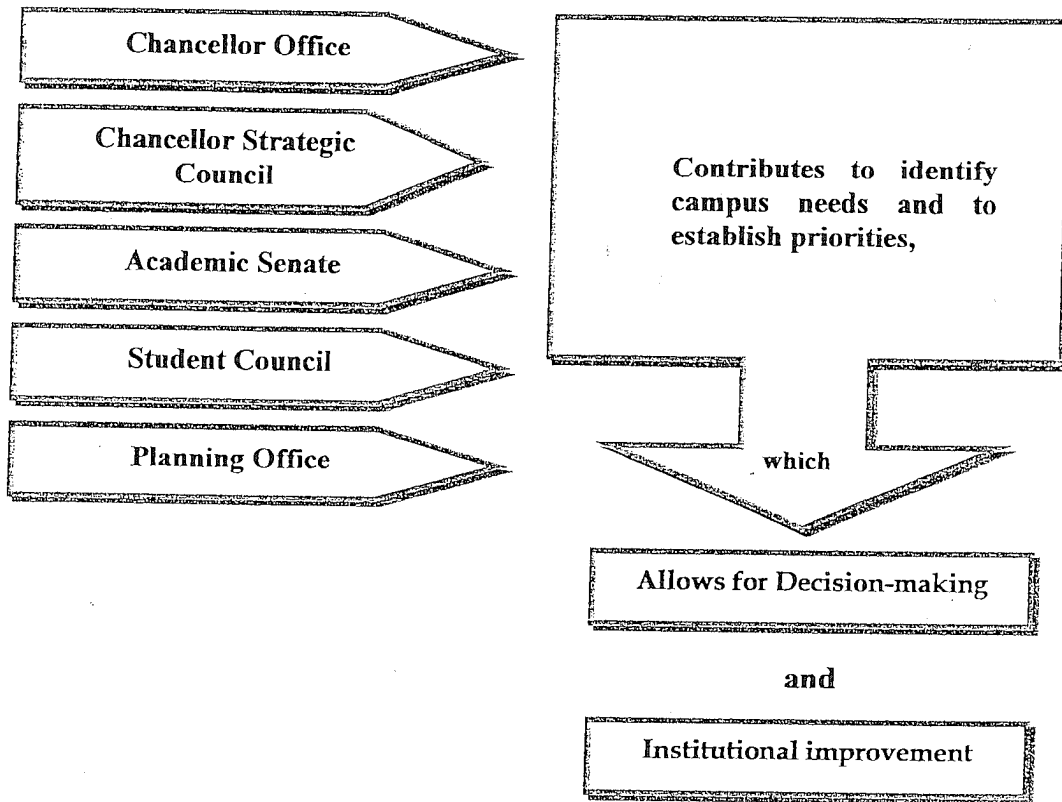
2. *Graduate Study Committee* – This committee is responsible for formulating, studying and transmitting proposals related to courses and programs leading to a post graduate degree. It also, studies and respond to resolutions being consulted related to course and programs leading to a postgraduate degree.

3. *Academic Norm Committee* – This committee is responsible for formulating, studying and transmitting proposals and projects related to: admission norms, satisfactory academic progress and graduation of student, policies to be followed in relation to exams, grades, attendance and academic honors and calendar design of the academic unit. It also, studies and responds to resolutions that have been generated by other units of the University system.

4. *Academic Personal Affair Committee* – This committee is responsible for consulting, formulating, studying and transmitting projects and resolutions related to policies of faculty appointment, contract renewal, leaves, tenure, salaries, research, academic load, professional development, license and academic liberty and other norms. It also studies and transmits proposals to amend the Faculty Handbook and responds to resolutions that has been generated by other units of the University system.

5. *Student Affairs Committee* – This committee is responsible for formulating, studying and transmitting proposals and projects related to general policy of financial aid for students, veteran affairs, professional orientation, academic counseling, promotion, recruitment, admission and retention programs, student regulations, medical services, extracurricular activities and student organizations. It also studies and responds to resolutions that have been generated by other units of the University system.

6. *Educational Resources Committee* – This committee is responsible for formulating, studying and transmitting proposals and projects related to Information Access Center policies. It also studies and responds to resolutions that have been generated by other units of the University system.

The Academic Senate also advises the Chancellor in matters related to education, administration and research policies, budget priorities, affiliation with outside organizations and the functioning of Information Access Center. The work of the Academic Senate is of vital importance in the dynamic and direction of university life. A full description of the work of the Academic Senate appears in Exhibit 15.

Student participation in the various governance bodies of the MC has increased during the last years. Students interest in participation is evidenced in the number of active student organizations and associations and in the number of academic and co-curricular activities promoted by the Student Council. Their active participation in these organizations and associations has made the administration personnel aware of the need to consider students opinions in the decision-making process. It is important to point out that 82 percent of the students indicated that the campus administrators are responsive to their needs. Students also indicated that the campus administrators are always available to explain the University norms and regulations which allows them to know their duties and responsibilities, treat them cordially and help them to solve problems (76% and 75%, respectively). Figure 20 depicts the communication process at the campus.

Figure 20
COMMUNICATION – DECISION -MAKING PROCESS AT THE MC

Chancellor Office
Chancellor Strategic Council
Academic Senate
Student Council
Planning Office

Contributes to identify campus needs and to establish priorities,

which

Allows for Decision-making

and

Institutional improvement

System Central Office Support

As one of the eleven academic units of the IAUPR, the MC receives support from the SCO in the areas of academic, faculty and student affairs, administrative affairs, financial affairs, religious affairs, strategic planning, assessment, development, community service and public relations. The SCO is always monitoring activities as the campus takes on the responsibility for its own processes and operations. The vice-presidents are always searching for ways to provide advisory and monitoring services to the campus.

Conclusion

The Organization, Administration and Governance Committee was able to conclude that:

1. MC organizational structure responds to MC Mission and Goals.

2. Since most of the administrative procedures can be carried out at the campus level, faster, better and more efficient services are provided to faculty, students and staff.

3. A new administrative structure was created to develop a more participative organizational structure.

4. The administrative staff has the academic credentials and necessary experience to carried out its responsibilities efficiently.

5. Participation of MC constituencies in the decision-making process has increased through the establishment of different forums. The Academic Senate is a means by which faculty could actively participate in the process.

6. The department chairpersons and some related office directors who participated in a focus group agreed upon the congruence between the administrative organization and the campus mission and goals.

Recommendations

1. A systematic evaluation of the new efforts to strengthen support of the learning process throughout the organizational structure should be a priority of the campus.

2. Middle management communication must improve.

3. The focus group recommends that a mechanism should be established to expedite administrative processes.

CHAPTER 9
Facilities, Equipment and Other Resources

Standard for accreditation... "physical facilities that meet the needs of the institutions programs and functions".

Overview

This chapter presents an analysis of the physical infrastructure, its relevance and congruence with campus priorities and its relevance to the MC Mission and Goals Statement. The Self-Study Process provided the campus the opportunity to examine and evaluate whether physical facilities and equipment are adequate. It also provided the opportunity to study the planning process that is used in decision-making about space and facilities. Facilities such as instructional buildings, laboratories, computer access and the Student Center were also analyzed in terms of their support for programs and services. Office space for faculty and staff was examined to determine if it facilitates interaction with students.

The sub-committee of faculty and administrators, worked with document analysis, survey data, direct observations and interviews. The work includes suggestions leading to improvement of physical facilities and equipment in congruence with campus priorities.

Discussion of Issues

Pertinence of Physical Facilities

Although set in a suburban area, MC is an urban-commuter campus, with minimal outdoor green areas. It consists of one major building, John Will Harris building, which houses the bulk of the campus and several smaller surrounding buildings. The largest outlying structures are: parking building across Sein street, which houses the CIT in its lower level, a well equipped gymnasium and courts and the so called "Shakeys" building, which houses the Medical Technology Program,

the Trimester Program and the Security and Property Office. Other smaller buildings are: Pelegrina (housing Conservation and General Services, several maintenance workshops), Carmona (Liberal Arts), Sánchez (Inter American Psychology Clinic and several projects), Nursing, Academic Senate, Chapel, Head Start and Reyes house. Parking facilities include the multi-level parking building, a faculty parking lot, two parking lots for administrative personnel and additional student parking lots on the south end of the campus. Smaller buildings also have additional parking space. Outdoor (passive) recreational areas are few and are found next to the Student Center, across from "Shakeys" and next to the Sánchez building. Building and grounds are well kept and maintenance is performed by qualified and trained staff.

Specialized rooms are: teaching laboratories in the Natural, Social and Secretarial Sciences, Language Laboratories, Writing Center, music rooms and studios and a gym with basketball/volleyball and tennis courts. The majority of students (73%) indicated that the sport and recreational facilities adequately provide for the development of skills and abilities in those areas. Research laboratories, a greenhouse and special function centers complete the academic component. Each of these is furnished with specialized equipment as required by the academic or administrative area it serves. Each area develops and implements a maintenance and repair plan and, where required, specialized security equipment is provided.

In fulfillment of the campus mission and goals, during the last five academic years, physical facilities have increased significantly. Table 77 shows space increase in facilities from 1997-98 to 2001-2002.

Table 77
Space Increase in Physical Facilities, Since 1997

Description	Quantity	SQ/FT
Playroom	1	660
Classrooms	17	6,929
PIT	1	5,094
Laboratory facilities	5	5,094
Administrative Offices	3	1,402

Source: Dean of Administration, 2002

According to 83 percent of the students surveyed, the campus is well maintained. Specific information regarding building and infrastructure as well as site plans and maps, which provide a general perspective of the campus are available in Exhibit 14.

With the current 113 classrooms, 36 laboratories, 14 classrooms laboratories, 8 research laboratories and 5 specialized laboratories, MC serves 10,526 students. Sixty-seven percent (67%) of students evaluated classroom facilities as adequate for learning. Eighty-nine percent (89%) of the faculty are not satisfied with classroom conditions. Although the MC enrollment has been decreasing, additional classroom space has been provided during the last five years. This additional space was created to enable faculty members to incorporate technology to learning and to have more comfortable rooms for graduate students. The total number of classrooms represents an area of more than 5,500 square meters. If all the space dedicated to learning-related activities is included, the area nearly doubles what was used before. Some rooms have been changed into classrooms; others have been reserved for specialized use. All rooms have black or white boards and projection screens. There is a sufficient variety of classrooms to satisfy class size requirements.

It is important to point out that the distribution of classroom space has followed a pattern of increased average section size for undergraduate and graduate studies. For the fall of 2001-2002, the average undergraduate section size was 23.35, the average master degree section size

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was 18.95 and 14.05 for the doctoral level. MC enrollment projections for the next few years are constant. Thus, no significant addition of classroom space is projected. The following table illustrates section size.

Table 78
Fall Average Section Size

	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Undergraduate	20.93	23.13	20.81	19.92	23.35
Master	—	16.46	16.51	16.62	18.95
Doctoral	—	10.61	14.04	11.42	14.05
Professional Certificate	—	—	24.96	25.00	22.38

Source: Statistical Reports, 1997-2001

Academic and faculty offices are adequate. The facilities, office equipment and specialized equipment are adequate and functional. However, faculty surveyed felt that there is not enough investment in equipment so as to keep up to date. Administrators are committed to providing access to computing facilities to all faculty and have initiated a plan to establish special faculty computing centers distributed throughout the campus. The facilities include 31 new computers (spring 2002) at the "Mini Computing Center for Faculty" located in each academic faculty. Most faculty offices are "cubicles" which offer minimal privacy, however spaces that provide privacy are available when required. The campus does not have a faculty lounge but most of the faculties have an area reserve for faculty gathering. Administrative and student service offices are adequately supplied and equipped. These offices have comfortable waiting areas.

Administrators indicated that the MC has been successful in planning, providing and maintaining facilities and equipment to supply the needs of the great majority of the constituents of the academic community. Physical facilities meet the campus current needs. Most users rate the

facilities, office and specialized equipment as good and the contribution to operations and achievement of objectives is also considered good.

In line with the overall mission of the campus, significant funds have been allocated to obtain updated technology for academic and administrative processes. These efforts have been greatly appreciated by students. According to 78% of the students consulted, campus laboratories are equipped with the necessary equipment and materials and are designed to strengthen the learning process. Students also indicated that computer laboratories help them to complete their academic work and assignments faster and more efficiently.

Computer equipment for instructional use is adequate. A significant number of computers in the administrative area have been in use for more than 5 years but serve their intended purpose. A plan to update computing facilities and equipment is in the final process of development.

Office equipment is good and reproduction of materials is available to most offices. In addition, a specialized printing area equipped with high speed, high volume copy machines and related equipment is available to students.

Specialized equipment is adequate for academic programs. Equipment is upgraded or replaced regularly. Technology-based learning is supported by several small specialized computer centers and one large Open Laboratory in the CIT. Equipment in the IAC as well as in most offices, laboratories and classrooms is maintained and repaired by the CIT staff. This equipment has significantly improved faculty working conditions. A complete inventory, which includes equipment and furniture, was conducted by each faculty and completed in 2002.

Effectiveness of the Planning Process

The decision-making process in the area of physical plant management and equipment addresses the needs of students. The MC Strategic Plan identified the equipment, materials and other resources necessary to support the academic programs.

Planning and budgeting for major projects are proposed by MC and submitted to the Office of Planning and Development of Physical Facilities at SCO which has a major role in their implementation. The faculty participate in the allocation and procurement of physical facilities and equipment through department meetings, committees and direct recommendations to the administrative personnel such as laboratory technicians, department directors and maintenance staff. The acquisition and purchasing process follows established procedures and is subject to periodic audit. As can be expected with any restricted budget, most users consider that the acquisition process and distribution of facilities and equipment is a limiting factor for the achievement of goals and objectives.

Program space requirements identified by the academic departments and overall facility conditions are considered in the planning process. The Campus Permanent Improvements Program has identified the following projects to be developed in the near future (see Table 79). A complete list of campus permanent improvements is available at the Deanship of Administration.

Table 79

Projected Permanent Facilities Priorities

Project Description	Estimated Cost
Installation of air conditioning system for classrooms	$1,500,000.00
Improvement of the Conservation and General Services Shops	86,000.00
Improvement at the John W. Harris Theater	60,000.00

(table continues)

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Table 79 Projected Permanent Facilities Priorities	
Project Description	Estimated Cost
Improvement of the Sidewalks of Shakeys and School of Nursing	14,000.00
Students bathrooms	30,000.00
400 desk student	24,000.00
Improvement at the Cafeteria	19,200.00

Source: Dean of Administration, 2002

Campus Security and Emergency Management Facilities

The MC is committed to provide a secure and safe environment, which is conducive to learning. A Campus Security Office is in charge of physical and personal security, internal traffic, parking and police duties. Security officers are well trained and respected by the academic community. A security officer, named by the Dean of Administration, tends to all security matters that affect and concern the academic community and serves as a liaison for the MC with other law-enforcement state and federal agencies. Currently, the MC security officer supervises 20 campus guards, including two supervisors.

Data collected from a questionnaire administered to students and faculty concluded that the campus does not have a security problem. A Campus Security Handbook contains a statement of current policies concerning MC security, law enforcement and crime reporting procedures. The Handbook is distributed to students, faculty and administrative personnel and includes a policy statement on the use, possession, distribution and sale of alcoholic beverages and drugs at the MC. Occupational hazard management as well as emergency equipment maintenance is handled by the Office of Conservation and General Services. Specialized areas such as Chemistry and Biology have designated personnel or committees to handle safety aspects.

Health related emergencies are managed by a campus nursing station and a medical clinic nearby. The campus does not have internal ambulance service and relies on local EMS and "911" systems for its emergencies.

Support Personnel Qualifications

Responsibility for the management and operation of MC facilities and equipment rests with a number of different offices: Buildings and Grounds, Property, Security, Purchasing and Computer Center. Fifty-eight persons work in these areas. Thirty-four staff members are specifically responsible for the maintenance of physical facilities. The average experience for these staff members is 20.2 years. Fourteen (14) administrative staff are responsible for maintaining campus equipment. The average experience for these MC staff members is 9.75 years.

Institutional improvement

The past five years have been a period of considerable infrastructure growth with significant milestones achieved in academic and support facilities. A list of developments that positively impacted the campus are:

- Construction of a Center for Information Technology, which houses an open laboratory with capacity for 240 computers, 5 electronic classrooms, the Center for Instructional Development, the Office for Continuing Education and a Computer Research Center for the faculty
- Construction of distance learning facilities
- Construction and expansion of facilities for the Academic Senate
- Construction of a Chapel and facilities for religious activities
- Expansion of facilities at Sanchez Building
- Construction of Head Start Center
- Construction of two high capacity elevators
- Construction of a multi-level parking facility
- Construction of a water well and cistern
- Development of mini-computer centers for Faculty

System Central Office Support

The Office of Planning and Development of Physical Facilities at SCO assists and supports all planning, maintenance and construction activities in the campus. The Planning Division oversees the construction of projects from their conceptual phase to the final bidding process while the Development Division supervises the construction. From 1999 to 2001, with the support of this office, significant improvement has been made in MC infrastructure. The University inaugurated the Center for Information Technology, constructed at a cost of $3.2 million and an elevator tower with a cost of $1.3 million. Installation of air conditioning for all campus classrooms is in the planning stage.

The Center for Information Technology (CIT) provides operational support to the campus distance education offerings, on-line library services and course registration, and other services. The Center manages the information systems and keeps them operating at their optimum performance.

Conclusions

The Facilities, Equipment and other Resources Committee concluded that:

1. MC provides adequate physical facilities and equipment to support an effective academic environment.

2. MC understands the importance of an on-going plan for updating facilities, services and equipment.

3. Significant infrastructure improvements have been made, including additional space for classroom with updated technology and the facilities of the CIT.

4. MC makes sure that appropriate, well-maintained and systematically updated equipment is available to students and faculty.

5. Areas of concern have been identified and need to be addressed in order to strengthen the physical facilities.

6. Construction of the new parking building has significantly reduced parking problems in the area.

7. The lack of a faculty lounge needs to be addressed. Efforts have been made to correct the problem in the past. MC needs to study the issue with significant faculty involvement in the process before an acceptable solution can be found.

Recommendations

1. In order to foster a favorable campus environment to student learning, the physical facilities and surroundings must be maintained properly.

2. A general faculty lounge to enhance the intellectual dialog among the faculty should be provided. This facility could be use to offer books presentations, discussion groups and other activities that foster interdisciplinary projects.

3. Periodic reviews and assessment of facilities should be carried out in order to maintain them up-to-date.

4. Campus bylaws should be continuously enforced.

Chapter 10
Catalogs, Publications and Promotional Materials

Standard for accreditation... "honesty and accuracy in published materials and in public and media relations".

Overview

The Inter American University of Puerto Rico and the Metropolitan Campus have always used the highest standards regarding their publications and promotional materials. University commitment to excellence in the academic offerings as well as in all support services to students and to the community in general guarantees accuracy and honesty in its publications and promotional materials.

To answer the thirteen (13) questions that guided the MC inquiry in regards to the integrity of its catalogs, publications and promotional materials, the committee in charge of this part of the Self-Study, reviewed the following publications and other related material: Undergraduate General Catalog (1997-2003 Spanish and English), Graduate Catalog (1997-2003 Spanish and English), General Student Regulations (July 2001), Faculty Handbook (April 2001), Administrative Personnel Handbook (December 1991) and Metropolitan Campus Webpage.

In compliance with local and federal regulations, Inter American University has released a series of publications such as the Sexual Harassment University Policies and the Drugs and Alcohol Abuse Handbook. All academic units must comply with University policies.

For the evaluation of the four major publications: catalogs and students, faculty and administrative handbooks, the committee developed specific instruments suitable for determining each publication compliance with MSA standards of "honesty and accuracy". The Committee

used the self-study questions as criteria to guide the measurement of descriptive variables for each publication. Points were assigned to measure compliance of each indicator with established criteria.

Discussion of Issues

Undergraduate and Graduate Catalogs

The Inter American University publishes its catalogs every two years. Two catalogs, graduate and undergraduate, serve all the University campuses. The Schools of Law and Optometry are the only faculties within the system that publish their own student catalogs (see Exhibit 16).

After reviewing and evaluating the undergraduate and graduate catalogs, this committee found that the information contained in both publications is accurate and honest. The University can feel confident that the students are able to make informed decisions regarding their education based on such information.

Both catalogs contained clear and concise information regarding academic regulations, degree requirements, tuition and expenses, refunds policies, financial aid, scholarships and awards, student services, course description, full-time faculty lists, as well as policies specific to each program within the university.

After evaluating all undergraduate and graduate catalogs for the period 1993-2003, there is no doubt that the documents describe the IAUPR as a system and point out programs offered by each academic unit.

According to all the IAUPR policies regarding the dissemination of information, the Catalogs contain accurate and clearly worded information. Some specialized programs such as Medical Technology makes specific mention about its accrediting bodies such as the National

Accrediting Agency for Medical Technology Schools (see 2001-2003 General Undergraduate Catalog). Others, like Nursing, do not mention its National League for Nursing Accrediting Commission status. The information about authorized programs for each campus is collected from an official document published and revised each semester by the Vice-Presidency for Academic Affairs and Planning. This document is sent to all campuses at the beginning of each academic year.

Reference to accreditation by the Commission of the MSA and licensing by the Council on Higher Education of the Commonwealth of Puerto Rico, as well as program approval status by the Federal Veterans Administration and by Commonwealth Department of Education, which certifies teachers for the Public School System of Puerto Rico, are made in the general information and history section (for an example, please see page 31, Graduate Catalog, 1997-1999). The MSA Commission name, address and telephone number are included on page 2 of all current catalogs.

The external publications of the Metropolitan Campus always emphasize its reputation as a major educational and cultural center within the higher education institutions in the metropolitan area. Since all external and most internal publications of the IAUPR have to go through an office that reviews such efforts, it is very unlikely that inaccurate or poorly worded information reaches the public. All MC publications need to achieve the same high standards established by the IAUPR in general. Evaluation findings revealed that all the MC internal and external publications are consistent with the IAUPR mission and goals.

Students, Faculty and Administrative Handbooks

Evaluation results revealed that the Students, Faculty and Administrative Handbooks, are very informative. The handbooks cleary defined all the necessary information regarding policies

and procedures that a student, full or part time faculty member and administrative personnel need to have for a successful interaction on campus.

The norms and policies of the Inter American University employees are published in the Administrative as well as in the Full-time and Part-time Faculty Handbooks. The Full-time Faculty Handbook contains:

- A brief history of the University
- The University purpose, mission and objectives
- Administrative bodies
- Faculty units structure
- Faculty definitions
- Faculty responsibilities
- Faculty rights
- Contracts norms and procedures
- Academic organization norms and procedures as well as much other useful information with regards to the full-time faculty activities.

The Non-Teaching Handbook contains:

- A declaration of IAUPR guiding principles
- Definitions and norms duties and rights of the different components of the university administrative employees.
- Working hours
- Attendance
- Records
- Hiring
- Promotion, transfer, demotion
- Evaluation
- Dismissal, resignation
- Compensation
- Licenses
- Fringe benefits
- Insurance policies
- Study benefits
- Retirement plan
- Complaints
- Other information

The General Student Regulations contains:

- The rationale

- Duties and rights
- Student representation
- Co-curricular activities
- Complaints
- IAUPR Goals
- Other normative documents pertaining to students

Metropolitan Campus Webpage

The Metropolitan Campus Spanish Webpage, developed by a group of professors on a voluntary basis, contains extensive information concerning the academic offerings and the services that the campus offers to the student community. The page has accurate information, but the academic information, in many instances, is out of date and needs to be updated. Most of this information was last brought up to date in 1998. Some of the procedures that a student has to go through in order to enroll are hard to navigate and others are non-existent. The English version of the page is very limited and most of the information is outdated.

The publication of materials and media relations are coordinated at the SCO by the Systemic Public Relations Office. Although there is a Public Relations Office at each campus, publications and promotional materials are seen as systemic services that are coordinated at the central level in order to avoid multiplicity of efforts, to guarantee systemic support and to be more cost-efficient. The process is participatory; all the System levels contribute to the development of system-wide publications such as catalogs. For instance, the process for reviewing the catalogs is initiated at the SCO. Input is required for updating the information by the different Vice-presidencies. This is coordinated by the Vice-Presidency for Academic Affairs and Planning. A draft is made and campuses are required to review information pertaining to their programs and faculty. Campuses also indicate the number of catalogs they need, taking into consideration their students body.

All promotional material is reviewed before publication in terms of its compliance with University standards and public and official image by the Systemic Public Relations Office and the President's Office. These are subsidized by the SCO. Some local publications and promotional materials are subsidized by the campuses, but they are required to be approved by the Systemic Office to guarantee honesty, accuracy and consistency of system-wide information.

The IAUPR uses several mechanisms to determine if its internal and external publications achieve their purposes. Among these mechanisms are focal groups, informal interviews and questionnaires.

Indicators of excellence, are the IAUPR Institutional awards received such as:

- President's Annual Report – Silver Award – The National Newspapers of Admissions Marketing 2000.
- Viewbook - "Hasta donde quieres llegar"- Finalist – Excel Award Public Relations Association of Puerto Rico.
- Bronze Award – The National Newspaper of Admissions Marketing 2002.
- Video – "Vive la experiencia de la Inter"- Gold Award – The National Newspaper of Admissions Marketing 2002.

Conclusions

The Catalogs, Publications and Promotional Materials Committee was able to conclude that:

1. All the publications are prepared with honesty and accuracy according to university bylaws, vision, mission and goals.

2. The honesty and accuracy of all publications reflect the institution's integrity, promoting public trust and the confidence of the campus as that of the outside community.

3. This Committee observed that the undergraduate catalog has organized information. The sequence and fluidity of the information is better presented in the undergraduate catalog than in the graduate.

4. Neither the graduate nor the undergraduate catalogs contained the University or the Metropolitan Campus mission. Institutional goals appear in the General Information Section. At the Graduate level some academic programs have their goals and some

objectives. However, there seems to be no uniformity among the programs in the way they present this information.

Recommendations

1. Information must be organized for better fluidity and access to the students and other MC community members, particularly in the Graduate Catalog.

2. Catalogs should include a specific section for clearly stated academic norms regarding expiration of credits earned.

3. A full-time Webmaster for the campus which at the same time could co-direct the distance learning offering should be recruited. Once the Associate Dean of Telecommunication and Technology is appointed this task will become his/her responsibilities.

4. Complete revision and updating of both the Spanish and English versions of the Webpage should be undertaken.

5. The mission, goals and objectives of the University and of each campus in the General and Graduate Catalogs must be included.

Chapter 11
Institutional Effectiveness and Outcomes

Standard for accreditation... "policies and procedures, qualitative and quantitative, as appropriate, which lead to effective assessment of institutional programs, and student learning outcomes"

Overview

The MC Plan of Outcomes Assessment seeks to provide data to support the congruence between campus mission and goals and academic programs outcomes. Results of this assessment are a valuable tool to examine, in a systematic way, the process and product variables that influence the campus. To this end, the focus of the assessment process is the improvement and updating of the teaching and learning processes.

This chapter presents a holistic view of how the MC achieves its institutional effectiveness and outcomes and explains linkage between mission, goals and learning. The MC assesses its overall effectiveness by emphasizing the assessment of learning outcomes. The main focus of the analysis was the formulation of evaluation questions. In line with the main purpose of this chapter, the evaluation questions were grouped in clusters aimed to present a coherent and logic analysis that would provide the basis for decision-making as it relates to program and campus improvement. A detailed discussion is documented in light of the most salient outcomes of this self-study report.

The sub-committee, comprised of faculty, discussed Self-Study guide questions with the chair of the different sub-committees and developed an interconnection matrix of the evaluation questions. This matrix was the benchmark for the development of this chapter.

Discussion of Issues

Relationship between the Assessment Process and the MC Mission and Goals

The examination of MC major strengths and weaknesses helps to determine the accomplishment of the mission, goals and student learning in terms of their academic goals. This introspective process provided for examination of external and internal environmental factors that influence academic offerings, resource allocation and administrative process, among others. Figure 21 shows the interrelationship between campus Mission and Goals, the planning process, the campus management/operation and the assessment process. As observed, there is ample communication among campus constituencies.

Figure 21
Interrelationship between Campus Mission and Goals and the Assessment Process
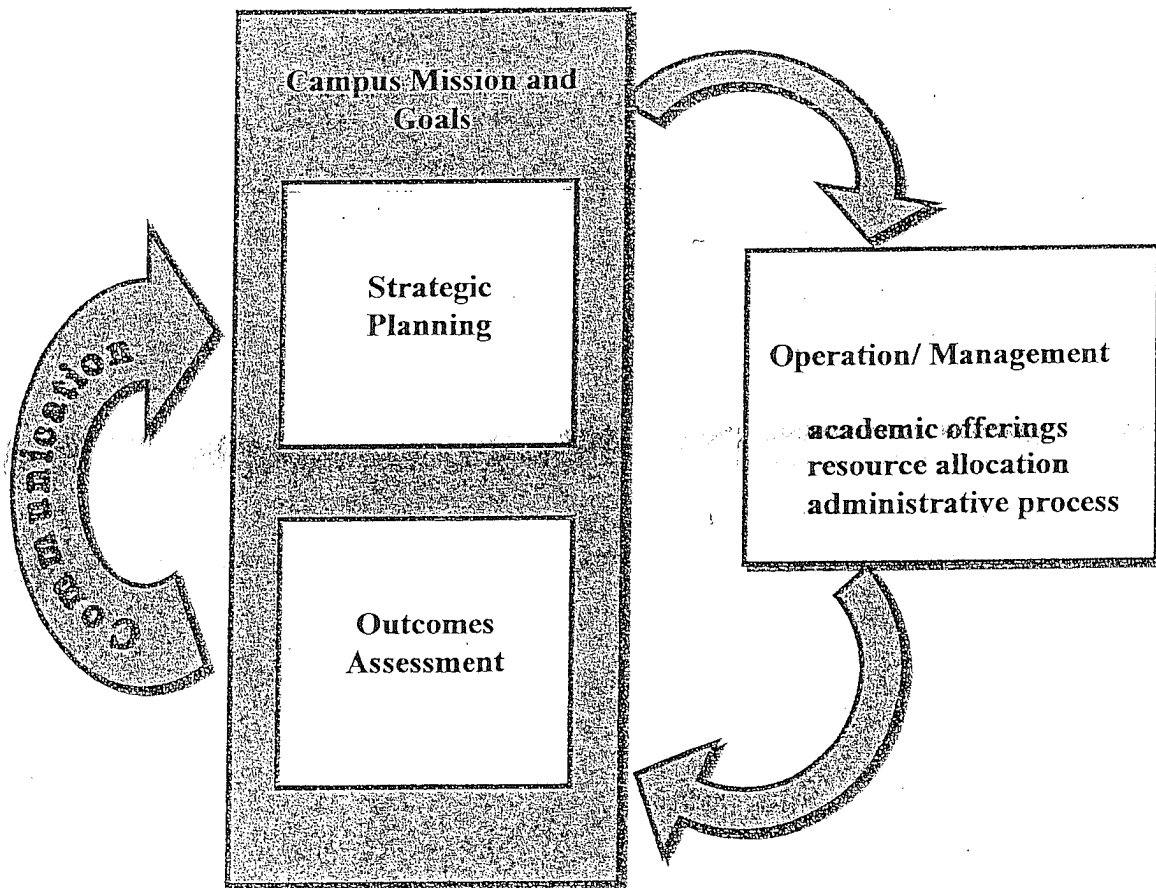
A general picture emerged from the assessment of relationships among external and internal environmental factors. Demographic trends are strategic variables to be considered. There has been a decrease in non-traditional student age cohort. However, the number of non-traditional adult students has increased . Puerto Rico's medium age for 2000 is 32.1. In order to address this external demand, MC has developed associate degrees and certificate programs that meet the needs of a heterogeneous adult population who is pragmatic and has established that joining the labor market is their first priority. MC has also developed bachelor and graduate programs for those adult students who seek a college degree to enhance their professional careers.

The MC assessment model is derived from its mission and goals (see Figure 22). Through a broad range of informal and formal assessment approaches, MC ensures its effectiveness in achieving its mission and goals. However, as shown in Chapter 4: Educational Program Curricula and assessment efforts of the academic programs are at different stages and levels of implementation (see pages 95-106). The Graduate Social Work Program, the Medical Technology Undergraduate Program, the Teacher Education Program and the Nursing Program are able to determine the extent of their student learning outcomes, which allow them to make decisions on the teaching and learning processes, faculty development and curricular revision.

Figure 22
MC Assessment Model

FEEDBACK AND DECISION-MAKING
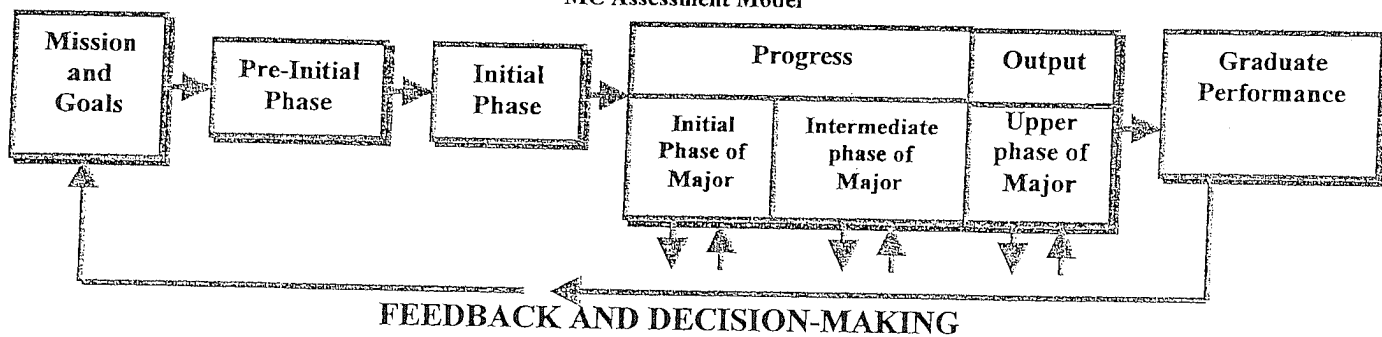
The Guidance and Counseling Program has gathered information on students' beliefs, attitudes, values, interests, among others, but this information is shared with the academic community upon request only. Expectations are that once inventory scales are developed under Title V, more information regarding these aspects will be available to the community and will have an impact on learning.

The best predictor of student academic success is the grade point average (GPA). Table 80 exhibits the GPA from certificate to doctoral degrees from 1998 to 2001. Student learning outcomes reveal an increasing trend in GPA.

Table 80
Degrees Conferred by Academic Level and GPA,
1997-1998 to 2001-2002

	1997-1998		1998-1999		1999-2000		2000-2001		2001-2002	
Degrees Conferred	GPA*	Total	GPA	Total	GPA	Total	GPA	Total	GPA	Total
Associate	--	35	2.95	48	2.86	75	2.91	60	*	47
Bachelor	--	888	3.07	976	3.00	1,191	3.03	1,101	*	956
Master	--	302	3.71	318	3.61	488	3.65	569	*	470
Doctoral	--	6	3.78	20	3.82	25	3.90	20	*	23
First Professional Certificate Data Base	--	--	3.93	1	3.66	8	3.58	13	*	*
First Professional Certificate Medical Technology	--	--	3.14	19	3.17	35	3.20	42	*	*
Certificate Pre-Associate	--	30	3.01	3	2.92	2	3.51	1	*	*
Total	--	1,261	3.17	1,385	3.17	1,824	3.24	1,793	*	*

Source: Statistical Reports, 1997-2002
*Data not available

Assessment Process of Academic Programs

As mentioned before, four academic programs have implemented an assessment process that allows for determining students expected learning outcomes. There are other departments that, despite using assessment techniques at the classroom and program levels, have not been able to determine students expected outcomes. For these departments, there is a need to reach a consensus about what assessment is, what it should do or how it should be done.

It has been observed that academic departments use both quantitative and qualitative assessment measures as part of their outcome assessment processes. For the most part, the tendency is to use more quantitative measures such as departmental tests, comprehensive exams and surveys. However, qualitative measures provide better information that is geared toward making an in-depth process evaluation that supports educational decision-making at classroom and program levels.

Due to the fact that distance learning courses began three years ago, very little data has been gathered to compare distance and traditional learning modalities academic achievement. Nevertheless, the Department of Computer Science performed a comparative study of grades obtained by students in Course COIS-5100 "Bases de Datos Racionales" (Rational Data Bases) using both modalities during three (3) academic semesters. Results of this study showed that there were no significant differences in the two (2) modalities for the spring 1999 semester. In the fall 1999 semester, there were no differences pertaining to grades B, C and W, but there was a difference in A's and F's. In the January to May 2000 semester, there were no differences between on-site and on-line courses. Aggregated analyses of the three semesters showed no significant differences in the number of A, B, C and W grades obtained by students. There was a difference in the number of F's (Table 81).

Table 81
Grades Obtained by Students in the Course COIS 5100,
Using the Distance and Traditional
Learning Modalities

Grade	January - May 1999		August - December 1999		Jan - May 2000	
	% On-site	% On-line	% On-site	% On-line	% On-site	% On-line
A	55	53	65	24	47	38
B	15	13	18	29	29	6
C	13	13	8	6	6	6
D						

(tables continues)

Table 81
Grades Obtained by Students in the Course COIS 5100,
Using the Distance and Traditional
Learning Modalities

Grade	January - May 1999		August - December 1999		Jan - May 2000	
	% On-site	% On-line	% On-site	% On-line	% On-site	% On-line
F	8	13	5	29	12	31
W	8	7	5	12	6	19
I	3	0	0	0	0	0
Total	100	100	100	100	100	100

Source: Educational Computing Program, 1999-2000

Faculty observed that students registered in on-line courses did not withdraw within the scheduled period and the number of F's increased. It is necessary to conduct a formal comparative study of on-site courses vs. on-line courses in terms of retention rates, student academic achievement and faculty evaluation methods.

It is important to mention that in May 2001, IAUPR developed and approved two (2) evaluation instruments for on-line courses. One instrument is aimed at determining students perceptions of the way those courses are taught. The questionnaire was administered in some courses and results showed that students feel satisfied with the experience, mainly because the faculty master course content, the professional way they are treated and the relation of evaluation tools with course objectives.

Faculty Involvement in Assessment

Analyses of the Dean of Studies Office Annual Reports and the Faculty Development Plan reveals that in-service training on assessment techniques is promoted at large. The Dean of Studies Office, and the academic departments have sponsored workshops, conferences and faculty meetings on techniques such as the use of portfolio, design of normative tests, questionnaire construction and classroom assessment techniques. In February 2002, the Dean of Studies Office sponsored the participation of four faculty members in the NCTLA/ACT

Assessment Institute in San Juan, Puerto Rico. After this, the participants offered one workshop to department chairs on the Development of an Assessment Plan. Additional training is expected during academic year 2002-2003.

In programs which have developed a systematic assessment plan, a collegial environment among faculty members, students and administrators, is observed. Faculty in these programs indicated that assessment results are continuously used to improve learning.

SCO Support

The Systemic Office of Planning and Academic Information is responsible for the evaluation and revision of the academic units' assessment plans. Technical and financial support is provided to the campus for the preparation of evaluation instruments and institutional research studies. This office is also in charge of analyzing the results of the General Education Criterion-Referenced Tests Battery.

Evaluation of the Assessment Process

The annual meetings of the Institutional Assessment Committee is focused on the evaluation of the Campus Assessment Plan. This Committee acknowledges that academic departments should try to identify modes best suited to their disciplines in order to implement meaningful on-going assessment processes. Efforts have been made to establish a campus-wide debate on the nature and meaning of student outcomes assessment. In this way, the MC has initiated a process to establish a systematic and comprehensive mechanism to evaluate the effectiveness of the campus outcomes assessment plan.

Technology and Other Resources Support of the Assessment Process

For the last five academic years, the MC has given high priority to the use of advanced technologies in the educational process, as documented in the MC Institutional Development

have had limited financial resources allotted to them, even though they had collected

information related to the achievement of learning objectives and program improvement.

Institutional Effectiveness

The Self-Study Process has revealed that outcomes assessment is embedded in MC day-to-day processes. Campus effectiveness is evidenced through a general profile of the most salient outcomes of the Self-Study Report. The following table clearly presents the congruence between the MC outcomes and MSA Accreditation Standards.

Table 82
Congruence between MSA Accreditation Standards and MC Outcomes

Standards for Accreditation	MC Outcome

• Integrity in the institution's conduct of all its activities through humane and equitable policies dealing with students, faculty, staff, and other constituencies;	• Guidelines ensuring integrity are extensive and embedded in institutional policies and official documents such as the following:
	    * Vision 2012
	    * General Catalog
	    * Graduate Catalog
	    * Faculty Handbook
	    * Policies and Procedures for Recruiting Students
	    * Student Handbook
	    * Sexual Harassment Policies
	    * Alcohol and Drugs Abuse Preventive Program
	    * Institutional Review Board for the Protection of Human Subjects
	    * Safety Committee
	    * Equal Employment Opportunity
	    * Firm commitment to freedom of expression
	
	• Concerted efforts to foster an atmosphere for diversity. Programs such as AVANCE, Trimester, Honor Program, Arab Students Association, Religious Students Organizations, the Interdisciplinary Research and Gender Studies Center work to support and maintain a community which values diversity.
	• Courses in which diversity and integrity are discussed were created and implemented.
	• Seminar and workshops for faculty and graduate students on scientific integrity, conduct of research and related activities.
	• Policies and procedures for research and scientific

(table continues)

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Table 82

Congruence between MSA Accreditation Standards and MC Outcomes

Standards for Accreditation	MC Outcome
	integrity have been formulated and widely disseminated. • Program and services are provided to students and employees with disabilities. • The tuition and fees billing is honestly laid out. • All publications reflect the insitution's integrity promoting public trust. • The policies that affect electronic access are in the process of being developed. • MC provides safety, security and health to students. • The Ombudsperson Office established procedures to solve students complaints in an effective manner. • Management of information and record keeping services at the Registrar Office guarantee students privacy.
• Clearly stated mission and goals appropriate to the institution's resources and the needs of its constituents;	• All academic programs respond to MC mission and goals. • Emphasis is placed on the moral and religious formation of students through courses, seminars and lectures on religious topics, religious services and pastoral counseling. • Students co-curricular activities are consonant with the campus mission and goals. • Community projects which are integrated into the educational programs evidence MC fulfillment of its mission and goals.
• Clearly stated admissions and other student policies appropriate to the mission, goals, programs, and resources of the institution;	• The admission process in clearly articulated and responsive to the campus mission and goals. • 86% students surveyed indicated that the admission process is fair and easy. • Student policies are published in the General Catalogs and in the General Student Regulations.
• Student service appropriate to the educational, personal and career needs of the students;	• The Student Council develops activities conducive to the improvement of student quality of life. • Student services were organized under the Deanship of Students and the Deanship of Enrollment Management in order to improve the services. • 300 students received institutional aid. • 79% of students surveyed indicated that the academic counseling services helped them to clarify doubts regarding their program and to make-decisions about the courses that they should take every semester. • 650 students with special needs received reasonable accommodation in MC. • 74% of the students indicated that the Student Center has provided recreational facilities and special areas where they feel comfortable to spend their free time. • 86% of the students indicated that the cultural, social and recreational activities are attractive and

Table 82

Congruence between MSA Accreditation Standards and MC Outcomes

Standards for Accreditation	MC Outcome
	diverse.
	• 80% of student indicated that they receive the necessary help and assistance when they requested medical services.
	• There are institutional policies to implement an Alcohol and Drugs Abuse Prevention Program was on Campus.
	• 91% of students perceived that the MC provides a safe environment.
	• All students have medical insurance.
	• IAC literacy programs are designed to increase the information skills and competence of students.
	• 70% of students surveyed mentioned that the counselors helped them identify the resources and means necessary to develop their educational, personal and vocational goals.
	• The MC provides an Athletic Program that promotes training and stimulates leadership and sportsmanship.
	• 98% of faculty interviewed agreed that students' activities, academic and cultural programs are in compliance with MC mission and goals.
	• The Tigre Newsletter, (The Tiger) is published twice a month and 4,000 copies are distributed on Campus.
	• A recently approved Title V, aiming at student retention will provide counselors, with additional inventory scales which will help collect pertinent data regarding student's attitudes and values.
• Faculty whose professional qualifications are appropriate to the mission and programs of the institution, who are committed to intellectual and professional development, and who form an adequate core to support the programs offered;	• 51% of MC faculty have a doctoral degree.
	• 73% of faculty are tenured.
	• 82% of faculty are full or associate professors.
	• Full-time faculty is responsible for 65% of credit hours taught.
	• Faculty performance is evaluated periodically, according to the regulations and procedures established.
	• Students evaluate the faculty performance regularly.
	• One third of faculty have incorporated technology to the teaching and learning processes.
	• 85% of students surveyed evaluated faculty academic competencies and teaching skills very highly.
	• 93% of the student surveyed expressed that assessment techniques adequately measure their academic performance.
	• 95% of the students surveyed pin pointed that teaching strategies facilitated their learning.
	• Research projects were conducted by faculty during the last five years.
	• CDI provides in service training to faculty to

Standards for Accreditation	MC Outcomes
	integrate new technologies in the classroom. • Faculty is in charge of program creation and revision, according to institutional guidelines. • 90% if surveyed students indicated that the professors are available during office hours to answer their concerns. • MC faculty members were actively involved in attending professional conferences and workshops within and outside Puerto Rico. • The CDI and the PT3 Projects have promoted the development of technology skills of the faculty and therefore the use of technology in the classroom.
• Programs and courses which develop general intellectual skills such as the ability to form independent judgment, to weigh values, to understand fundamental theory, and to interact effectively in a culturally diverse world;	• A Revised General Education Program was implemented in January 2002. • Curricular balance between specialized areas and the general education component. • Academic offerings are periodically and systematically evaluated to respond to students needs, societal demands as well as changes in job markets. • Graduate programs integrate three majors components of the teaching-learning processes and provide for the development of independent and critical thinking and scientific research skills through: applied research seminars and projects; internship and practical experiences and /or theses and dissertations. • Several academic programs have implemented internship experiences. • More than 10 million dollars were obtained in external funding to improve the teaching-learning processes. • The MC has been very successful introducing non-traditional teaching modalities which respond directly to contemporary trends in education (intensive courses, contract courses, trimester program, distance learning courses and programs). • The campus is developing certificate level studies to satisfy the emergent needs and demands of society in the form of short careers. • AVANCE enrollment has increased steadily, which constitutes an indirect measure of this program's effectiveness. AVANCE students retention rate has been 80% and their cumulative GPA has been 2.50 or above. An evaluation of this program evidences student and faculty satisfaction with: the flexible schedules, the quality of teaching, that classes meet once a week and students motivation to learn and responsibility toward their studies. • 32 new programs are being developed to meet student and society needs.

Table 82
Congruence between MSA Accreditation Standards and MC Outcomes

Standards for Accreditation	MC Outcome
	• MC offers graduate core courses in others IAUPRS'units.
• Library/learning resources and services sufficient to support the programs offered and evidence of their use;	• The access to electronic information in the Web, CD-Room's, Data Base and access to campus-wide university books and media catalog are available from wherever there is internet access, on or off-campus. • Training on information literacy is provided to assist faculty and students in the use of IAC technological resources. • Honor and Doctoral Programs students have access to the CID facilities. • IAC services are in congruence with MC mission and goals. • 1,200 workshops on bibliographic instruction were offered. • Book collections respond to academic programs. • Collections for new and revised programs are reviewed and adequately handled. • An effort was made to equip the Faculty of Science and Technology classrooms with computer projection equipment and Internet access. • Faculty computer mini station in each academic faculty to provide online services for faculty members were established.
• Police and procedures, qualitative and quantitative, as appropriate , which lead to the effective assessment of institutional, program, and student learning outcomes;	• Student Satisfaction Surveys revealed students high satisfaction with academic offerings. They stated that their academic preparation will allow them to compete favorably in the employment market (92%) and helped them to achieve their academic expectations and goals (93%). • Three levels of assessment are in place: institutional, program and classroom. • All academic programs are implementing assessment efforts, although they are at different stages and levels of implementation. • Several academic programs, as part of their own accreditation process, have been implementing comprehensive and systematic assessment procedures. • 84% of TEP graduates passed the National Professional Teacher Certification Exam. • The mean passing score of Medical Technology Graduate Student in the National Exam is over 80% • 82% of students indicated that the campus administration is responsive to their needs. • The evaluation component of the campus planning process helps to determine whether or not the objectives are met. • Faculty has several mechanisms that provide for their participation in the decision-making process:

Table 82

Congruence between MSA Accreditation Standards and MC Outcomes

Standards for Accreditation	MC Outcome
	Academic Senate and a broad range of departmental and special "ad-hoc" campus committees are available. ▪ Periodic meetings between the Student Council and deans, faculty and the chancellor are held.
▪ Ongoing institutional self-study and planning aimed at increasing the institution's effectiveness;	▪ Mc mission and goals provide the starting point for the planning activities. ▪ The Strategic Plan is the basic instrument in the MC planning process. ▪ Demographic trends and other external forces are considered in the overall planning process. There is a decreasing trend in traditional student cohort and an increase in non-traditional learner. ▪ There is well defined decision-making process and authority that facilitates planning and renewal. ▪ The MC Strategic Plan allows for the improvement of academic program services and to allocate resources effectively. ▪ The MC has been responsive to the internal and external environmental changes. ▪ Operational planning process is based on the MC Strategic Plan with the active participation of MC constituency. ▪ The MC introduced several changes in its administrative structure, leading to more effective, sensible and flexible institutional practices. ▪ The MC has established different mechanisms to stimulate and strengthen its constituencies to participate in the decision-making process. ▪ The strategic planning process helps MC to establish priorities and to use the fiscal resources effectively.
▪ Financial resources sufficient to assure the quality and continuity of the institution's programs and service;	▪ MC has an economically feasible operation which is congruent with its mission and goals. ▪ The MC has been effective in seeking external funding to strengthen academic programs and student services. ▪ 10 million dollars were obtained in external funding.
▪ Organization, administration, and governance which facilitate teaching, research, and learning and which foster their improvement within a framework of academic freedom;	▪ MC organizational structure responds to MC mission and goals. ▪ A new administrative structure was created to develop a more participative organizational structure. ▪ The administrative staff has the academic credentials and experience to carried out its responsibilities efficiently. ▪ Different forums are provided to facilitate the participation of MC constituencies in the decision-making process.

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Table 82
Congruence between MSA Accreditation Standards and MC Outcomes

Standards for Accreditation	MC Outcome
	• Faculty, students and administrators participates in governance.
• A governing board actively fulfilling its responsibilities of policy and resource development;	• See SCO Self-Study Report
• Physical facilities that meet the needs of the institution's programs and functions;	• MC provides adequate physical facilities and equipment to support an effective academic environment. • The facilities of the CIT has been added. • Well-maintained and systematically updated equipment is available to students and faculty. • Constructions of the new parking building has reduced parking problems in the area. • Additional classroom space was provided to enable faculty to incorporate technology to teaching and learning processes and to provide comfortable rooms for graduate students.
• Honesty and accuracy in published materials and in public and media relations;	• All the publications are prepared with honesty and accuracy according to university bylaws, vision, mission and goals. • All promotional material is reviewed before publications by the Systemic Public Relations Office and the President Office. • The catalogs, the Web Page, the Handbooks, the brochures contain accurate and clearly worded information.

Conclusions

Institutional Effectiveness and Outcomes Committee was able to conclude:

1. The outcomes confirm the existence of an adequate institutional effectiveness based on an articulated active participation of all campus constituencies.

2. Major outcomes are congruent with MC Mission and Goals, demonstrating its institutional effectiveness. These findings provide the basis for the continuous renewal and improvement for planning, academic programs and future plans.

Recommendations

1. An infrastructure to carry-out the Outcomes Assessment Plan on a continuous and systematic basis aimed at assessing the overall effectiveness of the campus should be established. This mechanism would provide data needed to reinforce the planning process and MC institutional improvement.

2. Technology must be integrated into the assessment processes in order to create an attractive and challenging learning environment.

3. An External Strategic Council comprised of representatives of the different community sectors should be established. This Council would provide the insights to draw a futuristic scenario for a vanguard higher education institution which meets the needs of a diverse growing student population.

SUMMARY OF MAJOR FINDINGS AND RECOMMENDATIONS

The Self-Study Process revealed that since the last MSA periodic review the campus has undergone dramatic changes in every examined area. MC commitment to the achievement of its mission and goals and to maintain and support qualified and dedicated faculty and programs remains constant, as well as its strong commitment to provide quality services and programs to a changing student population.

The Self-Study has provided the MC the catalytic element needed for change and renewal. It has provided a clear picture of what is being done, to ascertain how well it is done and to identify its current strengths and challenges. This process has been centered on the assessment of the campus mission and goals as the guide and basis for its programs, services and resource planning. A key element in this analysis has been the large participation of the campus community within a collegial environment.

Based upon conclusions drawn by the individual subcommittees and discussed in the preceding chapters of this report, the Steering Committee identified the major findings emerging from the self-study as follows:

- There is congruence between the MC outcomes and its mission and goals.

- MC gives special attention to non-traditional students, talented students, students with disabilities and graduate students.

- Even though the campus has implanted several registration systems students are not completely satisfied with the current process.

- The MC has a highly qualified, well prepared academically and committed faculty.

- Undergraduate and graduate academic programs are systematically reviewed to make them responsive to the needs of students, community and society.

- The MC academic offerings provide alternatives for adult learners and diverse student populations.

- IAC learning resources are in congruence with MC mission and goals and support programs and services offered.

- The integration of state-of-the-art technologies in the teaching and learning processes and in administrative affairs has been a top priority for the MC.

- The administrative changes that have taken place in the campus have positively contributed to the enhancement of decision-making process.

- MC has an efficient administrative leadership. In spite of increasing costs of operation in its service areas and a decrease in enrollment, which represents a major source of income, the campus has been able to maintain fiscal stability, has financed new programs and stayed abreast of technological advances.

- The MC is able to use its physical space at its maximum capacity.

- There are a well-defined decision-making process. The authorities facilitates planning and renewal.

- All the publications are prepared with honesty and accuracy according to university bylaws, vision, mission and goals.

The Steering Committee reached a consensus that the following **recommendations** should be important priorities for the campus:

Academic Affairs

- The Campus mission and goals statement must be revised.
- The Campus should persist in expanding non-traditional educational opportunities.
- Outcomes assessment procedures should become an integral part of the campus culture.
- Assessment results should be used for program improvement, curriculum revision and faculty development, among other uses.
- An Assessment Office must be established to facilitate the implementation of the campus assessment efforts and to guarantee that information is made available on a regular basis. This office must implement a system to follow student population cohorts through their college experience, to determine retention rates and to provide information on a series of variables that could affect retention, and other issues.

The Faculty

- Faculty development opportunities must be increased, especially with regard to the use of technology in both research and teaching. Emphasis must be placed on providing

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support and incentives to learn about integrating technology in the teaching and learning processes. Increased funding should be made available for faculty to attend conferences and to update knowledge.

- Mechanism to coordinate initiatives related to the faculty professional development, research and evaluation must be established.
- More effort should be directed at ensuring faculty participation in the decision-making process.

Administrative

- A compaign is needed to promote the MC as one of the leading higher education alternatives in the Island.
- The new organizational structure should be evaluated in the near future to determine its contribution in supporting the learning process.

Upgrading of Equipment and Educational Resources

- Financial resource allocation in technology and equipment for student laboratories must become a sustained priority to ensure state-of-the-art equipment and excellent service.
- A mechanism for continuously upgrading hardware and software needs to explored. Leasing rather than purchasing selected equipment may be a viable solution.

Student Services

- Retention programs must be implemented.
- The current registration process needs to be evaluated in order to make it more efficient and user-friendly.
- Students services and extracurricular activities must be evaluated to ensure that they are more responsive to student needs.

Institutional Environment

- The communication process among faculty, students and administration should be strengthened.

Future Plans

The future for the MC looks promising and challenging. The MC must project itself toward the future and look for ways to learn from past experiences. As stated in the document IAUPR 2012 Vision, MC is perceived as being a leader in Puerto Rico, the Caribbean and Latin

American Region. The MC should keep in mind that the quality of its faculty, programs, services and physical facilities are the factors that will assure its continuous development and the maintenance of its prestige as a higher education institution. The MC will continue fostering a university environment favorable to student learning and general welfare. Thus, it will be necessary for the university to continue developing professionals through student, academic and administrative services that facilitate learning and ensure student academic achievement. The MC will enrich its work in the development of quality student services to better serve the specific characteristics of the student population. The academic offerings will be kept updated by the evaluation, revision and creation of challenging academic programs. Non-traditional teaching modalities will be reinforced to assist students enrolled in the adult program. The MC will continue to upgrade its physical facilities and general physical surroundings.

The Vision statement encompasses the expectations of the academic community regarding the immediate and future role of the IAUPR and is the basis for strategic and operational planning in areas such as students, faculty, academic programs, management and educational environment. For each one of these areas or components, the MC has engaged in an agenda for the future taking into consideration the Vision Statement. This agenda places special emphasis on these areas in which continued attention and steps for institutional improvement have been identified. The action plan developed to make the Vision Statement a reality follows.

ACTION PLAN FOR INSTITUTIONAL IMPROVEMENT

OBJECTIVES	ACTIVITIES	COST/FINANCE	RESPONSIBLE	TIME	ASSESSMENT
AREA = ACADEMICS AFFAIRS					
1. To assess the adequacy of MC Mission and Goals statement regarding society's changing needs and its specific demands for professionals.	1.1. Appointment of a committee 1.2. Analyses of the current mission and goals according to MSA report 1.3. Identification of campus strengths and challenges 1.4. Development of a framework to guide the process of mission and goals revision 1.5. Preparation of a mission and goals drafts 1.6. Public hearings on campus 1.7. Drafting a new mission and goals 1.8. Approval of campus new mission and goals	In-Kind	Institutional Committee Academic Senate	Aug-2003 Dec-2004	Revised Mission and Goals
2. To develop and implement an academic advising program for the campus.	2.1. Appointment of a Task Force 2.2. Development of an academic advising model proposal to be submitted to the Academic Senate 2.3. Submission of resolution for Chancellor approval 2.4. Implementation 2.5. In service training to faculty 2.6. Evaluation of the implementation process	In-Kind	Faculty Deans School Directors, Academic Senate, TEN Coordinators, Guidance and Counseling Program Staff	Aug-2003 December 2004	Adoption of the Academic Advising Model
. To establish a mechanism to coordinate all initiatives related to faculty professional development, mentorship and faculty evaluation aimed to transform faculty into facilitators of learning.	3.1. Appointment of a Task Force to delineate a Faculty Enhancement Center 3.2. Development of a proposal to be submitted to the Dean of Studies and Chancellor 3.3. Presentation of the proposal to the President 3.4. Implementation of the Faculty Enhancement Center 3.4.1. Assignment of Office Space 3.4.2. Recruitment and appointment of personnel 3.4.3. Development of Work Plan	To be determined	Dean of Studies Institutional Committee	July -2004 June- 2005	Establishment of the Faculty Enhancement Center

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OBJECTIVES	ACTIVITIES	COST/ FINANCE	RESPONSIBLE	TIME	ASSESSMENT
4. To implement the Research and External Resources Center to increase faculty and students involvement in research and creative thinking.	4.1. Recruitment and appointment of personnel 4.2. Development of work plan 4.3. Program workshops and Seminars for faculty and students 4.4. Provide technical support to faculty and students.	To be determined	Chancellor's Office	Starting on July 2003	Number of research studies conducted by Faculty with the technical support of the Center Number of external research projects submitted and approved
5. To complete the development of the new faculty evaluation instruments.	5.1. Meeting of the committee to formalize the decision-making process. 5.2. Submit final document to the Dean of Studies and Chancellor 5.3. Implementation of the instrument	In-Kind	Dean of Studies	November 2002 – March 2003	Implementation of the new faculty evaluation instrument

6. To establish an Assessment Office in order to integrate and strengthen all campus assessment efforts.	6.1. Appointment of a task force to delineate the assessment center.
	6.2. Development of a proposal to be submitted to the Dean of Studies and Chancellor.
	6.3. Presentation of the Proposal to the President
	6.4. Implementation of the Assessment Office
	   6.4.1 Recruitment and appointment of personnel
	   6.4.2 Assignment of Office Space
	   6.4.3 Development of work plan
		To be determined	Dean of Studies
			
			Institutional Committee
				March- 2003 Dec- 2003	Establishment of an Assessment Office

7. To establish and strengthen non-traditional programs to meet the needs of the student populations.	7.1. Appointment of a Coordinator. 7.2. Appointment of a task force 7.3. Development of an action Plan 7.4. Providing technical support to faculty members developing non-traditional programs 7.5. Submission of the Programs to the Academic Senate 7.6. Approval by the Academic Senate 7.7. Submission to the Vicepresidency of Academic Affairs 7.8. Submission to the GCE or	To be determined	Coordinator Institutional Committee	Starting on November 2002	Number of non-traditional programs established

OBJECTIVES	ACTIVITIES	COST/ FINANCE	RESPONSIBLE	TIME	ASSESSMENT
	RHCE 7.9. Implementation of the programs				
8. To continue evaluating and revising current undergraduate and graduate academic offerings.	8.1. Appointment of committees at Department of level 8.2. Identification of academic programs to be revised 8.3. Coordination with the SCO 8.4. Evaluation and revision of Program 8.5. Communication with librarians about revision 8.6. Submission of revised programs to the Academic Senate 8.7. Approval of the program by the Academic Senate 8.8. Submission of the program to the SCO Council and approval 8.9. Implementation of the revised program 8.10. Evaluation of the Program	In-Kind	Dean of Studies Academic Departments System Central Office	Periodically	Number of academic programs revised
9. To conduct an evaluation on how the new modes of instruction are impacting the educational programs, services and resources.	9.1. Identification of an external evaluator 9.2. Approval of the evaluation design submitted by the evaluator 9.3. Perform the evaluation 9.4. Evaluation Report received and discussed on Campus 9.5. Preparation of action plan 9.6. Implementation of action plan	$5,600.00	Dean of Studies / External Consultant	Aug-2003 Dec - 2003	Evaluation Report and implementation of an Action Plan
0. To make an ntensive promotion of ne educational pportunities offered in xchange programs.	10.1. Appointment of a Coordinator 10.2. Preparation of a work plan 10.3. Implementation of the work plan	In-Kind	Coordinator Academic Faculties	Starting on January 2003	An increase in the number of students participating in exchange.

OBJECTIVES	ACTIVITIES	COST/ FINANCE	RESPONSIBLE	TIME	ASSESSMENT
11. To assess the comprehensive exams development procedures.	11.1. Appointment of a faculty committee 11.2. Evaluation of the current status of comprehensive exam results and possible causes 11.3. Development of an in service training program on comprehensive exam preparation and assessment criteria 11.4. Preparation of the Comprehensive exams 11.5. Evaluation of the results	$5,000.00	Dean of Studies Graduate Programs Directors	Jan – 2003 May – 2004	An improvement in performance in the comprehensive exams
12. To keep updating the computer hardware and software and on-line materials to provide a favorable campus environment for student learning.	12.1. Appointment of a Committee 12.2. Evaluation of the current status of technology on campus 12.3. Development of an Action Plan 12.4. Implementation of the Action Plan 12.5. Evaluation of the Action Plan		Technology Infrastructure Committee	Starting on October 2003	Educational materials and technologies are updated. Student and faculty satisfaction with the technology and educational materials
13. To evaluate the Audiovisual Circulation area.	13.1. Completion of the evaluation process at the area 13.2. Establishment of the new organizational structure of the area 13.3. Implementation of the new organizational structure 13.4. Evaluation of the organizational structure	In-Kind	Dean of Studies Chancellor's Office IAC personnel Faculty Members	January-2003 May 2004	Revised organizational structure
14. To foster the professional development of librarians.	14.1. Facilitating librarian participation in service training 14.2. Submitting a proposal to the President to grant faculty status to librarians	To be determined	Dean of Studies IAC Director	Starting on March 2003	Number of professional in service training activities in which librarians participate Proposal submitted to the President
15. To provide bibliographic instruction seminars to students and faculty members.	15.1. Dissemination of the bibliographic instruction seminars in the academic departments 15.2. Program for the Seminars	In-kind	IAC Staff	Starting on November 2002	An increase of 25% in students and faculty members attending the seminars

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OBJECTIVES	ACTIVITIES	COST/FINANCE	RESPONSIBLE	TIME	ASSESSMENT
16. To revise the catalogs and the Campus web-page.	16.1. Appointment of a Task Force to delineate the changes to be included in the catalogs and Campus web-page 16.2. Development of a proposal regarding changes to the catalogs to be submitted to the Academic Senate 16.3. Approval of the proposal by the Academic Senate 16.4. Submission for approval to the SCO 16.5. Revision of the Campus web-page	In-Kind	Dean of Studies - Institutional Committee	August 2003 March 2004	Revised catalogs Campus web-page revised
AREA-STUDENTS					
17. To evaluate student satisfaction with student services and extracurricular activities.	17.1. Identification of an External Evaluator 17.2. Approval of the evaluation design submitted by the evaluator 17.3. Perform evaluation 17.4. Evaluation Report received and discussed on Campus 17.5. Preparation of action plan 17.6. Implementation of action plan	$5,000.00	Dean of Students, Dean of Enrollment Management	January – June 2003	Evaluation Report and implementation of action plans
18. To establish a systematic information system to gather data on student characteristics and to improve student retention.	18.1. Appointment of a Task Force 18.2. Delineation of responsibilities 18.3. Design of an action plan 18.4. Implementation of an action plan 18.5. Evaluation of the action plan	In-Kind	TEN Project Director Dean of Studies Dean of Student Faculty Dean and School Directors	January 2003 June 2006	An increase of 5% in student retention annually
19. To keep students informed regarding the different financial options available.	19.1. Preparation of brochures / flyers / banners 19.2. Individual orientation 19.3. Meetings with freshman students 19.4. Mailing of financial aid offer for the academic year to each student 19.5. Information included in bulletin boards. 19.6. Group orientations to complete the Free Financial Aid Application by Internet.	In-Kind	Financial Aid Office	Started on August 2002	An increase on the number of students submitting the application

OBJECTIVES	ACTIVITIES	COST/FINANCE	RESPONSIBLE	TIME	ASSESSMENT
20. To evaluate the registration process.	20.1. Identification of an external evaluator 20.2. Approval of the evaluation design submitted by the evaluator 20.3. Perform the evaluation 20.4. Evaluation Report received and discussed on Campus 20.5. Preparation of action plan 20.6. Implementation of action plan	$5,000.00	External Consultant Chancellor's Office Dean of Enrollment Management	March-July 2003	Evaluation Report and implementation of Action Plans
21. To study the feasibility of providing incentives to students who register early each semester.	21.1. Appointment of a task force 21.2. Development of a proposal to be submitted to the Dean of Administration and Chancellor 21.3. Presentation of the proposal to the President	In-Kind	Dean of Enrollment Management Dean of Administration	Starting on August 2003-December 2003	Proposal submitted to the President
22. To develop and implement an aggressive campaign about the prevention of alcohol and drugs abuse on campus.	22.1. Coordination with SCO 22.2. Conduct a needs analysis 22.3. Development of a series of activities on campus 22.4. Evaluation of activities	In-Kind	Dean of Students Religious Life Office	January 2003	100% of students are satisfied with the activities
23. To provide Guidance and Counseling Services to graduate students.	23.1. Letter to the academic department announcing the services to graduate students 23.2. Flyers and brochures about the services distributed in the graduate programs and in the student organization office 23.3. Counselors participation in the faculty meetings of the graduate programs	In-Kind	Dean of Enrollment Management	January 2003	Guidance and Counseling are available to graduate students 100% of students who received the services are satisfied
AREA – ADMINISTRATION					
24. To develop a marketing and recruitment campaign geared towards attracting traditional as well as non-traditional students.	24.1. Appointment of a task force 24.2. Development of a proposal to be submitted to the Chancellor Strategic Council for discussion. 24.3. Presentation of the proposal to the President 24.4. Implementation of the Campaign 24.5. Evaluation of the Campaign	To be determined	Dean of Enrollment Chancellor Strategic Council	March 2003	An increase in student admissions

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OBJECTIVES	ACTIVITIES	COST/FINANCE	RESPONSIBLE	TIME	ASSESSMENT
25. To study the feasibility of seeking diverse alternative financial funds.	25.1. Appointment of a task force 25.2. Development on a proposal to be submitted to the Dean of Administration and Chancellor 25.3. Presentation of the proposal to the President	In-Kind	Dean of Administration Chancellor Strategic Council	August 2003 December 2003	Proposal submitted to the President
26. To evaluate the new organizational structure to determine its contribution to the support of the learning process.	26.1. Identification of an external evaluator 26.2. Approval of the evaluation design submitted by the evaluator 26.3. Perform the evaluation 26.4. Evaluation Report received and discussed on Campus 26.5. Preparation of action plan 26.6. Implementation of action plan	$10,000.00	External Consultant	August 2004 May 2005	Evaluation Report and implementation of Action Plans
27. To keep up the physical facilities and surroundings.	27.1. Implementation of the working plan developed by the Committee 27.2. Evaluation of the Plan		Physical Infrastructure Committee	October 2002	Faculty and student satisfaction with the physical facilities
28. To establish a faculty lounge to stimulate the intellectual dialogue among the faculty.	28.1. Development of a proposal 28.2. Implementation of the proposal submitted by the Dean of Studies 28.3. Development of activities to promote the use of the new facilities 28.4. Evaluation of the activities		Physical Infrastructure Committee Dean of Studies		Faculty satisfaction with the lounge
9. To establish an external Strategic council comprised of representatives of the different community sectors.	29.1. Identification of community members that could be part of the Council. 29.2. Invitation to the community members 29.3. To conduct an initial meeting on campus to discuss the roles and responsibilities of the council members 29.4. Establishment the Council 29.5. Development of a work plan 29.6. Evaluation of a work plan	In-Kind	Chancellor's Office	Starting on August 2004	Agenda and Minutes of the meetings

INVENTORY OF SUPPORT DOCUMENTS

External Documents and Documentation

Characteristics of Excellence, 1994
Designs for Excellence, 2000
Framework for Outcomes Assessment, 1998
Evaluation Team Members, 1990
Chairing and Hosting, 1994
Off-Campus Offerings, 1991
Graduate Education, 1997
Guidelines for Distance Learning, 1997
Librarian Evaluators, 1997
Outcomes Assessment Plans, 1998
Puerto Rico Census 2000
Puerto Rico Council on Higher Education Reports

Metropolitan Campus Publications

MC's Mission and Goals Document
MC's Annual Work Plans, 1997-2002
MC Strategic Plan, 1997-2001, 2001–2005
Organizational Structure of the MC
MC's Outcomes Assessment Plan
Master Plan
Faculty Development Plan, 1997-2002
Minutes of Academic Senate Meetings, 1997-2002
Institutional Studies and Evaluation conducted by the Academic Senate, 1997-2002
Doctoral Dissertations, 1997-2002
MSA Follow-up Reports
NLNAC Self-Study Report and Annual Reports
NAACLS Self-Study Report and Annual Reports
CSWE Self-Study Report and Annual Reports
MC Self-Study Report for the Accrediting Commission on Higher Education of the Middle States and Schools, 1992
MC MSA Periodic Review Report 1998

General University Publications

Vision 2012
Mission Statement of Interamerican University of Puerto Rico
Faculty Handbook (Full-Time and Part-Time versions)
Governing Documents of the University Senate
Organizational Structure of the IAUPR
Policies and Procedures for Recruiting and Selecting Graduate Students
Policies and Procedures for Recruiting and Selecting Undergraduate Students
Handbook for Administrative Personnel
General Catalogs, 1997-2001, 2001-2003
Student Handbook
Institutional Assessment Model, 2001
Institutional Strategic Plan
Institutional Assessment Plan, 2001
IAUPR Statistical Report, 1997-2002
Guide for Planning and Budget Process
Master Plan for the Development of the Centers for Access of Information

Institutional Profile
Information and Telecommunications Development Plan
Physical Facilities Development Plan
Norms and Regulations established since 1997

ADDENDUM - 1

MIDDLE STATES SELF-STUDY STEERING COMMITTEE
(Position held at the time of appointment)

Ramón Claudio	Professor, Graduate Program of Education
Grisel Muñoz	Associate Professor, Associate Dean of Studies
Rebecca Frugé	Assistant Professor, Nursing School
Blanca Concepción	Acting Dean, Faculty of Education
Renée De Lucca	Associate Professor, Faculty of Humanistic Studies
Arline Milán	Professor, Faculty of Economic and Administrative Sciences
Julia Guzmán	Professor, Graduate Program of Education
Migdalia Texidor	Acting Dean, Faculty of Sciences and Technology
Milagros Iturrondo	Associate Professor, Faculty of Behavioral Sciences and Professions
Rosalie Rosa	Professor, Faculty of Behavioral Sciences and Professions
Alfred Delbrey	Associate Professor, Faculty of Behavioral Sciences and Professions
Felix Cué	Associate Professor, Faculty of Economic and Administrative Sciences
Francisco Martín	Professor, Graduate Program of Education
Ramón de la Cuétara	Professor, Faculty of Sciences and Technology
Carlos Cortés	Associate Professor, Graduate Program of Education
Josefina Pérez	Director, Planning and Development Office
Luis Fonseca	Student, President of the Student Council

INSTITUTIONAL MISSION AND GOALS

Chair:	Blanca Concepción	-	Professor, Faculty of Education
Members:	Eileen Mateo	-	Associate Professor, Nursing School
	Consuelo Torres	-	Professor, Faculty of Education
	Charnel Anderson	-	Professor, Faculty of Humanistic Studies
	Dagmar Bühring	-	Professor, Faculty of Humanistic Studies
	Janice Pagán	-	Assistant Professor, Faculty of Education
	Margarita González	-	Associate Dean of Studies
	Arelis Cardona	-	Director, Religious Life
	Zoraida Avilés	-	Assistant Professor, Faculty of Behavioral Sciences
	Yanitza Pérez	-	Undergraduate Student

STUDENT

Chair:	Renné De Lucca	-	Associate Professor, Faculty of Humanistic Studies.
Members:	Norma Lugo	-	Dean of Students
	Carolyn Morales	-	Associate Professor, Faculty of Humanistic Studies
	Awilda Piazza	-	Associate Professor, Nursing School
	Gisela Alvarez	-	Assistant Professor, Faculty of Behavioral Sciences and Professions
	Nilda Martínez	-	Director, Admissions Office Undergraduate Student
	Beatrice Rivera	-	Director, Guidance and Counseling Services
	Mónica Pacheco	-	Undergraduate Student

FACULTY

Chair:	Arline Milán	-	Professor, Faculty of Economic and Administrative Sciences
Members:	Ruth Molina	-	Associate Professor, Nursing School
	Isabel Escabí	-	Associate Professor , Faculty of Education
	Myrna Reyes	-	Associate Professor , Faculty of Economic and Administrative Sciences
	Ramonita Román	-	Associate Professor , Faculty of Economic and Administrative Sciences
	Benjamín Rosario	-	Professor, Faculty of Economic and Administrative Sciences
	Carmen Muñiz	-	Professor, Graduate Program of Education
	Ivonne Romero	-	Professor, Faculty of Behavioral Sciences
	Víctor Rivera	-	Undergraduate Student

EDUCATIONAL PROGRAMS AND CURRICULA

Chair:	Julia Guzmán	-	Director, Graduate Program of Education
Members:	Migdalia Texidor	-	Dean, Faculty of Sciences and Technology
	Daliana Muratti	-	Director, Trimester Program
	Jorge Rosado	-	Counselor
	Francisco Vélez	-	Associate Professor, Faculty of Education
	Jazmín Ortiz	-	Graduate Student

LIBRARY AND LEARNING RESOURCES

Chair:	Milagros Iturrondo	-	Associate Professor, Faculty of Behavioral Sciences
Members:	José M. Vallés Sifre	-	Assistant Professor, Faculty of Sciences and Technology
	Rosa M. Pimentel	-	Director, Center for Access to Information
	José Martínez	-	Associate Professor, Faculty of Sciences and Technology
	José Rodríguez Ahumada	-	Director, CID
	Awilda Cividanes	-	Assistant Professor, Nursing School
	Angel Caraballo	-	Professor, Faculty of Sciences and Technology
	Arnaldo Rivera	-	Instructor, Popular Music Program
	Mildred Rosario	-	Student

PLANNING AND RESOURCE ALLOCATION

Chair:	Alfred Delbrey	-	Associate Professor, Faculty of Behavioral Sciences
Members:	Josefina Pérez	-	Director, Planning and Development Office
	Armando Marín	-	Associate Professor, Faculty of Economic and Administrative Sciences
	Luis Acevedo	-	Director, Office of Security
	Leomaris Trujillo	-	Undergraduate Student

FINANCIAL RESOURCES

Chair:	Félix Cué	-	Professor, Faculty of Economic and Administrative Sciences
Members:	Jimmy Cancel	-	Dean of Administration
	Frederick Vega	-	Associate Professor, Faculty of Economic and Administrative Sciences
	Luis Rosas	-	Assistant Professor, Faculty of Economic and Administrative Sciences
	Grizel Colón	-	Director of Purchases Office

ORGANIZATION, ADMINISTRATION AND GOVERNACE

Chair: Francisco Martín   -   Professor, Graduate Program of Education

Members: Beatriz Montañez   -   Director of Human Resources
            Josefina Tejada   -   Associate Professor, Faculty of Education
            Migdalia Sánchez   -   Undergraduate Student

FACILITIES, EQUIPMENT AND RESOURCES

Chair: Ramón de la Cuétara   -   Professor, Faculty of Sciences and Technology

Members: José L. Tous   -   Administrative Assistant, Office of General
                                            Services
            Osmar Rivera Medina   -   Undergraduate Student

CATALOGS, PUBLICATIONS AND PROMOTIONAL MATERIAL

Chair: Carlos Cortés   -   Associate Professor, Graduate Program of
                                            Education

Members: Mary Ann Davison   -   Professor, Faculty of Sciences of Technology
            Zoraida Avilés   -   Instructor, Faculty of Behavioral Sciences
            Enid Pagán   -   Professor, Faculty of Humanistic Studies
            Lydia Hernández   -   Secretary, Graduate Program of Education
            William Rodríguez   -   Undergraduate Student

INSTITUTIONAL EFFECTIVENESS AND OUTCOMES

Chair: Rosalie Rosa   -   Associate Professor, Faculty of Behavioral
                                            Sciences and Professions
Members: María T. Miranda   -   Professor, Faculty of Sciences and Technology
            Luis Amaro   -   Assistant Professor, Faculty of Economic
                                            Administrative Sciences
            Amaldo Alzérreca   -   Professor, Faculty of Sciences and Technology
            Annie C. Ortiz   -   Graduate Student

COLLABORATORS

MC Academic Senate

Dr. Isidra Albino
Distinguished Alumni

Prof. Consuelo Torres
Faculty of Education

Prof. Luis Benabe
Faculty of Economic and Administrative Sciences

Prof. José Oliver
Faculty of Economic and Administrative Sciences

Prof. Edmundo Garza
Faculty of Economic and Administrative Sciences

Prof. Luis R. Rosas
Faculty of Economic and Administrative Sciences

Dr. María T. Miranda
Faculty of Science and Technology

Dr. Carmen Oquendo
Faculty of Sciences and Technology

Prof. Palmira Quiñones
School of Criminal Justice

Ms. Norma Adorno
Secretary

Ms. Marisol Hernández
Secretary

ADDENDUM - 2

METROPOLITAN CAMPUS BUDGET

YEARS 1997-98 TO 2001-2002

	1997-98	1998-1999	1999-2000	2000-2001	2001-2002
REVENUES:					
Tuition and Fees					
Continuing Education	$ 34,682,377	$ 35,059,448	$ 32,635,062	$ 33,205,343	$ 35,700,774
Auxiliary Enterprises	289,756	211,888	136,661	86,467	66,820
Other Income	482,735	456,335	449,878	370,581	326,863
	99,785	300,615	264,112	344,397	196,378
Total Revenues	$ 35,554,653	$ 36,028,286	$ 33,485,713	$ 34,006,788	$ 36,290,835
EXPENSES:					
Salaries:					
Full-time Faculty and Fringe Benefits	$ 11,955,774	$ 12,047,912	$ 12,548,106	$ 12,548,009	$ 12,655,905
Part-time Faculty and Fringe Benefits	4,303,730	4,832,719	4,479,942	3,980,916	3,604,122
Administrative Salaries and Fringe Benefits	8,751,629	8,738,580	8,706,662	8,428,045	8,286,435
Student Scholarships	897,175	844,667	825,194	877,277	850,243
Central Services Payment	4,166,055	4,009,937	1,248,709	2,594,852	5,303,284
Operating Expenses	4,091,775	3,918,156	4,190,260	4,079,780	4,131,669
Depreciation Expense	1,388,515	1,636,315	1,486,840	1,497,909	1,459,177
Total Expenses	$ 35,554,653	$ 36,028,286	$ 33,485,713	$ 34,006,788	$ 36,290,835

ADDENDUM - 3

Dean of Studies

Dean of Enrollment Management

Associate Dean of Accreditation and Academic Articulation

Associate Dean for Non-Traditional Programs

Assistant of Progr Develop

Assistant Dean

Assistant

Promotion and Public Relations

Admissions

Registration

Financial Aid

Bursar's

Counseling

FACULTIES

SCHOOLS

Sciences and Technology

Education

Economic and Administrative Sciences

Liberal Arts

Nursing

Criminal Just

Social Work

Psychology