SELF-STUDY REPORT TO THE

MIDDLE STATES COMMISSION ON HIGHER EDUCATION

SUBMITTED BY

INTER AMERICAN UNIVERSITY OF PUERTO RICO

METROPOLITAN CAMPUS

JANUARY 2013

CHIEF EXECUTIVE OFFICER

MARILINA LUCCA WAYLAND

CHANCELLOR

MOST RECENT COMMISSION ACTION

TO ACKNOWLEDGE RECEIPT OF SUBSTANTIVE CHANGE REQUEST

AND TO INCLUDE PROVISIONALLY ADDITIONAL LOCATION AT

BERNARDINI BUILDING

JANUARY 2, 2013

Rev: 02-01-13

EXECUTIVE SUMMARY

The Metropolitan Campus (MC) of Inter American University of Puerto Rico (IAUPR) is the largest of 11 academic units of the Institution. MC was established in 1962 and, during academic year 2011-2012 served 11,473 students. Metropolitan Campus offers the following degree programs: 6 technical certificates, 9 associates, 45 baccalaureates, 4 professional certificates, 33 masters and 14 doctorates. Annual graduating class average is 2,000 students. MC is licensed by the Puerto Rico Council on Education (CEPR). MC is accredited by Middle States Commission on Higher Education (MSCHE) and, in addition, has professional accreditations for its Nursing, Social Work, Medical Technology, and Education programs. The Division of Economic and Administrative Sciences is accredited by Network of International Business Schools (NIBS) and the Continuing Education Program is accredited by the International Association for Continuing Education and Training (IACET).

Since the last MSCHE accreditation visit, MC revised its Mission Statement and Goals through a comprehensive collegiate process which included broad participation from faculty, students, and administrators. The new Mission and Goals guide the institutional agenda toward the development of leadership and entrepreneurial skills of students who live and work in a global community. The new mission elements: (a) entrepreneurship and leadership, (b) internationalization, and (c) values and community service, became the engines that move MC to action.

The current Mission statement has also positioned MC as a center of excellence for higher learning, besides strengthening and promoting an image that serves as a base for marketing and public relations. For the last five years, the Campus has been a recognized cultural center in San Juan. MC has hosted important meetings and conferences in multiple disciplines; the art gallery

has become a well-known exhibit hall; and the university theater is a popular venue for theatrical and musical performances. More importantly, given the climate for tolerance and openness to diversity of opinions, MC has become a forum where people of widely diverse points of view can come together to share their ideas.

There is wide consensus that three aspects characterize the planning and budget process at MC: (a) anchored on the Mission Statement; (b) data informed; and (c) highly participatory. During the last five years significant changes, based on annual evaluations, have taken place at MC among them: (1) restructuring of Academic Faculties and Departments; (2) creation of the Center for Institutional Research and Sponsored Programs (CIIFE by its Spanish acronym); (3) revamping of technological infrastructure; (4) renovation of physical infrastructure − faculty offices, faculty lounge, research centers, Enrollment Management offices, new multiuse rooms, Theater, Student Center, Chapel, art gallery, religious anthropology exhibit, and historical archives; (5) establishment of Center for Integral Development (CEDIN by its Spanish acronym) laboratory school; (6) establishment of additional locations in Caguas and Bayamón; (7) creation, revision, and phasing out of academic offerings; (8) change of academic calendars from semester to trimester; (9) expansion of distance education; and (10) compliance with evidence based assessment.

MC has established strategic alliances with industries, government, and civic organizations to advance the Mission and Goals, as well as Puerto Rico's civic agenda. For example, the Microsoft Innovation Center (MIC) brings together technology oriented student entrepreneurs, top faculty, and business people to help small business development in Puerto Rico. MIC develops innovative proof of concepts (POC) and is involved in Research and Development (R&D). It also serves as an incubator for new programs, applications, and business enterprises.

This, in turn, will enable companies to create complete solution offers based on Microsoft technologies at a very low cost. This project, subsidized by the government of Puerto Rico, Microsoft, and MC, enables companies to transform the way they do business and create jobs. Since 1989, IAUPR has been the recipient of the Small Business Administration grant for the development of small business in Puerto Rico. As part of the grant, MC has been the host of a development center, which provides opportunities for faculty and students to participate in research and consulting. Special support is given to students' entrepreneurial initiatives.

MC has embraced a management perspective in which all constituents participate formally or informally in the decision making process. This community involvement is stated in the principles that guide the Mission statement: *Efficiency and effectiveness in organizational efforts and democratic coexistence*. MC faculty and administrative personnel have remained steady for the last five years. At present, the average years of service of administrators is 22. There are 215 full-time faculty members, 358 part time faculty members and 329 administrative personnel at MC, including 38 at the CEDIN laboratory school. Personnel are highly qualified, composed mostly of women, who perform professional and executive tasks. MC organizational structure has undergone significant changes during the past years. The academic structure is now organized into four multidisciplinary divisions or faculties: Education and Behavioral Professions; Humanistic Studies; Sciences and Technology; and Economic and Administrative Sciences. To better address the institutional assessment agenda, the Campus established in 2005 the Center for Institutional Research and Sponsored Programs (CIIFE).

Outcomes assessment guides planning and resource allocation processes at MC. During the last five years, policies, norms, and regulations that affect students, faculty, and staff have been modified. Most changes respond to new federal and state laws and institutional compliance.

System and Campus efforts have been directed to disseminate all policies, norms, and regulations to all constituents via internet and intranet. Monitoring and auditing reports show Campus full compliance on grievance procedures related to students, faculty, and staff.

MC total enrollment has remained relatively stable during the last decade. In 2008-2009 the number of graduate students was 3,674 and decreased to 3,159 in 2011-2012. On the other hand, undergraduate student enrollment increased from 6,865, in 2008-2009 to 8,313 in 2011-2012. MC included in its 2007-2008 to 2012-2013 Strategic Plan the strengthening of undergraduate level programs and services in view of a projected decreased enrollment at the graduate level. The graduate student population has decreased probably as a result of the economic recession and emigration to continental United States. Also, graduate students in general depend on student loans and employer aids to cover the cost of their education. Some academic offerings have been phased out because of low enrollment.

Retention is of utmost importance to MC. The institutional retention rate goal is 75%. MC student retention rate increased from 68% to 73% in the last three years, attributed to the many retention strategies and efforts implemented, such as academic divisions' retention efforts (PREPA by its Spanish acronym), Title V funded retention project, Prevail Achieve, Engage, Reflect, Share (PARES) and the new Student Support Center (SSC) for freshmen.

MC implemented an Assessment Plan based on institutional guidelines. The Institutional Assessment Committee at the Campus level is responsible for monitoring the ongoing assessment of student learning outcomes in undergraduate and graduate programs and assuring program congruency with the Institution's Mission and Goals. The information provided by the outcomes assessment process at classroom, program, and institutional levels supports decision making related to MC allocation of resources, annual budget, and Strategic Plan. Academic

programs submit assessment progress reports annually. Assessment at MC is an institution-wide process that is shared by faculty, coordinators, chairpersons, and Deans.

IAUPR has taken the initiative to implement and monitor a systematic and ongoing academic assessment process. The Institution has recently acquired TK20, a comprehensive online assessment management system. The implementation of this software will facilitate program assessment processes and improve institutional effectiveness in teaching and learning. As a first step of this project, all programs were asked to revise student learning objectives or competencies and to follow a uniform format and adopt common assessment vocabulary. As part of the ongoing process of academic assessment, faculty workshops on the subject are held. At MC, the decision making process regarding the implementation and revision in the curriculum or program is based on the assessment data analysis of student learning outcomes. In general, data from student learning outcomes are analyzed by faculty members and program coordinators. In-depth discussions of results of students' learning outcomes are held during faculty meetings for decision making at the program level. As a result, Assessment Work Plans are revised periodically.

On the centennial of IAUPR and the 50th anniversary of MC, the academic community values this self-study process. It has provided faculty, administrators and students the opportunity to reflect upon progress to date and to share with MSCHE the many accomplishments of the last decade. Most importantly, as a result of this process, MC community delineated an action plan to ensure further success in the years to come. The following Table summarizes MC action agenda identified through the self-study process.

Action Agenda

Action Item	Persons Responsible	Time Frame
Complete mapping of the eleven MC Mission competencies with academic programs and curricula.	Dean of Studies	2012-2013
Strengthen research, innovation, and inquiry in undergraduate and graduate academic programs.	Dean of Studies	Annually
Increase the recruitment of international students and strengthen exchange programs for an enhanced multicultural education.	Director of International Relations	Annually
Comply with Strategic Plan Performance Indicators related to student admission, retention, graduation rates, and student satisfaction.	Dean of CIIFE	Annually
Appointment of a planning and budget advisory committee to the Chancellor to continue systematic assessment of planning and resource allocation.	Chancellor	2012-2013
Identify alternatives to face challenges of higher education such as new regulations related to financial aid and changes in student demographics.	Chancellor	Annually
Implement a plan for faculty and administrative personnel renewal.	Chancellor	Annually
Increase external funds from research grants.	Dean of CIIFE	Annually
Develop a comprehensive plan for the recruitment and development of new Campus leadership for the decades ahead.	Chancellor	2013-2014
Design a comprehensive plan for the recruitment and development of new campus leadership for the decades ahead.	Director of Human Resources	2012-2015
Train personnel to deal with a culturally diverse student body.	Director of Human Resources	Annually
Evaluate administrative processes that affect a growing population of distance learning students.	Director of CADDT	Annually
Improve administrative personnel satisfaction through the implementation of activities such as annual performance recognition, family days, and wellness fairs.	Dean of Administration	Annually
Train faculty in the areas of compliance with new regulation and student affairs.	Dean of Studies	Annually
Strengthen authentication procedures for distance learning	Director of CADDT	Annually
Ensure that MC promotional materials are available in Spanish and English.	Director of Promotional Marketing	Annually
Revise the assessment instrument for the MC Mission	Dean of CIIFE	Annually

competencies and implement a systematic assessment process.		
Incorporate institutional assessment outcomes results in TK20 platform.	Dean of CIIFE	Annually
Continue monitoring changes in federal financial aid and their impact on MC enrollment.	Director of Financial Aid	Annually
Increase diversification of student financial aid resources.	Director of Financial Aid	Annually
Evaluate the impact of the new Satisfactory Academic Progress Norm on retention and enrollment.	Dean of CIIFE	2012-2013
Contribute to the higher education dialogue on retention and assessment by participating and organizing forums and other academic activities open to all institutions.	Dean of Studies	Annually
Provide housing facilities for international students.	Chancellor	2015-2016
Implement the assessment of the Internationalization Strategic Plan and disseminate outcomes to the university community.	Director of International Relations	Annually
Enhance online student services by providing relevant information on the web related to proctoring procedures, complaint filing, and contact information for key administrators and student services personnel.	Director of CADDT	Annually
Increase by 2% annually membership in student organizations.	Dean of Students	Annually
Increase by 1% annually student participation in internships and exchange programs.	Director of International Relations	Annually
Evaluate regulations and procedures that may impact faculty research in order to promote faculty productivity.	Dean of Studies	2012-2013
Establish a Faculty Development Institute to strengthen the structure of the Faculty Development Plan.	Dean of Studies	2012-2013
Promote faculty participation in research programs, consortia, and exchange programs with other institutions.	Dean of Studies	Annually
Assume a leading role in the institutional revision of faculty evaluation guidelines based on changes in the Faculty Handbook and other policy documents.	President of the Academic Senate	2012-2013
Articulate the Internationalization Strategic Plan with Academic Offerings.	Director of International Relations	2012-2014
Study the cost and feasibility of low enrollment academic programs.	Dean of Administration	Annually
Evaluate the progress of faculty transition to the trimester format and provide necessary support.	Dean of Studies	2012-2013
Appoint a faculty member as coordinator for PEG assessment.	Chancellor	2012-2013

Integrate PEG assessment results into TK20 platform.	Dean of CIIFE	Annually
Increase student and faculty participation in international. Experiences	Director of International Relations	Annually
Diversify post-secondary technical certificate program offerings.	Director of Certificate Program	2012-2013
Develop the Caguas University Center by the transferring of selected MC academic programs.	Dean of Studies	2012-2013
Monitor and support the implementation of Assessment Work Plans for programs at beginning and developing levels.	Dean of Studies	Annually
Establish an assessment implementation calendar to be followed by the four Academic Divisions, including periodical assessment meetings and progress reports on actions taken in order to share best practices.	Dean of Studies	2012-2013
Disseminate student learning objectives or competencies of each program and include corresponding competencies in syllabi, as well as student assessment instruments and rubrics.	Academic Deans	2012-2013
Further train faculty on assessment and TK20 implementation process.	Academic Deans	2012-2013
Revise and adopt the assessment rubric used by the subcommittee to support academic divisions' assessment efforts.	Academic Deans	2012-2013

A. General Information

	Data on File (as of 4/25/2012)	IP Data (2011-12)
Institution Name	Inter American University of Puerto Rico Metropolitan Campus	Inter American University of Puerto Rico Metropolitan Campus
Address	P. O. Box 191293 Metropolitan Campus San Juan, PR 00919 1293	P. O. Box 191293 Metropolitan Campus San Juan, PR 00919 1293
Telephone	787 250 1912	787 250 1912
Fax	787 250 0742	787 250 0742
Website	www.metro.inter.edu	www.metro.inter.edu
Control	Private (Non-Profit)	Private (Non-Profit)
Carnegie Classification	Doctoral/Research	Doctoral/Research
Calendar	Semester	Semester
Degree Granting Authority	United States of America	United States of America
Licensed to Operate in	PR	PR

Degrees/Certificates Offered

	Data on File		IP Data	
	Offered	**Programs**	**Offered**	**Programs**
Postsecondary Certificate (< 1 year)	no	0	no	0
Postsecondary Certificate (>=1 year, < 2 years)	yes	12	yes	6
Associate's	yes	9	yes	9
Postsecondary Certificate (>= 2 years, < 4 years)	no	0	no	0
Bachelor's	yes	43	yes	44
Postbaccalaureate Certificate	yes	2	yes	3
Master's	yes	43	yes	33
Post-Master's Certificate	yes	4	yes	2
Doctor's - Professional Practice	yes	4	yes	5
Doctor's - Research/Scholarship	yes	9	yes	8
Doctor's - Other	no	0	no	0

Related Entities

Name, State, Country	Inter American University of Puerto Rico, PR	Inter American University of Puerto Rico, PR
Initial Accreditation	1960	1960
Last Reaffirmed	2008	2008
Next Self-Study Visit	2012-13	2012-13
Next Periodic Review Report (PRR)	June 2018	June 2018
CHE Staff Liaison	Dr. Tito Guerrero	Dr. Tito Guerrero

Notes

B. Key Contacts

Key Contact	Data on File (as of 4/25/2012)	IP Data (2011-12)
System/District Chief Exec Officer	Mr. Manuel J. Fernós *President* G.P.O Box 36355 San Juan, PR 00936 Phone: 787 766 1912 Fax: 787 250 0742 Email: mfernos@inter.edu	Mr. Manuel J. Fernós *President* G.P.O Box 36355 San Juan, PR 00936 Phone: 787 766 1912 Fax: 787 250 0742 Email: mfernos@inter.edu
Chief Executive Officer	Prof. Marilina Wayland *Chancellor* PO Box 191293 San Juan, PR 009191293 Phone: 787 250 1912ex. 2105 Fax: 787 250 0742 Email: mwayland@metro.inter.edu	Prof. Marilina Wayland *Chancellor* PO Box 191293 San Juan, PR 009191293 Phone: 787 250 1912 ex. 2105 Fax: 787 250 0742 Email: mwayland@metro.inter.edu
Chief Academic Officer	Prof. Migdalia Texidor *Dean of Studies* P.O. Box 191293 San Juan, PR 009191293 Phone: 787 250 1912ex. 2289 Fax: 787 751 0334 Email: mtexidor@metro.inter.edu	Prof. Migdalia Texidor *Dean of Studies* P.O. Box 191293 San Juan, PR 009191293 Phone: 787 250 1912 ex. 2289 Fax: 787 751 0334 Email: mtexidor@metro.inter.edu
Chief Financial Officer	Mr. Jimmy Cancel *Dean of Administration* P. O. Box 191293 Metropolitan Campus San Juan, PR 00919-1293 Phone: 787 250 1912ex. 2128 Fax: 787 250 0782 Email: jcancel@metro.inter.edu	Mr. Jimmy Cancel *Dean of Administration* P. O. Box 191293 Metropolitan Campus San Juan, PR 00919-1293 Phone: 787 250 1912 ex. 2128 Fax: 787 250 0782 Email: jcancel@metro.inter.edu
Chief Information Technology Officer	none	Mr. Eduardo H. Ortiz *Director Information and Telecomunications Center* P. O. Box 191293 Metropolitan Campus San Juan, PR 009191293 Phone: 787 250 1912 Fax: 787 751 8469 Email: ehortiz@metro.inter.edu
Accreditation Liaison Officer	Dr. Maritza Ortiz *Director of Accreditation* G.P.O Box 36355 San Juan, PR 00936 Phone: 787 766 1912ex. 2313 Fax: none	Dr. Maritza Ortiz *Director of Accreditation* G.P.O. BOX 36355 San Juan, PR 00936 Phone: 787 766 1912 ex. 2313 Fax: none

	Email: mortiz@inter.edu	Email: mortiz@inter.edu
Coordinator of Distance Education	Mr. Jairo Pulido *Coordinator of Distance Education* P. O. Box 191293 Metropolitan Campus San Juan, PR 009191293 Phone: 787 250 1912ex. 2387 Fax: none Email: jpulido@metro.inter.edu	Mr. Jairo Pulido *Coordinator of Distance Education* P. O. Box 191293 Metropolitan Campus San Juan, PR 009191293 Phone: 787 250 1912 ex. 2387 Fax: none Email: jpulido@metro.inter.edu
Coordinator of Outcomes Assessment	Prof. Migdalia Texidor *Dean of Studies* P.O. Box 191293 San Juan, PR 009191293 Phone: 787 250 1912ex. 2289 Fax: 787 751 0334 Email: mtexidor@metro.inter.edu	Prof. Migdalia Texidor *Dean of Studies* P.O. Box 191293 San Juan, PR 009191293 Phone: 787 250 1912 ex. 2289 Fax: 787 751 0334 Email: mtexidor@metro.inter.edu
Coordinator of Institutional Research Functions	Dr. Debora Hernandez Roman *Dean Center for Institutional Research and External Funds* P. O. Box 191293 Metropolitan Campus San Juan, PR 00919-1293 Phone: 787 250 8195 Fax: 787 751 8469 Email: dhernandez@metro.inter.edu	Dr. Debora Hernandez Roman *Dean Center for Institutional Research and External Funds* P. O. Box 191293 Metropolitan Campus San Juan, PR 00919-1293 Phone: 787 250 8195 Fax: 787 751 8469 Email: dhernandez@metro.inter.edu
Chair: Self-Study Steering Committee	Dr. Dinah Kortright-Roig *Professor* P. O. Box 191293 Metropolitan Campus San Juan, PR 009191293 Phone: 787 250 1912 Fax: none Email: kort@intermetro.edu	Dr. Dinah Kortright-Roig *Professor* P. O. Box 191293 Metropolitan Campus San Juan, PR 009191293 Phone: 787 250 1912 Fax: none Email: kort@intermetro.edu
Co-Chair: Self-Study Steering Committee	Prof. Migdalia Texidor *Dean of Studies* P.O. Box 191293 San Juan, PR 009191293 Phone: 787 250 1912ex. 2289 Fax: 787 751 0334 Email: mtexidor@metro.inter.edu	Prof. Migdalia Texidor *Dean of Studies* P.O. Box 191293 San Juan, PR 009191293 Phone: 787 250 1912 ex. 2289 Fax: 787 751 0334 Email: mtexidor@metro.inter.edu
Person in the President's Office To Whom MSCHE Invoices Should be Sent	Prof. Marilina Wayland *Chancellor* PO Box 191293 San Juan, PR 009191293 Phone: 787 250 1912ex. 2105 Fax: 787 250 0742 Email: mwayland@metro.inter.edu	Prof. Marilina Wayland *Chancellor* PO Box 191293 San Juan, PR 009191293 Phone: 787 250 1912 ex. 2105 Fax: 787 250 0742 Email: mwayland@metro.inter.edu
Person Who Should Receive a Copy of MSCHE Invoices (Optional)	Prof. Migdalia Texidor *Dean of Studies* P.O. Box 191293 San Juan, PR 009191293 Phone: 787 250 1912ex. 2289	Prof. Migdalia Texidor *Dean of Studies* P.O. Box 191293 San Juan, PR 009191293 Phone: 787 250 1912 ex. 2289

	Fax: 787 751 0334 Email: mtexidor@metro.inter.edu	Fax: 787 751 0334 Email: mtexidor@metro.inter.edu
Person Completing IP Financials	Mr. Orlando Gonzalez Gonzalez *Associate Vice President of Finance and Accounting* G.P.O Box 36355 San Juan, PR 00936 Phone: 787 766 912 2530 Fax: 787 764 1653 Email: ogonzale@inter.edu	Mr. Orlando Gonzalez Gonzalez *Associate Vice President of Finance and Accounting* G.P.O Box 36355 San Juan, PR 00936 Phone: 787 766 1912 ex. 2530 Fax: 787 764 1653 Email: ogonzale@inter.edu
Person Completing IP (Key User)	Ms. Iris-Maritza Torres-Montañez *Planning Specialist* P. O. Box 191293 San Juan, PR 009191293 Phone: 787 250 1912ex. 2503 Fax: 787 751 8469 Email: imtorres@metro.inter.edu	Ms. Iris-Maritza Torres-Montañez *Planning Specialist* P. O. Box 191293 San Juan, PR 009191293 Phone: 787 250 1912 ex. 2503 Fax: 787 751 8469 Email: imtorres@metro.inter.edu

C. Graduation Data

Awards Granted

Report all degrees or other formal awards conferred by your institution between July 1, 2010, and June 30, 2011. If an individual received two degrees at different levels during the specified time period, report each degree in the appropriate category.

Include earned degrees and awards conferred by branches of your institution located within or outside the Middle States region, including foreign countries.

Exclude honorary degrees and awards.

Awards	Data on File (as of 4/25/2012)	IP Data (2011-12)
Postsecondary Certificate (less than 1 year)	2	0
Postsecondary Certificate (>= 1 year, < 2 years)	30	34
Associate's	58	126
Postsecondary Certificate (>= 2 years, < 4 years)	0	0
Bachelor's	785	790
Postbaccalaureate Certificate	28	15
Master's	567	605
Post-Master's Certificate	10	17
Doctor's - Professional Practice	0	0
Doctor's - Research/Scholarship	29	21
Doctor's - Other	0	0
Does your institution have undergraduate programs?	yes	yes
Does your institution serve only transfer students? See instructions if the answer is yes.	no	no

Completers

This section requests completion data on two separate cohorts (150% and 200%) of full-time, first-time, degree/certificate-seeking undergraduate students enrolled in your institution during the specified fall term or academic year. Students must be enrolled full-time in courses that lead to a credit-bearing degree, diploma, certificate or other formal award. Count completers only once and indicate the highest degree level earned. Report the status of these students as of August 31 of the reporting year. Please see the instructions to identify students for inclusion in the specific cohorts.

2-year Institutions only	Data on File (as of 4/25/2012)	IP Data (2011-12)
150% of expected time to completion		
Total number of students in the Fall 2008 cohort	0	0
Number completed within 150%	0	0
Total transfers out	0	0
Total number of Fall 2008 cohort still enrolled	0	0
200% of expected time to completion		
Total number of students in the Fall 2007 cohort	0	0
Number completed within 200%	0	0
Total transfers out	0	0
Total number of Fall 2007 cohort still enrolled	0	0
4-year Institutions w/ Baccalaureate Programs		
150% of expected time to completion		
Total number of students in the Fall 2005 cohort	704	829
Number completed within 150%	162	203
Total transfers out	12	16
Total number of Fall 2005 cohort still enrolled	0	106
200% of expected time to completion		
Total number of students in the Fall 2003 cohort	0	849
Number completed within 200%	232	255
Total transfers out	0	30
Total number of Fall 2003 cohort still enrolled	0	32

Notes

D. Enrollment (Unduplicated)

Total Enrollment

	Data on File (as of 4/25/2012)		IP Data (2011-12)	
	Undergraduate	Graduate	Undergraduate	Graduate
Total credit hours of all part-time students	9386	2262	9398	2339
Minimum credit load to be considered a full-time student	12	6	12	6
Full-Time Head Count	6032	2595	6789	2397
Part-Time Head Count	1325	729	1354	763

Credit Enrollment

	Data on File (as of 4/25/2012)	IP Data (2011-12)
Number of Students matriculated, enrolled in degree programs (Undergraduate + Graduate)	10681	11473
Number of Students not matriculated, enrolled in credit-bearing courses	0	0

Non-Credit Enrollment

	Data on File (as of 4/25/2012)	IP Data (2011-12)
Number of Students enrolled in non-credit, graduate level courses	0	0
Number of Students enrolled in non-credit, undergraduate level and other continuing education (excluding avocational) courses	0	0
Number of Students in non-credit avocational continuing education courses	0	0

Notes

E. Distance and Correspondence Education

Distance education means education that uses one or more technologies to deliver instructions to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor. See the Instructions for a full explanation.

Part 1. Distance Education

	Data on File (as of 4/25/2012)	IP Data (2011-12)
Did your institution, in the most recent prior year (Summer, Fall, Spring 2010-11), offer distance education courses?	Yes	Yes

Provide: (a) the unduplicated headcount of all students in the most recent prior year (Summer, Fall, Spring 2010-11) who took distance education courses for credit by your institution; and (b) the total number of registrations of all students. The registrations may be duplicated if a student enrolls in more than one course.

Provide an explanation in the Notes context box if this reporting year's total is greater than the prior year and you have significant growth in distance learning enrollment.

	Data on File (as of 4/25/2012)	IP Data (2011-12)
Headcount	1026	1836
Total Registrations	13395	14803

Programs

Programs. Report the number of degree or certificate programs offered during the previous year (Summer, Fall, Spring 2010-11) for which students could meet at least 50% of their requirements for any of the programs by taking distance education courses.

	Data on File (as of 4/25/2012)	IP Data (2011-12)
Programs	8	8

Part 2. Correspondence Education

	Data on File (as of 4/25/2012)	IP Data (2011-12)
Did your institution, in the most recent prior year (Summer, Fall, Spring 2010-11), offer Correspondence education courses?	No	No

Notes

F. Regional, National, and Specialized Accreditation

Please list the name of the regional, national, and specialized accrediting organizations that accredit your institution or its programs.
It is not necessary to report the Middle States Commission on Higher Education, and it is excluded from this list.

Data on File (as of 4/25/2012)	IP Data (2011-12)
Accreditors Recognized by U.S. Secretary of Education	**Accreditors Recognized by U.S. Secretary of Education**
▪ National League for Nursing Accrediting Commission	▪ Teacher Education Accreditation Council, Accreditation Committee ▪ National League for Nursing Accrediting Commission ▪ National Accrediting Agency for Clinical laboratory Sciences ▪ Council on Social Work Education ▪ International Association for Continuing Education and Training ▪ Network of International Business Schools

Other Accreditors

Please list any other accrediting organizations that accredit your institution or its programs.
Please separate each accreditor by semi-colon (;).

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), Council on Social Work Education (CSWE) International Association for Continuing Education and Training (IACET), and the Network of International Business Schools (NIBS).

G. Instructional Personnel (as of Fall 2011)

	Data on File (as of 4/25/2012)		IP Data (2011-12)	
	Full-Time Headcount	Part-Time Headcount	Full-Time Headcount	Part-Time Headcount
Total Faculty	217	382	215	357

Notes

H. Related Educational Activities

H-1. Study Abroad

This section is only required if your institution's Self-Study Visit is scheduled for 2012-13 or 2013-14.

Note:
Your institution's next Self-Study Visit is scheduled for 2012-13.

Data on File (as of 4/25/2012)	IP Data (2011-12)
Study Abroad not offered.	0

Notes

H-2. Branch Campuses

Data on File (as of 4/25/2012)	IP Data (2011-12)
No Branch Campuses.	No Branch Campuses.

H-3. Additional Locations

	Data on File (as of 4/25/2012)	IP Data (2011-12)
Name	CUC	CUC
Street Address, City, State, Postal	Plaza Gatsby Building Ruiz Belivis Street, 2nd floor Caguas, PR 00727	Plaza Gatsby Building Ruiz Belivis Street, 2nd floor Caguas, PR 00727
Status	Active	Active
Number of degree programs for which 50% of the program may be completed at this location		
Postsecondary Certificate (< 1 year)	0	0
Postsecondary Certificate (>=1 year, < 2 years)	0	0
Associate's	0	0
Postsecondary Certificate (>= 2 years, < 4 years)	0	0
Bachelor's	1	1
Postbaccalaureate	0	0
Master's	2	2
Post-Master's	0	0
Doctor's - Professional Practice	0	0
Doctor's: Research/Scholarship	0	0
Doctor's: Other	0	0
Full-time Headcount at this location		
Graduate	0	0
Undergraduate	25	25
Part-time Headcount at this location		
Graduate	0	0
Undergraduate	0	0
Name	Off-Campus Extension Center in Bayamon (CERMEB)	Off-Campus Extension Center in Bayamon (CERMEB)
Street Address, City, State, Postal	Inter-American University of Puerto Rico Bayamon 500 Road 830 Bayamon, PR 00957	Inter-American University of Puerto Rico Bayamon 500 Road 830 Bayamon, PR 00957
Status	Active	Active
Number of degree programs for which 50% of the program may be completed at this location		
Postsecondary Certificate (< 1 year)	0	0
Postsecondary Certificate (>=1 year, < 2 years)	0	0
Associate's	0	0
Postsecondary Certificate (>= 2 years, < 4 years)	0	0

Bachelor's	0	0
Postbaccalaureate	0	0
Master's	0	0
Post-Master's	0	0
Doctor's - Professional Practice	0	0
Doctor's: Research/Scholarship	0	0
Doctor's: Other	0	0
Full-time Headcount at this location		
Graduate	0	0
Undergraduate	0	0
Part-time Headcount at this location		
Graduate	0	0
Undergraduate	0	0

H-4. Other Instructional Sites (as of Fall 2011)

Data on File (as of 4/25/2012)	IP Data (2011-12)
No Other Instructional Sites.	

I. Financial Information (Part 1)

REMINDER: Please make sure to use the TAB key instead of the ENTER key to navigate from field to field. The ENTER key will cause the data to be submitted (i.e., clicking on the Update button).

Report the same data for Educational and General (E&G) expenses on the Institutional Profile that your institution reports to the Integrated Postsecondary Higher Education Data Systems (IPEDS). The IPEDS Part and Line numbers are noted for each data element listed.

Verify the beginning and ending date for your institution's fiscal year. The default dates are 7/1/2010 through 6/30/2011 (the most recent year for which you would have audited financial statements). If your institution uses different dates, please change the default dates accordingly. For example, enter 1/1/2011 through 12/31/2011.

Report financial data in whole dollars. Round cents to the nearest whole dollar. For example, enter 124, not 123.65.
Do not enter data in thousands of dollars. For example, enter 1,250,000, not 1,250.
Enter negative numbers using a minus sign. For example, enter -100,000, not (100,000).

Complete every field for which you have financial data. Fields marked with an asterisk are required. You will not be able to "lock down" your data and submit the Institutional Profile if these fields are not completed.

Shaded information cannot be modified online. * denotes a required field.

	Data on File (as of 4/25/2012)	IP Data (2011-12)
Which reporting standard is used to prepare your institution's financial statements? Your selection determines the value in the column IPEDS Part-Line below. **FASB (Financial Accounting Standards Board)** **GASB (Governmental Accounting Standards Board)** Note: For Private and International institutions the value is set automatically and the field is disabled. The FASB Reporting Standard is the approximate equivalent of the standard used by International institutions.	FASB	FASB
Is your institution's Auditor's report on financial statements Qualified or Unqualified?	Unqualified	Unqualified
Fiscal Year Begin	7/1/2009	7/1/2010
Fiscal Year End	6/30/2010	6/30/2011
Does your institution allocate Operation & Maintenance of Plant expense?	Yes	Yes
Does your institution allocate Depreciation Expense?	Yes	Yes

	IPEDS Part-Line	Data on File (as of 4/25/2012)		IP Data (2011-12)	
		Expenses	Includes O&M	Expenses	Includes O&M
1. Instruction	**E-01**	$25,707,344	$2,575,305	$26,676,927	$2,272,214

2. Research	**E-02**	$0	$0	$0	$0
3. Public Services	**E-03**	$0	$0	$0	$0
4. Academic Support	**E-04**	$4,516,094	$448,848	$4,857,209	$521,996
5. Student Services	**E-05**	$4,283,674	$652,580	$4,653,996	$819,385
6. Institutional Support	**E-06**	$5,412,167	$967,729	$6,182,794	$1,190,733
7. Scholarships and Fellowships	**E-08**	$0	$0	$0	$0
8. Operation and Maintenance of Plant	**E-11**		$4,644,462		$4,804,328
Total E&G Expenses$*$		$39,919,279		$42,370,926	

Notes

I. Financial Information (Part 2)

REMINDER: Please make sure to use the TAB key instead of the ENTER key to navigate from field to field. The ENTER key will cause the data to be submitted (i.e., clicking on the Update button).

Report the same data on the Institutional Profile in Section 2A below that your institution reports to IPEDS. The IPEDS Part and Line numbers are noted for each data element listed.

Report the data on the Institutional Profile in Section 2B below which can be obtained from your institution's audited financial statements and/or supporting documents.

Report financial data in whole dollars. Round cents to the nearest whole dollar. For example, enter 124, not 123.65.
Do not enter data in thousands of dollars. For example, enter 1,250,000, not 1,250.

Complete every field for which you have financial data. Fields marked with an asterisk are required. You will not be able to "lock down" your data and submit the Institutional Profile if these fields are not completed.

Shaded information cannot be modified online.

	IPEDS Part-Line	Data on File (as of 4/25/2012)	IP Data (2011-12)
SECTION 2A -- Data from IPEDS			
Property, Plant and Equipment, net	**A-19**	$1	$1
Total Assets	**A-02**	$1	$1
Debt Related to Property, Plant and Equipment	**A-03a**	$1	$1
Unrestricted Net Assets	**A-04**	$85,882,767	$96,230,231
Temporarily Restricted Net Assets	**A-05b**	$0	$0
Permanently Restricted Net Assets	**A-05a**	$0	$0
Change in Net Assets	**B-04**	$9,428,357	$10,347,464
Net Assets (Beginning of Year)	**B-05**	$76,454,410	$85,882,767
Adjustment to Net Assets (Beginning of Year)	**B-06**	$0	$0
Net Assets (End of Year)	**B-07**	$85,882,767	$96,230,231
Allowances/Scholarships (Applied to Tuition & Fees)	**C-08**	$3,434,967	$4,819,455
Tuition and Fees Revenue (Net of Allowances)	**D-01**	$47,499,634	$51,426,139
Depreciation Expense	**E-Col 5**	$1,512,948	$2,161,569
SECTION 2B -- Data from Audited Financial Statements and Supporting Documents			
Total Unrestricted Operating Revenue		$50,369,387	$54,606,991
Total Operating Revenue		$50,369,387	$54,606,991
Total Unrestricted Operating Expense		$40,941,030	$44,259,527

Total Operating Expense	$40,941,030	$44,259,527
Change in Unrestricted Net Assets	$9,428,357	$10,347,464
Deposits Held by Bond Trustees	$0	$0
Principal Payments on Long Term Debt	$549,206	$572,235
Interest Expense on Long Term Debt	$460,516	$564,076

Notes

J. Significant Developments

Please provide the Commission with early notice of any significant developments your institution is considering for academic years 2012-13 or 2013-14, limited to the topics listed below.

Include potential changes that:

- significantly alter the mission, goals, or objectives of the institution;
- alter the legal status, form of control, or ownership;
- establish instruction constituting at least 50% of a degree program in a significantly different format/method of delivery;
- establish instruction at a new degree or credential level;
- replace clock hours with credit hours;
- increase substantially the number of clock or credit hours awarded for successful completion of a program;
- establish instruction constituting at least 50% of a degree program at a new geographic location;
- relocate the primary campus or an existing branch campus (See definition in Section H, above);
- otherwise affect significantly the institution's ability to continue the support of existing and proposed programs.

In addition, please describe any other major developments taking place at the institution. The information provided should focus on important institutional issues (e.g., development of a new strategic plan, initiation of a capital campaign, establishment of a new academic unit such as a school or college, significant shifts in institutional enrollment or finances, etc.) Please DO NOT include matters related to the day-to-day operation of the institution.

K. Required Attachments

Please upload the required attachments listed below **as soon as all of the items are available** but no later than **April 27, 2012 (extended one week)**.

- A digital/ electronic copy of the institution's fiscal year 2011 audited financial statements, including any management letter that the auditors may have attached to the statements.

- A digital/ electronic copy of the finance section of the institution's IPEDS submission for fiscal year 2011 (if you submit annual financial data to IPEDS).

- A word document with the url of the institution's current catalog. Please copy and paste the url into a Word document and upload the Word document. If the catalog is not posted online, please upload a digital copy (.pdf format preferred). If the catalog is not available in any digital/electronic format, please contact Amy Shew at ashew@msche.org.

Uploaded Files

File Name	File Type	File Size	Last Updated	
General_Catalog_2011-2013_Portal.pdf	Adobe Document	Acrobat 4019.28 KB	3/28/2012 PM	3:39:13
Graduate_Catalog_2011-2013_Portal.pdf	Adobe Document	Acrobat 2518.37 KB	3/28/2012 PM	3:40:02
IPEDS_Finance_2011-12Data- MT.pdf	Adobe Document	Acrobat 128.51 KB	3/28/2012 PM	3:28:18
June 30, 2011 and 2010.pdf	Adobe Document	Acrobat 129.98 KB	3/28/2012 PM	3:20:40

If you are not able to upload the required attachments, please contact:

Mr. Tze Joe
Information Associate
Middle States Commission on Higher Education
tjoe@msche.org

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LIST OF FIGURES

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LIST OF ABBREVIATIONS

ACE	American Council of Education
AVANCE	Adult Program
BANNER	Information Management System
CADDT	Distance Learning and Technological Development Center (Spanish acronym)
CASA	Santa Ana Environmental Center (Spanish acronym)
CDE	Entrepreneurship Development Center (Spanish acronym)
CECIA	Environmental Study, Conservation, and Interpretation Center (Spanish acronym)
CEDIN	Center for Integral Development (Spanish acronym)
CEM	Multilingual Center (Spanish acronym)
CEP	Continuing Education Program
CEPR	Puerto Rico Council on Education (Spanish acronym)
CERMEB	Bayamón Extension Center (Spanish acronym)
CIIFE	Center for Institutional Research and Sponsored Programs (Spanish acronym)
CO	Central Office at the system level
CREM	Writing Center (Spanish acronym)
CSI/RMS	College Student Inventory/Retention Management System
CSWE	Council on Social Work Education
CUC	Caguas University Center (additional location)
ER	Evidence Room
FERPA	Family Educational Rights and Privacy Act
HACU	Hispanics Association of Colleges and Universities
IAC	Information Access Center (Library)
IACET	International Association for Continuing Education and Training
IAUPR	Inter American University of Puerto Rico
ISSS	Institutional Student Satisfaction Survey
ITC	Information and Telecommunication Center

MC	Metropolitan Campus
MATH	Mathematics Tutoring Center (Spanish acronym)
MIC	Microsoft Innovation Center
MSCHE	Middle State Commission on Higher Education
NAACLS	National Accrediting Agency for Clinical Laboratory Sciences
NIBS	Network of International Business Schools
NLNAC	National League for Nursing Accrediting Commission
OCA	Office of Curricular Affairs at the system level
OIR	Office of International Relations
PARES	Title V Funded Retention Project (Prevail, Achieve, Reflect, Engage, Share)
PCMAS	Teaching Certification Exam (Spanish acronym)
PEG	General Education Program (Spanish acronym)
POC	Proof of Concepts
PREPA	Academic Divisions Retention Efforts (Spanish acronym)
PSCA	Academic Advising and Class Schedule
R & D	Research and Development
SATC	Scholastics Aptitude Test
SBTDC	Small Business Technology Development Center
SLO	Student Learning Objectives
TEAC	Teacher Education Accreditation Council
SSC	Student Support Center
VER	Virtual Evidence Room

INTRODUCTION

Inter American University of Puerto Rico (IAUPR) is a private, non-profit Hispanic-serving institution and the largest private university in Puerto Rico, with nine campuses and two professional schools: the School of Law and the School of Optometry. Total enrollment, in recent years, has been maintained at approximately 44,000 students. IAUPR was originally founded in 1912 as the Polytechnic Institute of Puerto Rico by Reverend John Will Harris. Since 1944, the Institution has been accredited by the Middle States Association of Colleges and Schools.   It was the first four-year liberal arts college accredited outside the continental the United States.

The Metropolitan Campus (MC) of Inter American University of Puerto Rico is the largest academic unit of IAUPR system. MC was established in 1962 and, during academic year 2011-2012 served 11,473 students. Metropolitan Campus offers the following degrees: 6 technical certificates, 9 associates, 45 baccalaureates, 4 professional certificates, 33 masters and 14 doctorates. Annual graduating class average is 2,000 students. MC is licensed by the Puerto Rico Council on Education (CEPR). MC is accredited by Middle States Commission on Higher Education (MSCHE) and, in addition, has professional accreditations for its Nursing, Social Work, Medical Technology, and Education programs by the National League for Nursing Accrediting Commission (NLNAC), Council on Social Work Education (CSWE), National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), and Teacher Education Accreditation Council (TEAC), respectively. The Division of Economic and Administrative Sciences is accredited by Network of International Business Schools (NIBS) and the Continuing Education Program is accredited by the International Association for Continuing Education and Training (IACET).

MC has a diverse student population and its services aim to address the needs of underprivileged, talented, honor, adult, and international students coming from more than 30 different countries. MC is the only institution in Puerto Rico that offers programs taught in both Spanish and English languages. The undergraduate degrees in Entrepreneurial and Managerial Development, Nursing, and Psychology, and a master's degree in General Business Administration are taught in both languages.

Since the revision of the Mission and Goals, MC has undertaken changes in program and curricula, student services, and technological infrastructure to better align them with the new Mission statement and to respond directly to assessment outcomes.

The following steps were taken during the self-study process. Chancellor Marilina Wayland appointed Self-Study Chair, Dr. Dinah Kortright who participated along with Dean of Studies, Prof. Migdalia Texidor in the MSCHE Self-Study Institute, 2010. The steering committee was constituted by chairs and co-chairs of work groups or subcommittees (see list of members in Appendix 1). Subcommittees, representing faculty, staff, and students, produced the Self -Study first draft following the approved self-study design. After the first draft was published, the university community made recommendations that were considered by the executive committee. The document was submitted to three faculty members for editorial revision.

MC adopted the comprehensive model for the Self-Study. This model allowed for the evaluation of the implementation of the 2008 MC Mission and Goals considering all fourteen standards of excellence. MC Self-Study process promoted university dialogue and active participation and provided for the identification of strengths and areas of opportunity to support MC strategic planning and development for the next decade.

This Self-Study Report is organized by standards and describes the charges, its findings and recommendations of each subcommittee. Relevant documentation will be available at the Evidence Room (ER) or at the Virtual Evidence Room (VER).

STANDARD 1 - Mission and Goals

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

IAUPR has the mission to contribute to society through the development of educated citizens, conscious of their ethical, social and cultural obligation, and committed to democratic and Christian principles. It is committed to training professionals, with a civic and social sense of responsibility that can exert effective leadership in different fields and diverse scenarios (See Institutional Mission, General Catalog). MC's Mission is aligned to the systemic mission.

In 2008-2009, MC concluded the revision of its Mission Statement and Goals through a comprehensive collegiate process which included a broad participation of faculty members, students and administrators. Through committees, focus groups, and the Chancellor's advisory board, 277 members of the academic community played a direct role in the revision process that lasted two years. The new Mission and Goals guide the institutional agenda toward the development of leadership and entrepreneurial skills of students who live and work in a global community. The revised Mission and Goals statement reads as follows:

MC Mission

MC serves students from diverse cultural and national backgrounds. It offers an academic education geared toward the development of leaders and entrepreneurs who are committed to making significant contributions to society. These contributions are based on the values of

service, democracy, and the reaffirmation of Inter American University of Puerto Rico's character as an institution with Christian roots and an ecumenical focus.

Through…

Comprehensive academic programs, diverse study modalities in the sciences, in applied sciences, in humanities and in professional studies in both English and Spanish languages. The academic offering includes technical certificates, associate degrees, bachelor degrees, professional certificates, master's degrees and doctoral degrees pertinent to the needs of the student population.

Characterized by …

A humanistic, liberal education sensitive to the demands of a constantly changing world and marketplace; oriented to the development of holistic, self-employed individuals, who take care of themselves and their environment: an education that enables citizens to contribute to cultural, political, social, spiritual, and economic growth.

Committed to …

Puerto Rico and the world, research, innovation, the development of knowledge and its dissemination, and services to communities.

Guided by principles of …

- Ecumenical Christian vision
- Respect for human dignity
- Integrity
- Appreciation for knowledge
- Commitment to cultural and national diversity
- Efficiency and effectiveness in organizational efforts
- Democratic coexistence

MC Goals

1. Develop programs and curricula, in Spanish and in English, in the fields of science, applied science, humanities, and professional studies that meet disciplinary standards of excellence and the demands of a global society.

2. Maintain up to date programs that have a multidisciplinary and international focus designed to form leaders and entrepreneurs, responsible and moral citizens with critical reasoning skills and the capacity to celebrate the diversity of human creativity.

3. Generate research, innovation, and creative endeavors throughout the academic community in a way that enhances campus programs and services, develops and disseminates knowledge, and contributes to the solution of problems pertinent to society.

4. Provide services and activities pertinent to a diverse student population in order to support its academic, intellectual, social, and moral development, as well as to cultivate its awareness of social, cultural, economic, environmental, and political problems.

5. Retain a faculty that excel in teaching, research, and innovation; a faculty committed to outcomes assessment processes and to fulfilling the norms applicable to the programs and curricula, faculty members dedicated to their professional development and to serving the community.

6. Cultivate a competent, agile management team that promotes excellence and continuous improvement that supports the development of programs, services, and activities generated by the community.

7. Foster the continuous development of human resources and their wellbeing within a positive working environment oriented to increasing the effectiveness and efficiency of the programs and services of the campus.

8. Promote democratic values, the importance of service, and the reaffirmation of Christian roots under the ecumenical focus of the University throughout the campus community.

9. Develop an organizational culture of cost-effectiveness and efficiency by strengthening the planning and evaluation processes that lead to strategic deployment of the human, physical, and financial resources needed to achieve the goals and objectives of the programs, activities, and services offered by the campus.

10. Improve the technological infrastructure and optimize its utilization in academic and administrative processes to enhance productivity and to develop more effective communication throughout the community.

11. Increase collaboration between the University, the community, government, and industry to fortify and enrich academic, cultural, and civic activity.

Charges

The main purpose of the self-study subcommittee on Standard 1 was to assess how well the academic community understands the new Mission and Goals, as well as document how the new Mission is aligned to program and curricular development, planning and resource allocation across MC. In addition, it evaluated how the process of implementation promoted change and renewal to guarantee quality.

The subcommittee started its task by examining official documents including the MC Strategic Plan, MSCHE Institutional Profile 2011-12 (pp. ix – xxix of this report), and the Strategic Plan Performance Indicators' Report (see Table 8, Std. 7). Then, the subcommittee devised a working plan which consisted of interviewing key personnel in charge of the implementation of MC Mission and Goals. The dean of the Center for Institutional Research and External Funding (CIIFE by its Spanish acronym) and the Chancellor were the subjects of the initial interviews. From these two primary interviews, the subcommittee developed a conceptual map that became the main instrument to collect information in subsequent round table discussions with members of the community. The map, distributed among participants of the groups, was then used as a point of departure to discuss the conceptualization of the Mission Statement (see Figure 1).

Conceptualization of the Mission Statement
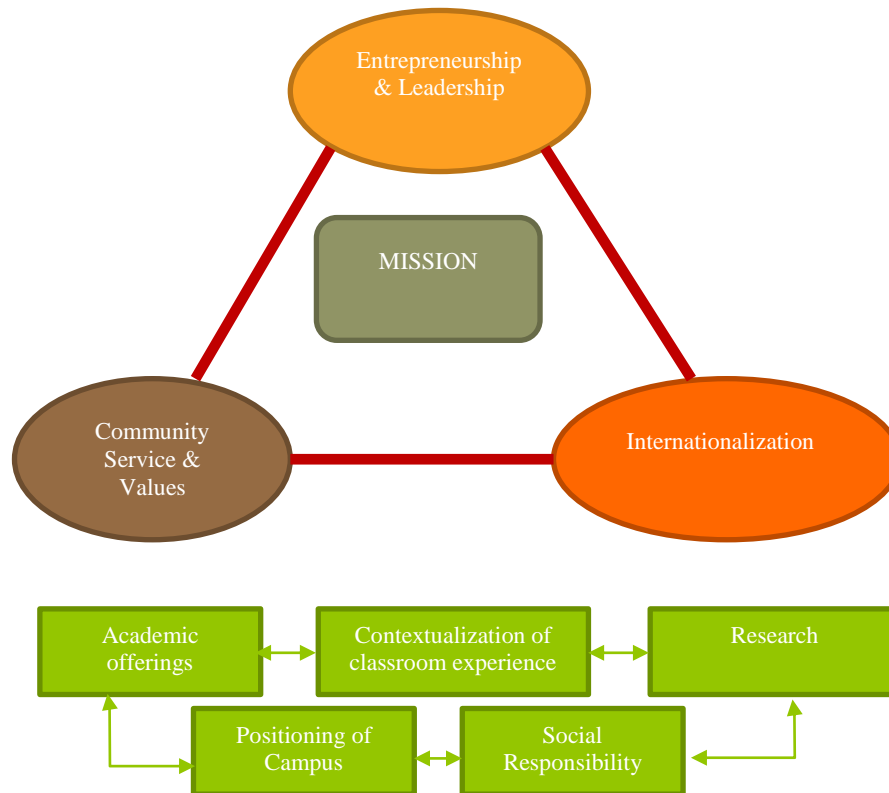
Figure 1. Conceptualization of the Mission Statement

The following groups participated in the round table discussions that were held during a two month period: (a) the four academic deans; (b) seven directors of professional schools and department chairs in Natural Sciences, Medical Technology, Computer Sciences and Mathematics, Social Work, Criminal Justice, and Economics; (c) faculty, represented by key members of the Academic Senate (Executive committee, presidents of all permanent committees, and the executive secretary); (d) undergraduate and graduate leaders of the Student Council, Academic Senate, Honors Program, and student organizations in Psychology, Education, Political Sciences, Social Work, Pre-medicine, Medical Technology, Chemistry, and

Entrepreneurship; and (e) the Dean of Students, the Associate Dean, and members of the counseling staff and program coordinators, representing student services.

After this round of meetings, the subcommittee determined that additional individual consultations were necessary to verify the implementation of the Mission Statement. Further interviews were conducted with: (a) the International Relations Office Director, (b) a faculty member, marketing researcher who has studied MC positioning, (c) the Public Relations Officer, and (d) four faculty members who have participated in international collaborative projects with other institutions (see ER).

During round table discussions regarding the nature, extent, and relevance of the MC mission, the subcommittee was able to engage the participants in a process of profound reflection. Through dialogue, the committee was able to gather the community's perception of the new Mission, as well as gain insights and collect evidence with respect to its implementation on Campus. This also allowed community members to voice their opinions and the subcommittee to identify areas in which there was agreement as well as divergence. The subcommittee was also able to recognize a leadership philosophy and administrative actions that were put in place to give life to the Mission Statement.

Findings

Almost unanimously, round table participants were in agreement with the new wording of the campus Mission and indicated that this has served to enhance the Metro Campus's sense of purpose in its academic and administrative efforts. The Mission gives continuity to the history of the Inter American University of Puerto Rico and, subsequently, to the Metropolitan Campus. The social situation of Puerto Rico has changed radically since 1912, yet the notion of John Will Harris, IAUPR founder, of an elite education for those who are not of the elite continues to guide

the university's efforts. The original commitment to serve those who do not come from privileged strata is still present. This is evident in the educational and counseling strategies designed to meet the academic needs of students and many of whom are first-generation college students. IAUPR is committed to providing a college education of the highest quality to all students who choose to study at MC.

Since 1912, Puerto Rico has undergone great advances in social conditions, an increasing life expectancy, higher levels of literacy, and a noticeable improvement in housing, infrastructure and communication, to name a few. Yet, the social climate is under serious threats with soaring crime statistics of over 1,000 murders for the year 2011, the majority of which were related to drug trafficking and abuse. Poverty is at 46%, unemployment is at 16%, and a serious pattern of "brain drain" or flight of talent to the continental United States. The population has, as a consequence, decreased 2.2% in the last ten years (USA 2010 Census). In the last decade, the economy has been stagnant and the Island is presently divided by political ideologies that impact all aspects of communal life. This division affects the accomplishment of long term goals.

MC works within this complex social scenario and strives to provide a university education that is relevant and of the highest quality at this time of continuing political, economic and social crisis. Undaunted by these challenges, the faculty and staff see the Mission as a change agent for a Puerto Rico where Christian, ecumenical and democratic values can make a difference. It should be noted that throughout the consultation process, students and faculty mentioned repeatedly that MC is one of the few places where political differences are both acknowledged and highly respected.

Dissemination and implementation of the new Mission has been a process that has taken several years. The Chancellor has taken a key role in the dissemination of the Mission over the last five

years, as evidenced through messages to the Academic Senate and at meetings with the Faculty and Administration, as well as with student leaders.

Upon an examination of the implementation process of the new Mission Statement, three salient aspects emerge from the data. An analysis of the participant's comments during groups interviews a shows that the community understands and appreciates: (a) entrepreneurship and leaderships as a new mindset required in modern Puerto Rico; (b) internationalization as a way of overcoming national barriers; and (c) community service and (d) various. This type of education instills in students a sense of responsibility for their future and their own wellbeing as well as that of others.

It should be stated that even though there are still differences in the interpretation of some concepts such as entrepreneurship, and in the implementation of internationalization in the curriculum, there is a broad understanding of these aspects in MC, as corroborated in interviews with the community (see Strategic Plan for Internationalization and the Center for Entrepreneurship Work Plans, VER, Std. 1).

These three elements, entrepreneurship and leadership, internationalization, and community service and values, recurrent in the data obtained, became the engines that move MC to action. Following is a synthesis of participants' views as well as evidence of actions taken during the implementation process of the new Mission Statement by Metropolitan Campus.

Entrepreneurship and Leadership

In the past, institutions of higher learning in Puerto Rico focused their attention on the preparation of students for seeking employment in government and in existing private enterprise operations. MC Mission has significantly changed the former educational paradigm. The Mission now is geared to develop the skills and attitudes that will enable students to serve as agents of change in all sectors of human endeavor as they seek to create and innovate in their

workplace. MC students are encouraged to innovate and are assisted in this process throughout their years of study.

Evidence of MC Mission implementation regarding entrepreneurship can be found in:

- New courses and programs of study

- Variety of co-curricular activities offered across campus

- Entrepreneurship Development Center under the leadership of faculty members with the active collaboration of students from all majors

- Consortia with other institutions for faculty training related to entrepreneurship

- Educational materials for the library

- Multiple conferences on the topic organized every year

MC has responded to the demands of the labor market through its commitment to the development of leadership among its student body. Efforts are made to promote the creation of student organizations that ensure the participation of a vast number of students. Students acknowledge MC initiatives to develop activities and to provide an environment that encourages student leaders to take on leadership roles.

- Student leadership is developed through student associations, the Student Council and the Academic Senate (see Standards 4 and 8).

- Students participate in international leadership conferences (see Standard 9).

- Curricular emphasis is given to leadership in particular programs (see internships in Social Work, Standard 11).

- Development of a debate program that prepares students to participate in national and international competitions (see Standard 9).

- The entrepreneur and the leader that MC seeks to develop have the following characteristics: (1) creative, innovative, and daring attitude toward challenge; (2) ability to use personal, physical, and financial resources appropriately; and (3) responsibility and ability to collaborate effectively with others. These competencies were established with the campus community participation.

Internationalization

MC academic leadership takes into account the impact of globalization and interdependency in today's world. For decades, IAUPR has received students from different parts of the world. To continue receiving students from abroad, as well as sending local students to participate in educational experiences in other countries is a top priority at MC. The faculty is aware that global visions need to be integrated into the curriculum across disciplines. Emphasis has been given to the inclusion of bibliographical and electronic resources that incorporate various theoretical views from authors around the world. Extracurricular and co-curricular experiences, such as cultural and educational trips, internships and student exchange programs are promoted throughout campus by the Office of International Relations. Established in 2009, this administrative office collaborates in the recruitment and admission of foreign students and seeks agreements with institutions around the world for student and faculty exchange.

To assess the internationalization effort, MC participated in the American Council on Education (ACE) Internationalization Laboratory 2009-2010. ACE Final Report of November 2010 on MC internationalization effort stated that:

> *Clearly the advising of the students about the value of study abroad has been effective and exemplary. In addition, we noted, with pleasure, that the extra-curriculum, in terms of activities like debate and the student newsletter, is also seen as contributing to the internationalization of the institution. Given the institution's mission of contributing to student leadership development, the new directions in internationalization will make that even stronger.*

Furthermore, the implementation of the Internationalization Strategic Plan included the assessment of the four internationalization competencies established in 2010: (1) problem solving and decision-making skills; (2) mastery of at least two languages; (3) appreciation of cultural diversity; and (4) interpersonal sensitivity and empathy to individual needs. The Internationalization Assessment subcommittee conducted four focus groups of 41 students each

with 90+ credits approved. Findings showed that students understand the importance of language skills and intercultural exchanges that expose them to other cultures, languages, and ways of thinking. They are also aware of being citizens of the world and are able to contribute ideas toward the solution of major issues such as poverty, military conflicts, and religious differences (see ER).

Community Service and Values

MC is committed to widespread dissemination and implementation of the Christian, ethical, and democratic values that are inherent in its Mission statement. These values are openly discussed in courses throughout the curriculum, as well as presented in co-curricular and extracurricular activities. Attention has been given to the organizational values which are fundamental in the development of leaders and entrepreneurs. MC instills these values through community service projects of social impact, thus delineating the individual responsibility towards society at large. MC teaches students to value community work and service. Curricular and extracurricular activities include community health clinics, distribution of essentials articles to disadvantaged groups, used toys renovation and distribution drives, and multidisciplinary practice centers, among others (see Standard 13). The following community service and values student competencies were recently established. MC graduates are expected to be: (a) honest and truthful, (b) actively involved in their community; (c) proactive in the protection of life; and (d) participants in a culture of peace and justice.

A new assessment instrument (see VER, Std. 1) for the 11 competencies related to the 3 elements of the new Mission has been developed and a pilot was administered in May, June, and August 2012. A total of 49 sophomores, 56 incoming freshmen, and 64 student leaders participated and results are available for review in the virtual document.

Outcomes: Academic Excellence, Research, MC Positioning

MC is an organization that strives for excellence. According to round table discussions, the subcommittee concluded that the new Mission with its three engines has propelled MC toward academic excellence. There is consensus that MC provides high quality programs that meet the demands of a global society. Students confirm MC Faculty's high standards of excellence and consider the curriculum to be relevant, up to date, and in the process of continuous revision. There is a general agreement about MC's genuine interest in providing students with a rich program of academic, cultural, social, and athletic activities to contextualize teaching. Related documentation is available at ER, Std. 1.

The following actions evidence MC efforts toward academic excellence: (a) professional accreditations for academic programs; (b) faculty training and development; (c) creation and revision of academic programs; (d) assessment; and (e) faculty evaluation.

Very much related to academic excellence is research. For many years, IAUPR was considered a "teaching institution". Although research has always been present at MC, it was not until very recently that it became a major goal. At present MC is considered a "doctoral-research institution" because of the number of students that receive doctoral degrees annually. Several initiatives have been undertaken to promote research on campus:

- An administrative office to support research and secure funds was created.
- Research centers related to academic disciplines have been established.
- Release time is granted to faculty members involved in research and publishing.
- Sabbaticals are awarded for research and publication.
- Academic forums are held to disseminate research and recent publications.
- Administrative support is given to research centers

- Funds are assigned to sponsor faculty to present at conferences and other academic activities in Puerto Rico and abroad.

Research is considered to be an essential part of academic life by the majority of the participants interviewed, because of its role in the development of knowledge. However, it was also pointed out by faculty, that it is an area that needs further attention at MC. The different approaches to research within the disciplines and the diverse faculty opinions with regard to its emphasis in undergraduate and graduate programs deserve a closer examination from faculty and administration. A culture of research is being nurtured on Campus. However, further attention needs to be given to the identification of new research lines, alignment between course load and line of inquiry, and the establishment of performance indicators for Campus research centers.

The current Mission statement has positioned MC as a center of excellence for higher learning, besides strengthening and promoting an image that serves as a base for marketing and public relations. For the last five years, the Campus has been a recognized cultural center in San Juan. MC has hosted important meetings and conferences in multiple disciplines; the art gallery has become an important exhibit hall; and the university theater is a popular venue for theatrical and musical offerings. More importantly, given the climate for tolerance and openness to diversity of opinions, MC has become a forum where people of widely differing points of view can come together to talk and share their ideas.

Recommendations

The agenda for the future includes:

- Complete mapping of the eleven MC Mission competencies with academic programs and curricula

- Strengthen research, innovation, and inquiry in undergraduate and graduate academic programs

- Increase the recruitment of international students and strengthen exchange programs for an enhanced multicultural education

STANDARD 2 – Planning, Resource Allocation and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Charges

The main purpose of the subcommittee on Standard 2 was to assess to what extent the planning process is congruent with the Mission and Goals and provides for community participation. The subcommittee also evaluated how well the planning and allocation of resources processes incorporate the assessment results. The subcommittee gathered information on the strategies developed to reduce cost, acquire external funds, maintain cash flow, and enhance fund raising capability to fulfill MC Mission and Goals. Data gathering followed the methodology described in Standard 1.

Findings

The basis of the annual planning process is a needs assessment performed at the academic department level and by administrative offices. This primary evaluation involves the examination of the status of all academic and service programs, and is conducted by department chairs and directors of support service offices. From this assessment process, the Chancellor's staff that includes all deans establishes annual objectives and priorities, and allocates funds to meet the needs of academic departments and administrative offices. The Central Office at the system level (CO) reviews the budget request and annual work plan (operational) and submits them to the Board of Trustees for their approval. The Budget Brief (Memorial de Presupuesto, VER, Std. 2) further details budgetary decisions based on assessment. Also MC has a five year Strategic Plan, based on its mission and goals, in alignment with the Institutional Strategic Plan

developed by the CO. The plan is implemented and evaluated using system performance indicators, discussed in Standard 7. Figure 2 summarizes the annual planning and budget process.
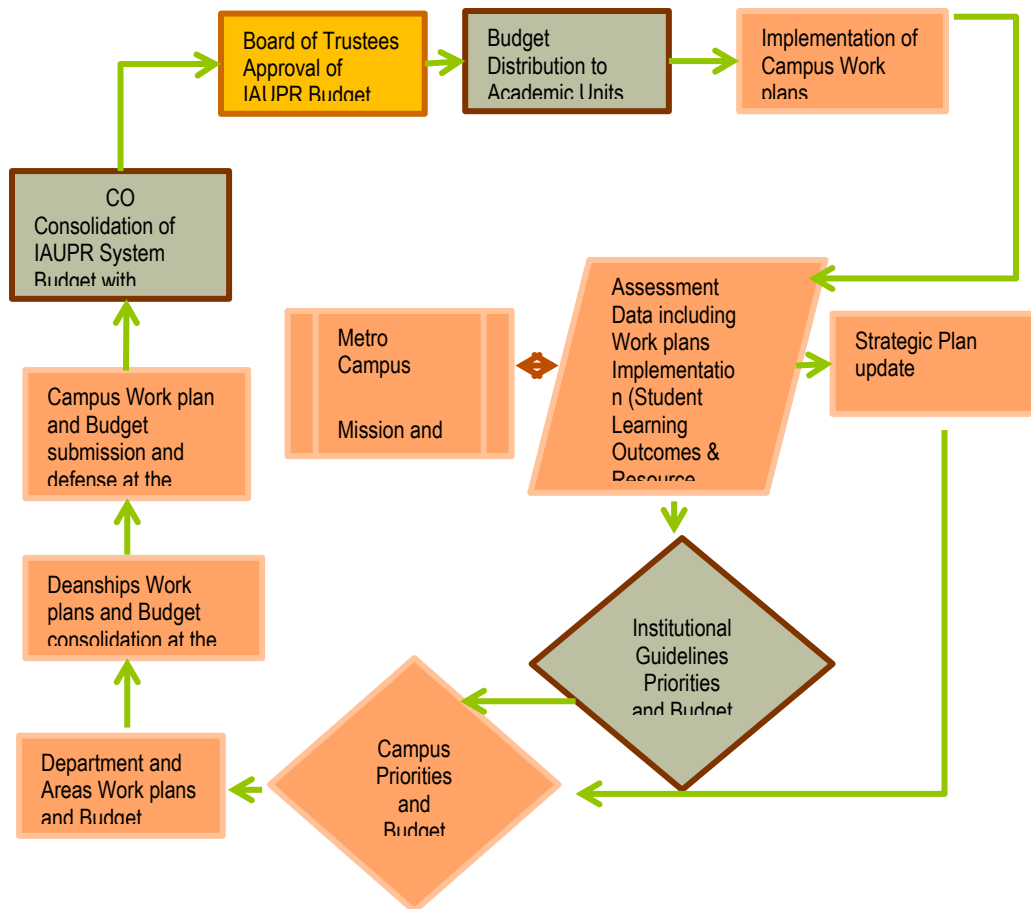
Figure 2. Annual Planning and Budget Process Flowchart

MC depends mainly on tuition and fees to finance its operation (see tables 1 and 2 and Figure 3). There has been a reduction in the percentage of tuition and fees mainly due to auxiliary enterprises, such as CEDIN, Continuing Education Program, cafeteria, and parking.

Table 1. Metropolitan Campus Total Income and Tuition and Fees Percentage

	2007-08	2008-09	2009-10	2010-11	2011-12
Tuition and Fees	96.73%	97%	97.43%	97.86%	95.56%
Total	$44,136,789	$48,118,997	$49,413,717	$54,144,237	$56,187,848

Source: Budget Brief

The percentage of compensation in the last five years has been reduced from 63% in 2007-2008 to 58% in 2011-2012 (63% in 2007-2008; 61% in 2008-2009; 60% in 2009-2010; 57% in 2010-2011; and 58% in 2011-2012).
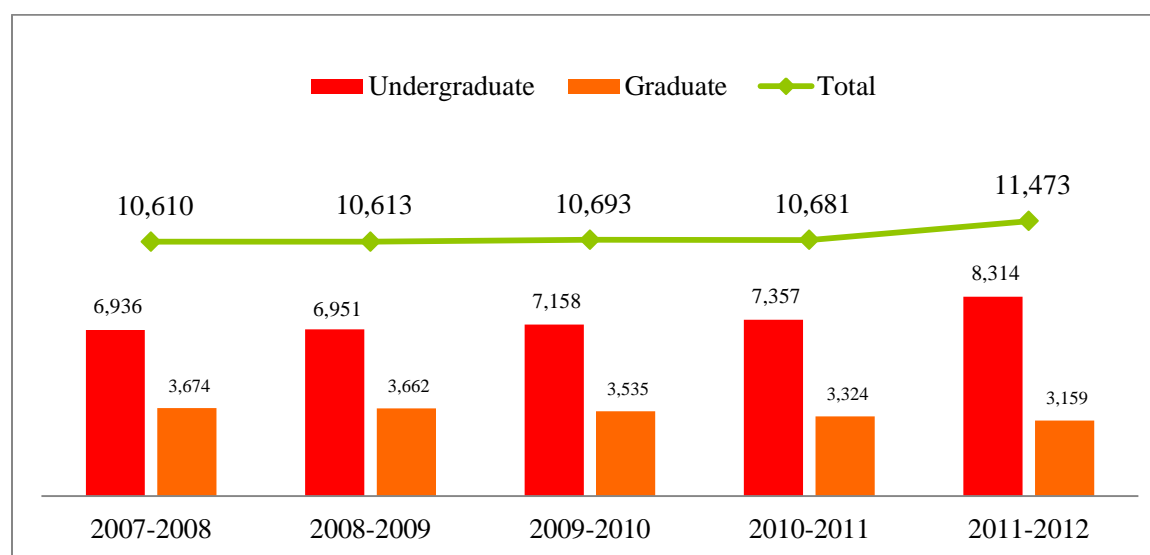
Source:Statistical Report
Figure 3. Enrollment 2007-2008 to 2011-2012

Resources are allocated in the following areas: instruction, academic support, student services, student scholarships, institutional support, operation and maintenance, auxiliary enterprises, and public service. The distribution of resources in the last five years shows that almost two thirds of resources are allocated to instruction, academic support, and student services. After the implementation of the trimester calendar, the percentage dedicated to student scholarships increased. This adjustment in student scholarships is part of the continuous analysis of Campus planning and allocation of resources (See Table 2). In the trimester calendar, an undergraduate full-time student takes 36 credit-hours in three terms from August to May, whereas a full-time student in a semester calendar takes 24 credit-hours in the same period.

Table 2. MC Resources and Allocation

Budget Summary	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Total	**$44,136,789**	**$48,118,996**	**$49,413,717**	**$54,144,237**	**$56,187,848**	**$61,131,884**
Instruction	44.54%	43.05%	42.91%	40.01%	39.62%	39.14%
Academic Support	8.82%	9.36%	8.52%	10.24%	8.37%	7.95%
Student Services	5.90%	6.24%	6.06%	5.92%	5.90%	5.62%
Student Scholarships	2.95%	4.16%	5.06%	5.43%	6.14%	7.02%
Institutional Support	8.42%	8.31%	8.38%	9.07%	8.30%	8.74%
Operation & Maintenance	10.98%	11.54%	11.60%	11.28%	11.77%	11.50%
Auxiliary Enterprises	2.03%	2.33%	2.12%	2.56%	4.80%	5.87%
Public Services	0.11%	0.10%	0.11%	0.14%	0.10%	0.11%
System Services	16.25%	14.90%	15.23%	15.34%	14.98%	14.05%
	100%	**100%**	**100%**	**100%**	**100%**	**100%**

Source: Budget Brief

The committee found that the process for planning and budget allocation serves the needs of MC. There is a wide perception that the process described in the flowchart incorporates revisions that are recurrent, cyclical and participatory. During round table discussions, participants reiterated that the allocation of funds begins in the classroom and extends to co-curricular and extracurricular activities to attain MC's fundamental goal: to provide a quality education to all students (see ER, Std. 2). Furthermore, MC is in compliance with the system performance indicators established by the Board of Trustees to monitor academic and service productivity (see Std. 7).

Significant changes based on annual evaluation have taken place at MC: (1) restructuring of academic faculties and departments; (2) creation of the CIIFE; (3) revamping of technological infrastructure; (4) renovation of physical infrastructure – faculty offices, faculty lounge, research centers, Enrollment Management offices, new multiuse rooms, Theatre, Student Center, Chapel, art gallery, a religious anthropology collection and a historical archive –; (5) establishment of CEDIN laboratory school; (6) establishment of additional locations in Caguas and in Bayamón;

(7) creation, revision, and phasing out of academic offerings; (8) change of calendars from semester to trimester; (9) growth in distance education; and (10) compliance with evidence based assessment.

There is consensus that three aspects characterize the planning and budget process at MC: (a) anchored on the Mission Statement; (b) data informed; and (c) highly participatory (see ER). One of the important findings is the leadership philosophy that influences the academic managerial style of MC as a nonprofit organization (see Figure 4).

MC Mission Statement

LEADERSHIP

Participatory management   **Data informed processes**
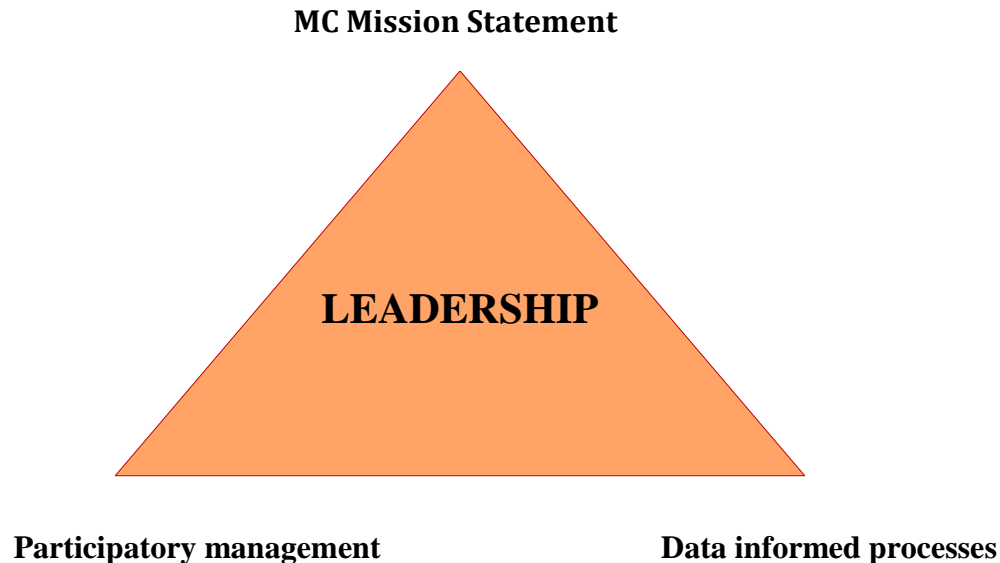
Figure 4. Leadership Philosophy

Mission anchored management

Throughout the interviews conducted with the Chancellor, academic deans, and key administrative personnel, it was evident that there is consensus on the fact that MC is a university rooted in academic traditions that follows its Mission and is managed with the same rigor and responsibility of a highly productive organization. While there has been considerable

discussion on the use of business terminology when analyzing higher education, there seems to be a generalized vision that the decision making process must have rigorous methods of accountability. There is also consensus that all planning processes and administrative actions arise from what happens in the classroom (see Standard 7).

An important finding is that in the last five years, MC has met the projected enrollment numbers. The new trimester calendar with increased number of credits taken by students has provided MC with additional funds that have been used to renovate the Campus in the following areas: technological infrastructure, physical facilities, student services, and faculty and staff development. Examples include the following:

- Redesign of all enrollment management offices to make them visible and customer oriented

- Staff training on leadership strategies and management

- Renovation of physical facilities to make them cost effective

- Installation of air conditioning in classrooms

- Renovation of the theater

- Opening of a Religious Anthropology exhibition and Historical Archives of Osiris Delgado

- Faculty development and sabbaticals

- Upgrading of computer laboratories and technological infrastructure

- Establishment of a trolley system for student transportation

- Improvement in Campus security through internal and external electronic surveillance

- Creation of a special fund for the Professional Accreditation Plan

- Establishment of CEDIN laboratory school

- Development of additional locations in Caguas and Bayamón

- Development of additional service projects for the community

- Establishment of a student organization conference room

Data Informed Management

Given the managerial philosophy embraced by MC top administration, there are visible efforts to carry out initiatives based on systematic gathering and discussion of data with administrators, faculty and students. To collaborate in the process of institutional data gathering, CIIFE was established in 2005. Its main responsibilities are to: (1) assist the assessment process of academic programs and services; (2) support strategic planning and the allocation of human, physical, and fiscal resources; and (3) identify grants to develop academic programs and services. CIIFE has four operational areas: planning, statistics, external funds, and billing state agencies for externally funded projects. Openness in MC planning and resource allocation is evidenced by the incorporation of an electronic document repository in Sharepoint to give access to constituents.

Participatory Management

Data gathering is an essential first step in all decision making processes, but making sense of data is even more important. To discuss issues, make decisions, and share information about academic and administrative matters, the Chancellor holds: (a) weekly meetings with deans and key personnel; (b) monthly meetings with MC Strategic Council (composed of deans, academic chairs and directors); (c) formal meetings with faculty and administrative personnel; (d) meetings with the Student Council; and (e) assemblies with the Academic Senate. Moreover, the Chancellor makes use of special events to share information with the constituents in general. This participatory management requires dialogue to transform data into information relevant to MC Mission and Goals. In addition, there are over 20 advisory committees, established at the beginning of each academic year, which provide input to the Chancellor regarding issues such as: Mission and Goals implementation, retention, Honors program, community wellbeing, safety and security, faculty issues, assessment, academic initiatives, and fund raising.

Another source of participation that widens the decision making process is the involvement of the community in four Campus advisory boards: the Community Advisory Council, which brings together business and educational leaders; Inter Ecclesiastical Council, composed of religious leaders of various faith communities; the Neighborhood Council that brings together nearby residents and business owners; and the Multicultural Dialogue Group that promotes dialogue among community members of different faiths.

Recommendations

The agenda for the future includes:

- Comply with Strategic Plan Performance Indicators related to students admissions, retention, graduation rates, and student satisfaction

- Appointment of a planning and budget advisory committee to the Chancellor to continue systematic assessment of planning and resource allocation

STANDARD 3 - Institutional Resources

The human, financial, technical, facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

Charges

The main charge to this subcommittee was to assess the availability and accessibility of the institutional resources necessary to achieve MC Mission and Goals and to assess compliance with the fundamental elements of the Standard: human, financial, technical, facilities, and other resources. The subcommittee reviewed the MC Strategic Plan (see VER, Std. 3) and interviewed key Campus personnel. MC Strategic Plan serves as the principal blueprint for planning, resource allocation, and assessment of Campus effectiveness and efficiency for a five year period.

Findings

Human Resources

MC faculty and administrative personnel have remained steady for the last five years as shown in Table 3. Standards 5 and 10 offer detailed discussions on administrative and faculty resources, respectively. At present, the percentage of full-time faculty that is tenured and tenure track is 95%. The average year of service for full-time faculty and administrators is 22.

Table 3. MC Faculty and Administrative Personnel 2007-2008 to 2011-2012

	2007-08	2008-09	2009-10	2010-11	2011-12
Full-Time Faculty	215	213	216	217	215
Part-Time Faculty	369	413	304	382	357
Administrative Personnel	295	290	293	295	329[1]

Source: BANNER (SIRTRAL) and Human Resource Office

Human resources are the most valuable asset of an academic institution. For this reason, MC has implemented several instruments to gather data for the development of faculty and administrative

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[1] Number includes 38 teaching and administrative positions for CEDIN.

personnel: formative and summative evaluations, job satisfaction assessment, mailbox suggestions, and surveys. These sources are considered important factors in establishing priorities for allocating funds (see Std 7).

Fiscal Resources

MC work plan articulates annual objectives and activities with Mission and Goals. Thus, establishing priorities for the allocation of resources is of crucial importance. Table 2 indicates the distribution of fiscal resources during the last five years (see Std. 2). Budget increased steadily between academic years 2007- 2008 and 2011-2012. Funds increased during this period mainly due to a change in the academic calendar from semester to trimester, allowing MC renewal in the following areas: infrastructure, technology, and professional accreditation requirements, as established in MC Strategic Plan and Information and Telecommunications Strategic Plan (see VER, Std. 3).

Other funds come from extramural sources for projects such as in-service teacher training and student retention initiatives. Table 4 indicates external funds approved from proposals.

With regard to fiscal challenges, the subcommittee observed that in order for MC to remain competitive and true to its Mission – offering an academic preparation geared toward the development of leaders and entrepreneurs who are committed to making significant contributions to society – it will need to maintain highly qualified faculty, adequate facilities and equipment, updated and pertinent academic programs, and appropriate student support services. All of this requires investment in human resources, capital resources, and entrepreneurial talent. MC needs to be aware of future changes that may impact its fiscal stability, including its dependence on tuition and fees.

Table 4. MC Extramural Funds

Title	Budget	Years
Department of Justice: Anti-Gang Initiative	$311,232	2006-2010
Association of Presbyterian Churches: Teaching of the Bible	10,000	2007-2008
Puerto Rico Department of the Family: *Protégeme*	75,000	2007-2009
Department of Justice: Project Safe Neighborhoods	182,422	2007-2010
USDE-Title IV: REDES	658,736	2007-2011
SBA: Small Business Development Center (SBTDC)	1,151,990	2007-2011
DHHS: SDS Metropolitan Campus Baccalaureate Nursing Degree (Scholarships)	251,410	2007-2011
National Science Foundation: Developing Computer Simulations Integrating Biomedical Research Techniques with Bioinformatics Tools, University of Wisconsin – River Falls	19,946	2008-2009
Puerto Rico Special Communities Office: Leadership Development	18,500	2008-2009
Puerto Rico Department of the Family: Softek/SICSTA	581,461	2008-2009
Puerto Rico Department of the Family: Social Worker Training ADFAN	331,645	2008-2009
Puerto Rico Department of Education: Board Certification Study Guide and Review	35,400	2008-2009
Puerto Rico Department of Education: Highly Qualified Teachers Certification of Mathematics, Chemistry, and English at the Elementary and Secondary Level	1,187,345	2008-2009
National Science Foundation: Puerto Rico Louis Stokes Alliance for Minority Participation (PR-LSAMP)*		2004-2011
Puerto Rico Environmental Quality Board: Noise Intrusion in Two Natural Reserves	13,325	2009-2010
Toyota Foundation: Development of Environmental Researchers and Interpreters	24,000	2009-2011
SDS Metropolitan Campus Associate Nursing Degree (Scholarships)	46,973	2009-2011
Institutional Seed Money Fund: The Return to the Community after Pediatric Cancer Treatment: The Physician's Experience	5,000	2010-2011
Institutional Seed Money Fund: Institutional Research Incentive: Study of the Proteins Immobilization on Modified Au Electrodes by Self Assembled Monolayers (SAMs) Processes	$5,000	2010-2011
National Science Foundation: Broader Participation Computing Alliance	35,400	2010-2012
USDE: LINUS-Mathematics and Science Partnership	1,500,000	2010-2013
Puerto Rico Industrial Development Company: Microsoft Innovation Center (MIC)	325,000	2010-2015
Puerto Rico Council on Education: Best Practices for the Learning of Reading and Writing in English and Spanish	190,357	2011-2012
USDE-Title V: P.A.R.E.S.	2,503,114	2011-2016
TOTAL	$9,463,257	

Source: CIIFE
*MC matching funds equals $100,000 annually.

Technical Resources

The rapid growth and development of technologies place a great demand on higher education to support academic programs and to make classrooms, laboratories, and information resources adequate. MC has 533 computers dedicated for student use, that is, a ratio of 22:1 students per computer. Besides the trends analysis in technology done by MC technology staff and

committees composed of faculty and administrative members, periodic surveys of student satisfaction about Campus life are conducted every two years. Based on the results of these surveys, Campus network communication has received utmost attention with a total investment of $2,823,337 in the last five years. In addition, MC has made readily available software applications and tools for the classrooms that would allow innovative and dynamic methods of instruction.

MC recognizes that access to learning and research resources improves educational and research programs. As an example, faculty members have expressed that the availability of classroom computer projectors with network access has enhanced their lectures and classroom activities. Furthermore, they also believe that the establishment of ten research centers provides space for students and faculty to establish learning communities that support a culture of research on Campus (see Std. 10).

Since 2005, MC has implemented a digital signage using nineteen LCD and plasma monitors displayed around Campus and in the Caguas additional location. This technology serves to strengthen communication with all constituents. Through digital signage as well as the Campus website, information in video clips about class scheduling, events, and Campus news can be shared and updated frequently saving the cost of printing.

To support distance learning and the incorporation of information technologies into teaching and learning, MC has a Distance Learning and Technological Development Center or CADDT by its Spanish acronym. This Center provides training to faculty members for the development of online courses and the enhancement of courses with online materials. It also provides assistance to faculty and students working with the Blackboard platform. There is a professional counselor dedicated to serve distance learning students. CADDT is responsible for certifying that online

courses have the same academic quality and rigor of traditional courses. It also serves as proctored testing center for online courses from IAUPR or other institutions.

Physical Resources

MC main location is at State Road Number 1, corner of Francisco Seín Street in San Juan and is comprised of 11 buildings of 65,920 m^2 and a six-story multilevel parking building of 4,929 m^2. The basement of this parking building houses the Information and Telecommunications Center (ITC), CADDT, CIIFE, the Small Business Technology Development Center (from a Small Business Administration grant), eight computer multimedia classroom, and one videoconferencing room. In total, MC has 148 classrooms including: 57 multimedia classrooms; 17 classrooms dedicated to the Music Department (sound proof cabins, piano labs, recording studio); one Medical Technology lab; three Nursing labs; eight Biology labs; six Chemistry labs; one Physics lab; and nineteen computer laboratories. All Campus locations and classrooms have access to Wi-Fi; in addition, 40% percent of classrooms are equipped with multimedia.

MC has the CEDIN laboratory school: preschool to 8, with an area of 7,970 m^2, located in a separate building near Campus; 9-12 located in a separate three story building on campus. MC is also renovating Bernardini Building, a historic construction of 1,678 m^2 to house the technical certificate and continuing education programs located in Hato Rey. MC has two additional locations, CUC, in the municipality of Caguas and CERMEB, located in the Bayamón campus.

MC takes advantage of student satisfaction surveys to assess the adequacy of its facilities (see Std. 7). In these surveys, students of various academic program levels and learning modalities participate. Each of these groups has different needs and demands. Some place emphasis on the physical infrastructure; others, such as those involved in distance education, place emphasis on the network and online campus services.

Other Resources

MC has established strategic alliances with industries, the government, and civic organizations to advance the Mission and Goals, as well as Puerto Rico's civic agenda. For example, the Microsoft Innovation Center (MIC) brings together technology oriented student entrepreneurs, top faculty, and business people to help small business development in Puerto Rico. MIC develops innovative proof of concepts (POC) and is involved in R&D. It also serves as an incubator for new programs, applications, and business enterprises. This in turn will enable companies to create complete solution offers based on Microsoft technologies at a very low cost. This project, subsidized by the government of Puerto Rico, Microsoft, and MC, enables companies to transform the way they do business and create jobs. Since 1989, IAUPR has been the recipient of the Small Business Administration grant for the development of small business in Puerto Rico. As part of the grant, MC has been the host of a development center, which provides opportunities for faculty and students to participate in research and consulting. Special support is given to students' entrepreneurial initiatives.

Another example of strategic alliances has been the establishment of a Religious Anthropology exhibit and the historical archive of Osiris Delgado, a renowned Puerto Rican historian and artist. MC is the legal custodian of both collections. The exhibition and archive serve not only to enhance students' learning experience, but also to foster multi religious dialogue and nurture the humanistic experience of the community at large.

A strategic alliance that is key to the development of Campus Mission and Goals is the Community Advisory Board composed of 24 entrepreneurs and academic leaders. They serve as a sounding board for future academic and administrative projects, propose new ideas, and make recommendations. The Advisory Board has been instrumental in the revision of the Strategic Plan and in generating innovative ideas for promotion and recruitment. MC takes advantages of

these strategic alliances as a platform to disseminate culture, to respond to constituents, and as a

network for employment and support for students and alumni.

Recommendations

The agenda for the future in institutional resources includes:

- Identify alternatives to face challenges of higher education such as new regulations related to financial aid and changes in student demographics

- Implement a plan for faculty and administrative personnel renewal

- Increase external funds from research grants

STANDARD 4 - Leadership and Governance

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Charges

The subcommittee for the standard on Leadership and Governance examined governing bodies at Campus level — Academic Senate and Student Council. It also analyzed how the relationship between the University System and Campus governing bodies supports the fulfillment of Mission and Goals. To obtain the data and information necessary to fulfill this task, the subcommittee collected and reviewed different MC official documents including: Administrative Personnel Handbook, Faculty Handbook, General Student Regulations, Constitution and Bylaws of the Academic Senate, job descriptions, Periodic Review Report 2008, and assessment and planning documents (see VER, Std. 4).

The subcommittee administered a survey among a sample population of MC administrators (42%), faculty (49%), and students (9%) in October and November 2011. The survey instrument included 10 statements regarding the participants' knowledge of their roles and responsibilities as described in MC official documents (see ER, Std. 4).

Findings

The highest governing body of IAUPR is the Board of Trustees. The normative document G-011-99 *Policy and Guidelines for Interaction between Faculty, Students, and the Board of Trustees* expands and explains the opportunities for interaction of the Board with University constituents (see VER, Std. 4). This document points out that the Board and its standing committees may request the participation of those members of the University community who in

their judgment can make significant contributions to the fulfillment of Board or committee duties. This invitation to interact with the Board or its committees is channeled through the President of the University and the corresponding University organizations.

Certain special or ad hoc committees of the Board may also use the above mentioned mechanism to receive contributions from members of the University community. There is, however, an ad hoc committee that interacts with the University community without channeling the invitation through the President and without his coordination. This is the committee that periodically evaluates the President's performance. It acts independently and only informs the President that it will be interviewing people on a particular campus or site. This committee makes a special effort to interact with all segments of the University community as well as with the external community. The Board can receive advice from the University Council and the Campus Academic Senate, channel through the President in subject areas or issues related to strategic planning, budget priorities and academic policies.

The Board of Trustees appoints the President, vice-presidents, and chancellors of the academic units (G-1004-019 *Roles of the Vice Presidents, CEOs, and the Relations with the President*, in VER, Std. 4). The President has the authority and responsibility to implement and execute the institutional policies that are duly adopted by the Board. He has an annual official meeting at each campus community members, two annual meetings with the Student Council, and one annual meeting with deans and key personnel. He also participates in official Campus events.

The Chancellor is the Chief Executive Officer of the Campus. Chancellor Wayland was appointed in October 2004. Previously, she was Chancellor of Bayamón Campus (1997-2004) and Ponce Campus (1989-1996). As mentioned before, her leadership philosophy is geared to results and characterized by data informed processes and participatory management.

The Mission statement establishes the importance of participation of all constituencies in the decision-making process. MC Strategic Council serves as an advisory board for planning and budgeting as well as liaison with other Campus constituents. As a tool to keep the community informed, a digital signage has been adopted. In addition, the Chancellor makes use of social networks, reports, newsletters, e-mail, and other written communication to address the community. Ninety-four percent of the survey participants were in total agreement or in agreement with the statement *MC continuously communicates to the community its mission, goals as well as its academic programs.*

The Academic Senate is composed of 24 faculty, 12 administrators, 6 students, and two ex-officio members, the Chancellor and the Executive Secretary. This body legislates in matters related to curriculum, academic norms, student regulations, and the Faculty Handbook. All resolutions of the Academic Senate need ratification from the University Council, a system wide governing body composed of each campus Senate President, university system Vice Presidents, three Chancellors appointed by the President, and two students. Ex-officio members are the Executive Secretary and the President. Resolutions from the University Council require Presidential approval. Furthermore, resolutions related to the Faculty Handbook and General Student Regulations require the Board of Trustees approval.

Students have access to leadership positions through the University Council, the Academic Senate, the Student Council, and student organizations. The election of student representatives to the University Council, the Academic Senate, and the Student Council is in accordance with General Student Regulations, Chapter III, Article 1, Section B (see VER, Std. 4). The composition of the Academic Senate consists of one student representative for every four faculty representatives and one administrator for every two faculty members. As members of these

bodies, students, faculty, and administrators share information and participate in the governing process. The Senate meetings are a forum for the Chancellor to share her vision for MC growth and development, for Senate members to show leadership, and to evidence the synergy between MC and IAUPR as a system.

The roles and responsibilities of each constituent group at MC are shared and communicated through many sources. Formal meetings with all faculty members, full and part-time, and administrators are held, twice per semester. In addition, the Chancellor and the Dean of Studies meet with academic deans, chairpersons, and other key staff, on a weekly basis. The Chancellor, as a member of the Academic Senate, regularly informs that governing body about important issues and decision making processes concerning MC. Faculty, students, and administrators use the university email system for a more effective communication within Campus.

Faculty members can actively participate in decision making processes through their involvement in departmental and institutional committees, such as: Formative and Summative Evaluation Committees, Committee for Promotions, Tenure, and Changes of Contract, Committee for Sabbatical Leave and Study Grants, and Faculty Appeals Committee. They can also participate in special committees related to changes in the curriculum, innovations in teaching, improvement of the Information Access Center (Library), and recommendations pertaining to the appointment of department chairs. Eighty-eight percent of the participants in the survey were in total agreement or in agreement with the statement that *The procedures for the selection of leaders in the MC are well established in official documents*, while 69% of participants were in total agreement or in agreement *All the members of the MC community have access to leadership positions.*

Recommendations

The agenda for the future includes:

- Develop a comprehensive plan for the recruitment and development of new Campus

  leadership for the decades ahead

STANDARD 5 - Administration

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

Charges

This subcommittee considered Campus administration and its effectiveness in leading its constituents toward a shared vision of their contribution to a higher education of excellence in Puerto Rico. For this charge, the committee analyzed organizational charts, reports on recent restructuring changes, official handbooks and manuals, as well as interviewed key personnel.

Likewise, the academic community's perception of MC organization, administration, and governance was also analyzed. The subcommittee conducted interviews, surveyed focus groups, and analyzed documents (see ER, Std. 5). Through this method, the subcommittee reviewed the decision making process related to issues concerning academia, administration, and governance. As stated in Standard 4, a 10 statement survey was conducted among a sample population regarding the participants knowledge of their roles and responsibilities as described in MC official documents.

Findings

As stated in Standard 3, MC faculty and administrative personnel have remained steady for the last five years. At present, the average years of service of administration is 22. There are 329 administrative personnel at MC, including 38 at the CEDIN laboratory school. As the profile depicted in figures 5 to 10 indicates, personnel is highly qualified, composed mostly of women, who perform professional and executive tasks.
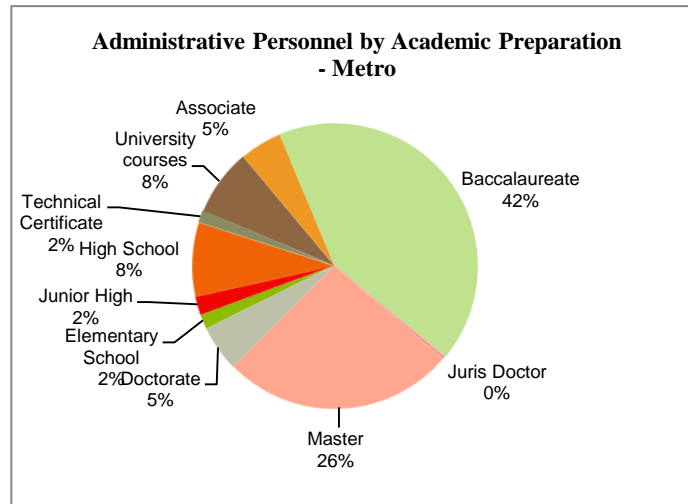
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Figure 5. MC Administrative Personnel by Academic Preparation
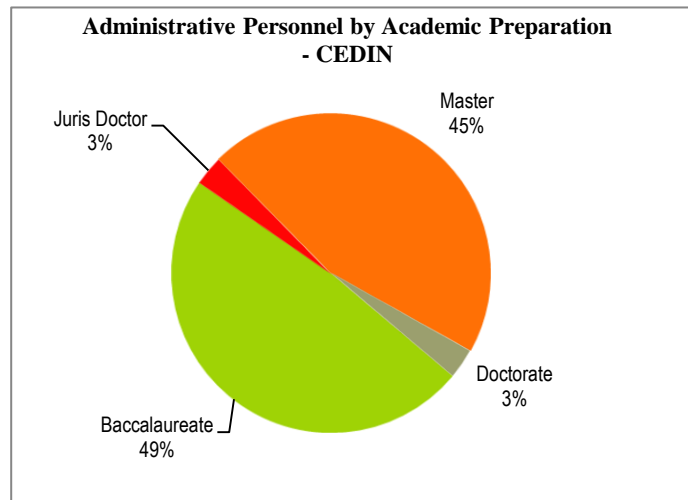
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Figure 6. CEDIN by Academic Preparation
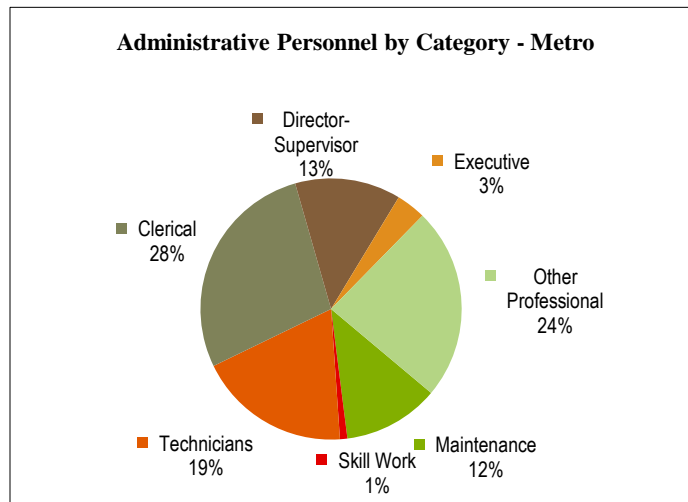
Figure 7. MC Administrative Personnel by Category
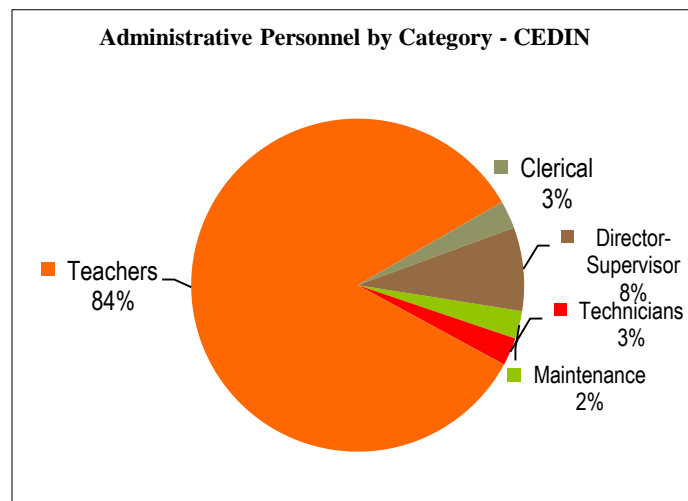
Figure 8. CEDIN Personnel by Category
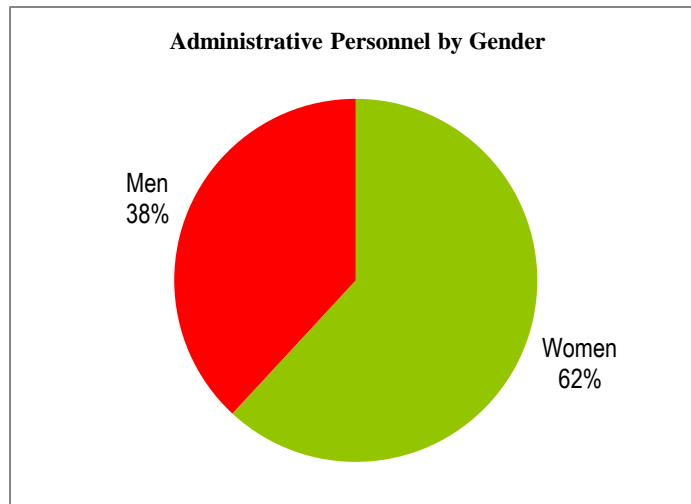
Figure 9. Administrative Personnel by Gender
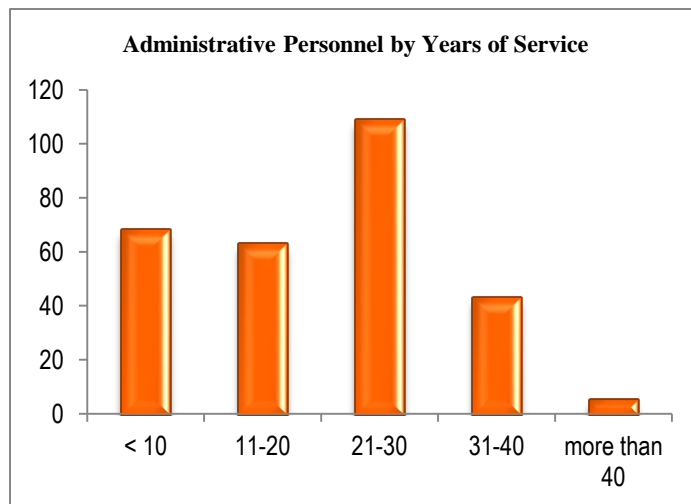
Figure 10. Administrative Personnel by Years of Service

MC organizational structure has undergone significant changes during the past years. The academic structure is now organized into four interdisciplinary divisions or faculties. See detailed organizational structures for each division in Appendix 2.

METROPOLITAN CAMPUS ORGANIZATION CHART

ACADEMIC SENATE Prof. Jossie De Varona President	**CHANCELLOR** Prof. Marilina Wayland	**EXECUTIVE ASSISTANTS** Ms. Evelyn Vega Mr. José L. Colón

DEAN OF STUDIES
Prof. Migdalia Texidor

EDUCATION & BEHAVIORAL PROFESSIONS
Dr. Carmen Collazo, Dean

HUMANISTIC STUDIES
Dr. Olga Villamil, Dean

SCIENCES & TECHNOLOGY
Dr. Izander Rosado, Dean

ECONOMIC & ADMINISTRATIVE SCIENCES
Prof. Fredrick Vega, Dean

DEAN OF ADMINISTRATION
Mr. Jimmy Cancel

DEAN OF STUDENTS
Dr. Carmen Oquendo

INSTITUTIONAL RESEARCH & EXTERNAL FUNDS

MARKETING AND STUDENT PROMOTION
Mr. Reinaldo Robles, Director

PUBLIC RELATIONS
Mr. Pedro Rabel Pérez, Officer

ENROLLMENT MANAGEMENT
Mr. Luis E. Ruiz, Manager

INFORMATION & TELECOMUNICATIONS CENTER
Mr. Eduardo H. Ortiz, Director

Chaplain
Rev. Arelis Cardona

INTERNATIONAL RELATIONS OFFICE
Prof. Ramón Ayala, Director

Figure 11. MC Organizational Structure

Restructuring responded to the following specific aims:

- Differentiate the roles of deans and school and department chairs

- Facilitate decision making

- Foster a client-oriented philosophy in all academic and administrative processes

- Strengthen capacity to serve the growing population of international students

- Encourage the effective use of faculty resources among departments

- Promote an interdisciplinary emphasis in the curriculum

- Create a structure to support institutional research and external funds

- Enhance support for distance education

Ninety one percent of the participants in the survey mentioned in Std. 4 were in total agreement or in agreement with the statement: *The organizational structure of the MC is aligned with its mission*. Seventy nine percent were in total agreement or in agreement with statement: *The organizational structure changes of the last few years caused positive changes*.

The roles and responsibilities of academic deans, professional school directors, department chairs and coordinators are defined in the Job Descriptions document and the Faculty Handbook (March, 2008). Administrative personnel have access to the Job Descriptions document at the Office of Human Resources and through MC web page. Department chairs and coordinators are faculty members; therefore, their roles and responsibilities as professors are outlined in the Faculty Handbook.

Seventy two percent of the participants in the survey were in total agreement or in agreement with the statement: *The tasks of your position are well defined in MC's official documents*. Seventy nine percent were in total agreement or in agreement with the statement: *The responsibilities of your position are well defined in MC's official documents*. However, only

54% were in total agreement or in agreement with the statement: *The tasks and responsibilities of your position are communicated effectively to the MC community*.

The process for evaluating administrative personnel is well-defined and based on the specific job descriptions. However, according to the Institutional Work Environment Survey (See Std. 7) only 54% of the participants agree that their contributions are communicated and acknowledged by MC community. The Institution aims for at least 70% satisfaction in all items of the survey. In order to improve this perception, changes were made to the annual recognition activity held on Campus. Every year outstanding performance and contributions are identified and special awards are given. Furthermore, at the Institutional level, a study on work environment was initiated in academic year 2007-2008. According to this study, MC personnel indicated only 43% were satisfied and highly satisfied with the consideration given to family life and 39% were satisfied and highly satisfied with the recognition received for their work. Actions taken include training to supervisors to make them aware of the importance of personnel satisfaction. An annual family day was instituted with great acceptance from the university community. The Institutional study on work environment was administered in year 2011-2012 (see ER, Std. 4).

The new structure facilitates projects like the CEDIN laboratory school, established with the purpose of providing an education of excellence to children from pre-school through 12th grade. CEDIN serves as a practicum scenario for students in Teacher Education, Social Work, and Psychology and promotes multidisciplinary research.

Each academic year, MC commits $75,000 to the Administrative Personnel Development Plan. This Plan includes activities to strengthen MC client-oriented philosophy, enhance English proficiency, improve supervisory leadership and roles, advance the academic credentials of employees, and foster a wellness environment. Worth mentioning is the *Distínguete Program*, a

Campus in-service initiative geared to developing personnel through workshops offered *ad-honorem* by qualified faculty. MC Administrative Personnel Development Plan complies with federal regulations, such as ADA and sexual harassment, among others.

Internal monitoring, as well as internal and external auditing during the last five years, demonstrate MC compliance with system policies and regulations. In addition, MC has established internal procedures that guarantee and facilitate compliance with policies and regulations (see Appendix 3, Monitoring and Audits Performance).

Recommendations

The agenda for the future includes:

- Train personnel to deal with a culturally diverse student body

- Evaluate administrative processes that affect a growing population of distance learning students

- Improve administrative personnel satisfaction through the implementation of activities such as annual performance recognition, family days, and wellness fairs

STANDARD 6 - Integrity

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

Charges

This subcommittee examined how effectively MC disseminates among its constituents the federal, state, and institutional laws, policies, norms, and regulations that affect the operation of academic programs and curricula, as well as the students, faculty, and administrative personnel, and the Campus services. It also examined how MC informs constituencies about student learning outcomes and lastly if it complies with all federal, state, and institutional norms and regulations.

Key personnel responsible to disseminate and implement institutional policies, norms, and regulations were interviewed to gather data as evidence for this Standard. Data from grievances have been gathered to demonstrate how policies and norms have been implemented in the last five years to guarantee and support academic and intellectual freedom.

Findings

MC informs its constituents of the Mission and Goals, academic offerings, and services in various ways: webpage, brochures, digital signage, newspaper, and billboards. MC personnel participate in school fairs and open houses in and outside Puerto Rico to promote academic programs and recruit new students. As part of IAUPR system, MC shares normative documents that include federal and state laws, and institutional norms and regulations: General Catalog, Graduate Catalog, General Student Regulations, and Regulations for Students Athletes, Faculty Handbook, and Administrative Personnel Handbook (see VER, Std. 6). These documents are updated at the system level and are also available online at

http://documentos.inter.edu/docs/index.php. There are also normative documents that describe processes and guidelines that regulate all academic, student, and administrative activities. These documents are also available via the web. To disseminate changes in norms and regulations, the Chancellor has established the following process: (1) As soon as a new law, policy, norm, or regulation is received, the Chancellor discusses it with her staff, the Strategic Council, Academic Senate, faculty, and administrative personnel; (2) the Chancellor's office sends the normative document to Enrollment Management, Academic Departments and Deanships; (3) each area supervisor is responsible for the discussion of the implementation phase with collaborators; and (4) the normative document is implemented across Campus (see Figure 12).

Normative documents are the basis for addressing grievances and complaints regarding ethical practices in teaching, scholarship/research, and service. The General Student Regulations handbook: (1) discloses the rights, duties and responsibilities of students as members of the university community; (2) establishes organisms that assure a democratic participation and representation of students in university life and foster responsible leadership; (3) outlines the norms of coexistence that help create and maintain a healthy and safe environment that stimulates learning, camaraderie, service, and work among students, faculty, administration, and the community in general; (4) establishes guidelines on proper behavior for university coexistence; and (5) delineates disciplinary sanctions corresponding the transgressions through fair, fast, and effective procedures. As a result, these norms and regulations contribute to maintain an adequate institutional climate for the best development of the teaching and learning processes.

Metropolitan Campus Flowchart of Laws, Policies, Norms, and Regulations Dissemination among Constituents [1]

The Chancellor's Office receives Federal, State, and Institutional laws, policies, norms, and regulations that affect the operation of academic programs and curricula, students, faculty, administrative personnel, and Campus services.

Prof. Marilina Wayland, Chancellor, discusses laws, policies, norms and regulations with her Staff

Enrollment Management

Dissemination to office directors of norms and regulations

Discussion and implementation of norms and regulations by collaborators

The Chancellor's office sends normative documents to Enrollment Management, Academic Faculties, and Deanships:

Academic Faculties and Deanships

Dissemination to chairpersons in Academic Departments and Schools, and to all personnel with supervision responsibilities

Discussion and implementation of norms and regulations by all collaborators in Academic Departments, Schools, and Deanships

Figure 12. MC Flowchart of Laws, Policies, Norms, and Regulations Dissemination among Constituents

[1] IAUPR Norms and Regulations are published via web in http://documentos.inter.edu/docs/index.php

During the last five years, there have been 48 complaints raised by students to the Dean of Students; 40 were related to student-student grievances and 8 to student-faculty grievances. In addition, 10 complaints were presented to the Dean of Studies related to grades and course requirements during this period.

Table 5. Student against Student Grievances

	2007-08	2008-09	2009-10	2010-11	2011-12
Student against Student Grievances	10	9	5	10	6

Source: Deanship of Students

Table 6. Student against Faculty Grievances

	2007-08	2008-09	2009-10	2010-11	2011-12
Student against Faculty Grievances	4	1	2	1	0

Source: Deanship of Students

The Faculty Handbook includes general information about IAUPR, and it is product of a joint effort by the faculty, administration, and the Board of Trustees of the University. It includes rules, norms, and procedures related to full-time faculty regarding academic freedom, scholarship, and research. It also establishes a grievance procedure and a way to appeal through a Faculty Appeals Committee, which reviews grievances and recommends the action to be taken by the administration. There was only one grievance considered at the Faculty Appeals Committee during the last five years. In October 2009, the Central Office conducted a monitoring of the Faculty Appeals Committee for the years 2004-2005 to 2008-2009 and found that MC complied with all norms and regulations regarding the Faculty Appeals Committee.

The Administrative Personnel Handbook contains policies, norms, and regulations regarding hiring, evaluation, and dismissal of administrative personnel. It also includes norms, duties, and responsibilities that all administrative personnel must comply with, and responds to federal and state laws, as well as institutional norms and regulations.

During the last five years, there have been 137 recruitments, 28 employees have been promoted, 66 have retired, and 6 have been dismissed in accordance to the dispositions included in the Administrative Personnel Handbook or Faculty Handbook (see Table 7).

Table 7. Employees Recruitments, Promotions, Retirements, and Dismissals (2007-2012)

	2007-08	2008-09	2009-10	2010-11	2011-12
Recruitments	18	8	26	47	38
Promotions	4	0	8	8	8
Retirements	14	7	17	16	12
Dismissals	0	1	2	0	3

Source: Human Resources Office

There were seven (7) grievances presented by administrative personnel: 4 in 2007 and 3 in 2009. All were considered according to policies, norms, and regulations. To analyze grievances, the Campus has the assistance of the System Office Legal Counsel.

To comply with the Student Right-to-Know Act, and as part of the report on completion and graduation rates in academic programs with certification test, MC has posted on the webpage the results of Psychology, Medical Technology, Teacher Preparation Program, and Nursing tests. A discussion on these results will be provided in Standard 14.

In terms of plagiarism and protection of intellectual property, there are continuous efforts to address these issues in this time of rapid changes in information technologies, especially in distance learning modalities. The Campus webpage includes guidelines for online students. These guidelines provide information about plagiarism, fraud, authentication, and technical requirements for distance education. MC has initiated the implementation of authentication processes for online students. It also acquired software to identify plagiarism (Collaborate IM, SafeAssign, and Respondus LockDown), as part of the efforts to prevent intellectual property violations. Dishonesty, fraud, and plagiarism are subject to disciplinary sanctions as stated in General Student Regulations, Chapter V, and a warning to that effect appears on syllabi. In

addition, the CADDT, the ITC, and the Faculty Development Plan address these important issues of integrity in higher education.

Regarding policies and procedures for maintenance of student records, MC complies with Family Educational Rights and Privacy Act (FERPA) and Puerto Rico laws on privacy. The implementation of policies is monitored by internal and external auditors annually and the Campus has never received any complaint or recommendation about the maintenance of student records.

Communication with constituents has many formal and informal channels. One of them is working with community groups. As mentioned in Standard 2, there are four community groups that advise the Chancellor in various matters: Community Advisory Board, Inter Ecclesiastical Council, Neighborhood Committee, and Multi-Cultural Dialogue Group. The Community Advisory Board is the sounding board for strategic planning. The Inter Ecclesiastical Council is composed of Christian leaders that contribute to Campus Pastoral Plan with the Chaplain's Office. The Neighborhood Committee, composed of community business owners, works toward maintaining a safe environment around Campus. The Multi-Cultural Dialogue Group is the advisory board of the Religious Anthropology exhibition and promotes dialogue among community members of different faiths.

Recommendations

The agenda for the next five years includes:

- Train faculty in the areas of compliance with new regulation and student affairs

- Strengthen authentication procedures for distance learning

- Ensure that MC promotional materials are available in Spanish and English

STANDARD 7 - Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Charges

The Standard on Institutional Assessment articulates MC efforts to gather empirical and measurable evidence to evaluate congruence between Mission and Goals and student learning outcomes. It takes into consideration outcomes from the Chapters on Standards 1 to 6 to formulate recommendations and an action agenda for the next five years.

The methodology for Standard 7 was to gather institutional data and analyze how data have been transformed into information for decision making on planning and resource allocation processes.

Findings

To address the institutional assessment agenda, the Campus established in 2005 the Center for Institutional Research and Sponsored Programs (CIIFE). CIIFE's work responds to Goal 9 of Campus Mission and Goals: *Develop an organizational culture of cost-effectiveness and efficiency by strengthening the planning and evaluation processes that lead to strategic allocation of the human, physical, and financial resources needed to achieve the goals and objectives of the programs, activities, and services offered by the campus* (see Std. 1).

CIIFE updates institutional data of students and faculty. It gathers data concerning board certification and surveys of student satisfaction at the undergraduate and graduate levels, alumni, employers, and work environment (staff survey). It also coordinates meetings for the strategic planning process, prepares official documents, and helps in the establishment of priorities according to academic programs and student needs.

Outcomes assessment guides planning and resource allocation processes at MC. The assessment, planning in allocation of resources cycle starts as, shown, in figure 13, starts in August with the evaluation of the previous academic year and updating of the Strategic Plan.

JULY: Analysis of budget approved by Board of Trustees and review of annual work plan

JUNE: Annual Reports

MAY: Academic year evaluation; PEG tests; Administration of other Campus instruments: New Mission competencies, internationalization

APRIL: Institutional assessment: satisfaction surveys (undergraduate/graduate, distance learning, work environment)

MARCH: Institutional assessment of employers and alumni by academic programs

FEBRUARY: Budget defense at the Central Office

JANUARY: Budget cycle continues (Phase 3)

DECEMBER – Budget cycle continues (Phase 2)

NOVEMBER: Budget cycle starts (Phase 1)

AUGUST: Strategic five year Plan revision; Classroom assessment data gathering initiated

SEPTEMBER: Campus receives results of institutional assessment; Faculty meetings; CIIFE produces reports on: first-year students, administrative personnel, students by major, and retention rates by cohort

OCTOBER: Analysis of results and action plans; Program assessment; Enrollment projections for the next year. Budget recommendations for the next academic year initiated

Figure 13. Assessment, Planning, and Allocation of Resources Cycle at Metro Campus

During the months of September to November, the outcomes assessment results are analyzed and taken into consideration for the next year planning and budget cycle. The planning and budget cycle starts in November at level 1, departmental level, followed by level 2, deanship level, and level 3, Chancellor's level. In February, Campus annual work plan and budget is submitted for the consideration and approval of the President and the Board of Trustees.

On Mission and Goals

As stated earlier, in Fall 2009 MC initiated the implementation of a new Mission and Goals. The revised Mission statement emphasizes the development of leadership and entrepreneurial skills to an internationally diverse student population. MC's new mission also identifies the commitment to community service, democratic values, and the Christian ecumenical tradition of the University.

There are three engines in the Campus Mission and Goals: entrepreneurship and leadership; internationalization; and community service and values. During the academic years 2009-2010 and 2010-2011, MC participated in the American Council on Education (ACE) Internationalization Laboratory to gather relevant information, analyze the status of Campus internationalization, and formulate appropriate recommendations. In 2010, an ACE Peer Review Visit Team concluded that:

> *Inter American University – Metropolitan Campus is clearly fortunate to have strong support for internationalization from many faculty and administrators. Of course, conversations about internationalization must continue, in order to widen this base of support so that the university can effectively achieve its vision and mission in terms of internationalization and to prepare its students to be leaders in a global world. The institution is well positioned to continue its work in internationalization because it has all the key ingredients: leadership, energy, and a clear sense of direction* (see VER, Std. 7).

MC has implemented a strategic plan to guide internationalization efforts. This plan allowed MC to identify internationalization competencies and initiate their assessment. In May 2012,

competencies for the other elements of the Mission (leadership and entrepreneurship and values and community service) were identified. Assessment was initiated with the administration of a questionnaire for the eleven MC Mission competencies as a pilot effort, as mentioned in Standard 1.

In terms of entrepreneurship, the Campus has recognized that there are knowledge, skills, and attitudes that all graduates should acquire to compete and excel as makers of their future in a global scenario. For that reason, MC included in the Faculty Development Plan training geared toward the incorporation of entrepreneurship across the curriculum. In addition, a minor in Entrepreneurship has been developed to serve students from all areas and disciplines.

On Planning and Resource Allocation

In 2006, the Board of Trustees established performance indicators to evaluate the University System Strategic Plan. These performance indicators have been revised in alignment with the Institutional Vision approved by the Board of Trustees for the university system, which defines IAUPR's aspirations as *a top quality higher education institution in search of academic excellence, with emphasis on the formation of individuals with democratic and ethical values within an ecumenical Christian context* (see General Catalogue, VER Std. 7).

Performance indicators guide the strategic direction of the System in the following dimensions: academic excellence, administrative quality, and the Christian ecumenical context. Within the academic excellence dimension, performance indicators are related to faculty member research, innovation, extramural funding, academic offerings, and accreditation. The administrative quality dimension takes into consideration student services, finance, management and administrative organization, institutional influence and impact, physical infrastructure, and information and telecommunications. The Christian ecumenical context consists of religious life indicators, which are related to pastoral activities, community service projects, and moral

infrastructure projects. During the last five years, these performance indicators have supported the institutional effectiveness evaluation and served to establish annual priorities for resource allocation. Performance indicators show metrics at the system level, that is the aggregate of all academic units' performance. In some instances, MC exceeds the system level metrics as shown in Table 8.

Table 8. Performance Indicators for Planning and Resource Allocation: MC DATA[2]

AREAS	2006-07	2007-08	2008-09	2009-10	2010-11	PERFORMANCE INDICATORS FOR UNIVERSITY SYSTEM AS A WHOLE ESTABLISHED IN 2009
STUDENTS						
Students admitted	1,299	2,040	1,004	1,874	2,096	Increase 1,000 students admitted and enrolled in 5 years
First-year retention		70%	74%	68%	73%	Increase the first year retention rate from 70% to 75% in 5 years
Baccalaureate graduation in six years or less	21%	16.9%	20%	19.6%	23%	To increase baccalaureate graduation rate in six years or less from 26% to 30% in 5 years
Student satisfaction (Student Satisfaction Survey are administered every two years and there are two versions: undergraduate and graduate level			38 out of 41 items in the Graduate Survey were rated in the 80% of satisfaction or higher		51 out of 53 items in the Under-graduate Survey were rated in the 80% of satisfaction or higher	Maintain, at least, an 80% of satisfaction in all items of the Student Satisfaction Survey
FACULTY						
Doctoral degree	54%	53%	56%	58%	58%	Increase from 38% to 43% the full-time faculty with doctoral preparation in 5 years
Faculty members active in research	11	34	29	59	39	Increase from 84 to 134 faculty members active in research in 5 years
Full-time faculty members participating in activities that promote the education in democratic and ethical values in a Christian and ecumenical context				150	200	Train 100 faculty members annually in the areas of Christian, ethical, and democratic values
Faculty members certified or re-certified for e-learning				116	127	Certify and recertify 50 faculty members in e-learning annually
Faculty members participating in professional development activities to enhance teaching and learning		126	172	189	189	Train 400 faculty members in teaching strategies
ACADEMIC OFFERINGS						
Academic programs revised according to the System Plan for Revision of Academic Offerings	7	9	8	2	14	Review 100 academic offerings in 5 years
New programs	7	10	7	4	3	Create 10 academic programs annually
Accreditation or reaccreditation of academic offerings						Accredit or reaccredit 10 academic offerings in 5 years according to the Professional Accreditation Plan
Boards and examinations in professional programs:						Obtain better results than the Puerto Rico average in all

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[2] It has to be noted that performance indicators were introduced by the Board of Trustees in 2006, but not all indicators were collected since the beginning of this initiative. Some indicators have been added during the years, for example, the use of classroom space was added in 2010-2011. For that reason, some years have no information included, because it was not required to be reported to the Board of Trustees for that particular year.

AREAS	2006-07	2007-08	2008-09	2009-10	2010-11	PERFORMANCE INDICATORS FOR UNIVERSITY SYSTEM AS A WHOLE ESTABLISHED IN 2009
Education, Psychology, Medical Technology, and Nursing (See Standard 14)						professional board and tests in the next 5 years.
On-line academic offerings			2	4	3 Orlando	Create 10 on-line academic offerings in 5 years
Syllabi revised to include Christian, ethical, and democratic values…				1	66	Include the democratic, ethical, and Christian ecumenical values component in 10 courses annually for the next 5 years
MANAGEMENT						
Organizational structure changes				1 Office of Inter-national Relations	2 School of Languages, CEDIN	Comply with the necessary changes in organizational structure based on evaluations and legal requirements
INSTITUTIONAL INFLUENCE AND IMPACT, MARKETING AND PROMOTION						
University perception among the community						Achieve 8.75 points, in a 1 to 10 point scale, in the category of general evaluation in the "Estudio sobre la Percepción de las Instituciones Post Secundarias en Puerto Rico"
Non-paid publicity, $	1,207,951	1,646,251	976,103	441,112	521,401	Maintain the non-paid publicity at $80,000
INFORMATION AND TELECOMMUNICATIONS						
Satisfaction with technological infrastructure in academic processes as shown in the Student Satisfaction Survey			84% in the Graduate Survey		84% in the Under-graduate Survey	80% of satisfaction in the area of technological infrastructure for academic processes in the Student Satisfaction Survey
Satisfaction with technological infrastructure in administrative processes as shown in the Student Satisfaction Survey			83% in the Graduate Survey		85% in the Under-graduate Survey	80% of satisfaction in the area of technological infrastructure for administrative processes in the Student Satisfaction Survey
INFRASTRUCTURE						
Agencies recommendations				NA	Micro-biology Lab (OSHA), Faculty members' offices CSWE, School of Nursing (NLN)	100% of compliance with accrediting agencies' recommendations
Percentage of classroom use					54% day & 79% evening	60% of classroom used
Compliance with federal and state regulations	100%	100%	100%	100%	100%	100% compliance with federal and state laws and regulations regarding physical facilities
FINANCE						
Other income (diversification of fiscal base)	3.27%	3%	2.57%	2.14%	4.44%	Diversify the fiscal base by: 1% annually on donations, and 3% annually on endowment
	Complied	Complied	Complied	Complied	Complied	Guarantee that the increase in operational costs does not exceed the annual 5%

AREAS	2006-07	2007-08	2008-09	2009-10	2010-11	PERFORMANCE INDICATORS FOR UNIVERSITY SYSTEM AS A WHOLE ESTABLISHED IN 2009
	100%	100%	100%	100%	100%	Comply with established parameters in the Guidelines of Operational Planning and Budget Preparation
RELIGIOUS LIFE						
Pastoral Plan Activities	89	86	88	532	572	Maintain up to 3,000 annual activities in the University Ecumenical Chapel Plan
Community projects	6	38	20	9 + practicum and internships from academic offerings	11 + practicum and internships from academic offerings	Maintain a minimum of 100 community projects annually
Participants in forums	840	1,140	3,730	1,640	2,020	NA
Moral Infrastructure Project						Have an attendance of, at least, 500 participants in the Moral Infrastructure Project activity

Source: Performance Indicator for Planning Allocation Reports

Performance indicators regarding students show that the University System has achieved the metrics for student admission and enrollment. MC increased enrollment by 800 in 2011; with respect to first year student retention, MC increased from 68% to 73%. At present, the Campus is working with several strategies, including a new Title V funded project, to address this issue (see Std. 8). In the Faculty area, the Campus exceeds the metrics on faculty qualification. Even though the System metrics establishes 43% for faculty with doctoral degrees, the Campus strategic priority is to increase its actual percentage from 57% to 59% of full-time faculty members with doctoral degrees in five years, especially in the disciplines of Computer Science, Economics, Management, Criminal Justice, and Nursing. Another strategic priority for the next five years is to establish a Faculty Development Institute to foster a formal training program for faculty in their disciplines, curricular development, teaching strategies with emphasis in information technologies, assessment, distance learning, academic counseling and mentoring,

organizational values of the University System, and compliance with federal and local laws and regulations that apply to academic programs.

In terms of academic offerings, MC has pursued professional accreditations in addition to the regional accreditation by MSCHE. This endeavor is coordinated by MC not only to validate academic programs and curricula, but also to advance Campus aspirations towards excellence. The first Professional Accreditation Plan included the reaccreditation of the Nursing, Social Work, and Medical Technology programs by the NLNAC, CSWE, and NAACLS, respectively. Also accredited according to the plan were the Education programs, by the TEAC, and the Division of Economic and Administrative Sciences, by NIBS. Psychology and Master of Business Administration programs are working toward accreditation by National Association of School Psychology, and the American Psychological Association, and the Association of MBA's, respectively. Compliance with standards for accreditation has been an opportunity for MC to examine planning and resource allocation, and establish priorities from the outcomes of institutional effectiveness and student learning. Some of the changes incorporated from the outcomes are reflected in the organizational structure (*Management*), the technological infrastructure (*Information and Telecommunications*), and the renewal of physical facilities, for example faculty, academic departments, and enrollment management offices (*Infrastructure*). Special attention has been given to the organizational values of the University, fundamental to MC Mission and Goals: to instill in future leaders and entrepreneurs the values of service and democracy within an institution of Christian and ecumenical tradition (*Religious Life*).

On Institutional Resources

The number of faculty and administrative personnel at MC has remained steady for the last five years. The average length of service for full-time faculty and administrators is 22 years.   Three important changes have taken place in MC: (1) the restructuring of offices and organization to

better articulate services rendered to students; (2) the restructuring of academic divisions to promote interdisciplinary agendas; and (3) the organizational restructuring of MC according to its Mission with the creation of the Office of International Relations.

In terms of fiscal resources, funds increased from 2.98% between academic years 2008-2009 and 2009-2010 to 9.57 % between academic years 2009-2010 and 2010-2011 due to the change in the academic calendar from semester to trimester. This increase has allowed MC renewal in the following areas: infrastructure, technology, and professional accreditation requirements (see Table 1, Std. 2).

On Leadership and Governance

IAUPR governance has two levels: system wide and Campus. At the System level, the governance structure includes the Board of Trustees, the President, and the University Council. At the Campus level, governance is represented by the Chancellor, the Academic Senate, and the Student Council. In addition to the established governing bodies, MC has embraced a participatory management perspective in which all constituents participate formally or informally in the decision making process. This community involvement is stated in the principles that guide the Mission statement: *Efficiency and effectiveness in organizational efforts and democratic coexistence*.

The Institutional Work Environment Survey is administered by the CO every two years. Results show that 74% MC employees were satisfied or highly satisfied about the communication with their supervisor; 88% were satisfied or highly satisfied about the contribution their office made to the University; and 71% were satisfied or highly satisfied about the freedom they have to perform their work (see VER, Std. 7).

On Integrity

During the last five years, policies, norms, and regulations that affect students, faculty, and staff have been modified. Changes respond to new federal and state laws and institutional compliance. System and Campus efforts have been directed to disseminate all policies, norms, and regulations to all constituents via internet and intranet. Monitoring and auditing reports show Campus compliance on grievance procedures related to students, faculty, and staff.

MC has an institutional commitment to principles of protecting intellectual property rights. This is evident in the General Student Regulations and Faculty Handbook (see VER, Std. 7). Faculty members are required to include a special warning about dishonesty, fraud, or plagiarism in all syllabi. Regarding administrative employees, results of the Institutional Survey on Work Environment show that 61% of MC employees were satisfied or highly satisfied with the orientation they received about institutional norms and regulations.

On Institutional Assessment

The Strategic Planning Performance Indicators have been instrumental for institutional assessment. They include measures that address institutional effectiveness in the areas of students, faculty, academic offerings, management, finance, infrastructure, information and telecommunications, religious life, institutional influence and impact, marketing and promotion. The annual evaluation on how well MC performs in system metrics serves to establish priorities for resource allocation in the next work plan and budget (see Table 8).

In addition, during the last five years, MC has administered and incorporated into the planning and resource allocation processes the results of the following institutional assessment instruments: Institutional Student Satisfaction Survey (ISSS) for undergraduates in 2011, graduates in 2010, and distance learning students in 2011; Institutional Work Environment

Survey (see VER, Std. 7) for administrative staff in 2010; and Student Exit Online Questionnaire for Total Withdrawal.

The ISSS (see VER, Std. 7), administered to a random sample of students, shows that participating undergraduates were: 54% female; ages 19-24; 65% full-time students pursuing a bachelor degree; 60% work and study; 97% registered in the trimester calendar; and 44% have at least one online course in their class schedule. Four service areas are evaluated in this Survey: (1) academic; (2) administrative; (3) student; and (4) religious. There are two scales to classify each item in terms of (a) importance and (b) satisfaction. MC has determined that every item with a satisfaction rate under 70% should be addressed. Activities for improvement are included in the annual work plan.

The academic service area evaluates faculty office hours, academic counseling, academic programs, schedules, learning modalities, access to information resources for courses, tutoring services, laboratory facilities, practicum, research, and internship experiences. In terms of academic service, the items of high importance and high satisfaction were *Faculty's thorough knowledge of the subject matter* and the item with the low satisfaction was *Opportunities to do volunteer work (community work) as part of the university experience* (see Figures 14-15).
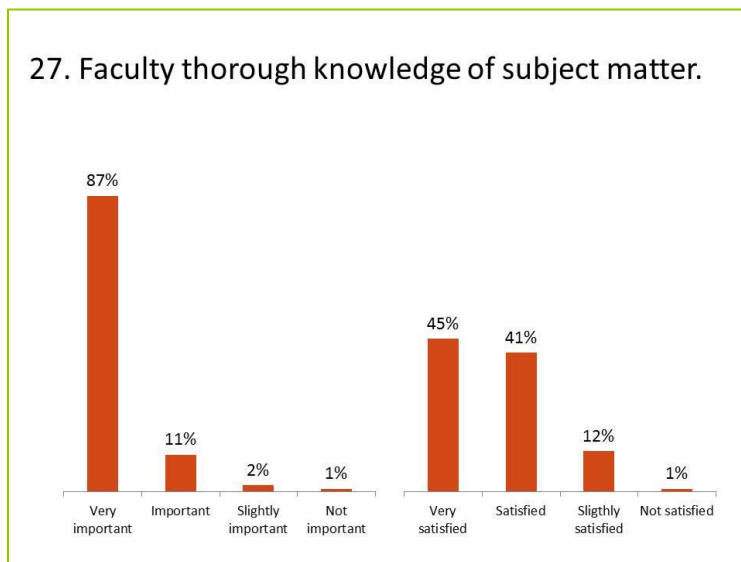
Figure 14. Undergraduate Student Satisfaction Survey – Q. 27
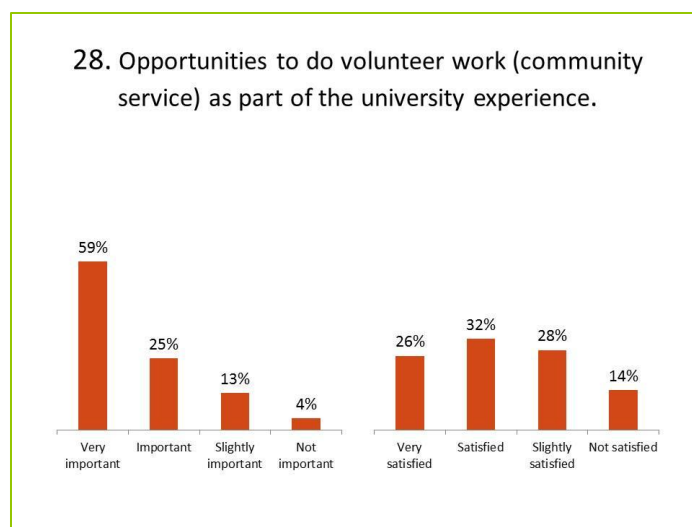
Figure 15. Undergraduate Student Satisfaction Survey – Q. 28

The administrative service area considers facilities, security, access to computers, and the enrollment management offices. The administrative area shows the following results: the item with the highest concern and least satisfaction dealt with restroom facilities (see Figure 16). The item in which students did not show concern was opportunities for leisure and recreation, even though this was the item with the lowest satisfaction (see Figure 17). Students' profile shows that they are commuters who work and study and that they come to the university primarily to

take their classes. Actions taken to address this issue include: (1) outsourcing restroom maintenance; (2) remodeling of all restrooms was initiated; (3) reconditioning of Student Center facilities; and (4) construction of a new recreational plaza.

Figure 16. Undergraduate Student Satisfaction Survey – Q.43
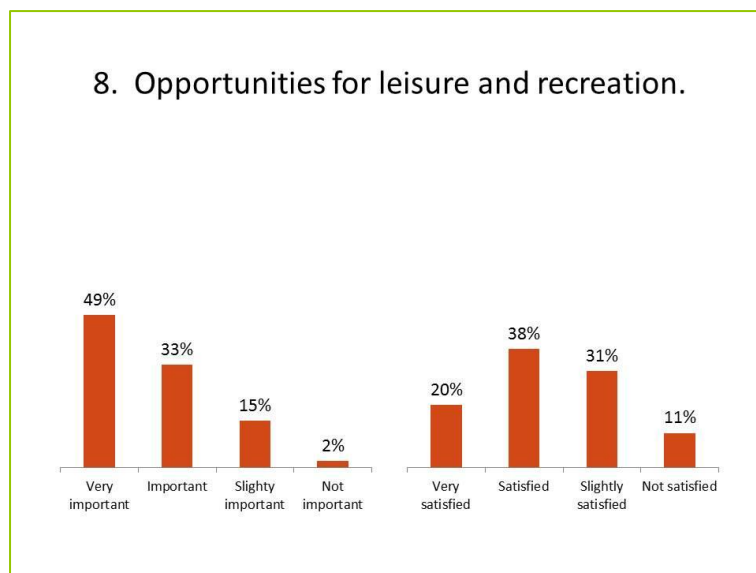
Figure 17. Undergraduate Student Satisfaction Survey – Q.8

The students' service area included the services provided to students with disabilities, online services, prevention activities, and student organizations. This area showed that highest concern and lowest satisfaction was services for students with disabilities (see Figure 18). Actions taken include the relocation of offices and publication of a new Student Support Services Guide to inform students of Campus services (see VER, Std. 7) and printed material describing services available to students with disabilities.
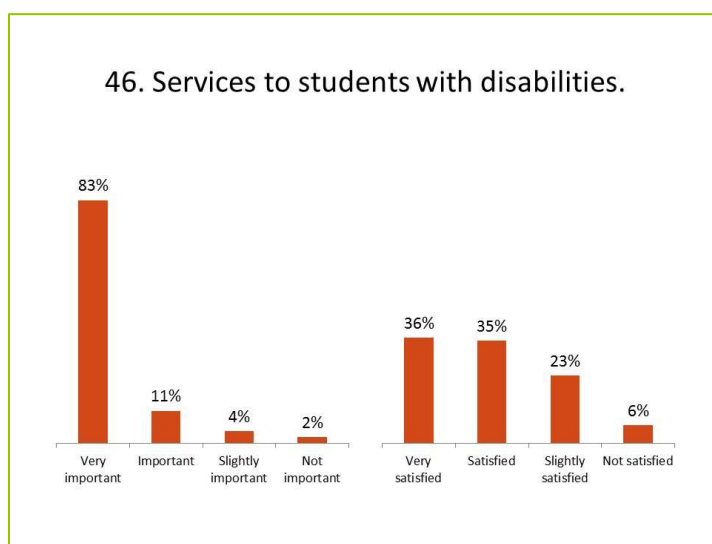
Figure 18. Undergraduate Student Satisfaction Survey – Q. 46

The religious life area of the questionnaire was evaluated in terms of the following: Chapel office services, availability and spiritual guidance provided by the Chaplain, religious life activities, and passive spaces for reflection. In general, 78% of students evaluated these services as very important or important and 59% scored the items in this area as very satisfied or satisfied. As an action agenda, the Chapel Office has included this information in the annual work plan for 2012-2013. So far, the Chaplain started using the webpage and digital signage to provide information to students about religious activities and inspirational reflections.

The ISSS was administered to graduate students in April 2010. It also includes two scales, in which students can classify the items in terms of (a) importance and (b) satisfaction. MC graduate profile illustrates that students range from 25-34 in age; study after work (after 5:00 pm); and at least, 34% have taken one online course. The graduate survey also evaluated the academic, administrative, and student services. Seven areas were evaluated as the most important for graduate students: (1) faculty teaching and learning strategies; (2) availability of courses in the hours of preference; (3) quality of academic programs; (4) faculty-student relations; (5) Campus security; (6) Bursar's Office service; and (7) faculty response to questions and queries (see Figures 19-25).
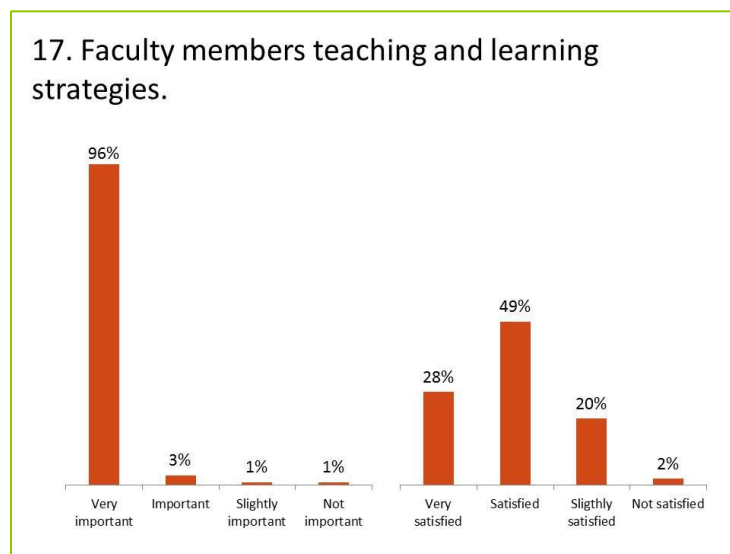
Figure 19. Graduate Student Satisfaction Survey- Q.17
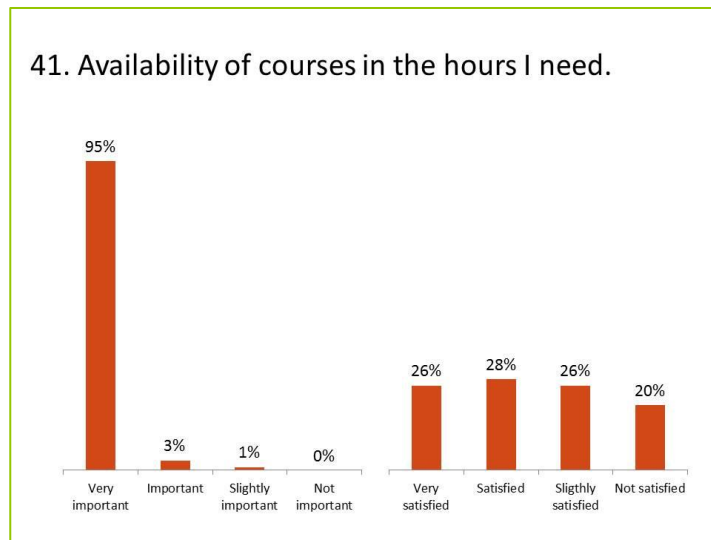
Figure 20. Graduate Student Satisfaction Survey – Q.41
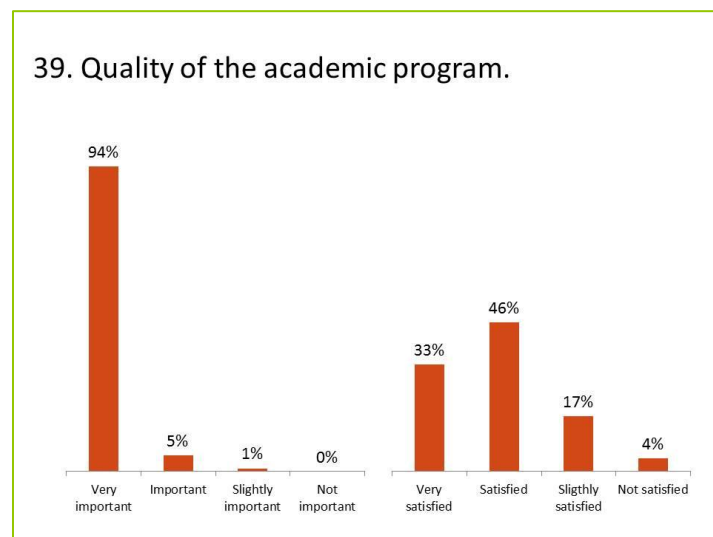
Figure 23. Graduate Student Satisfaction Survey – Q. 39
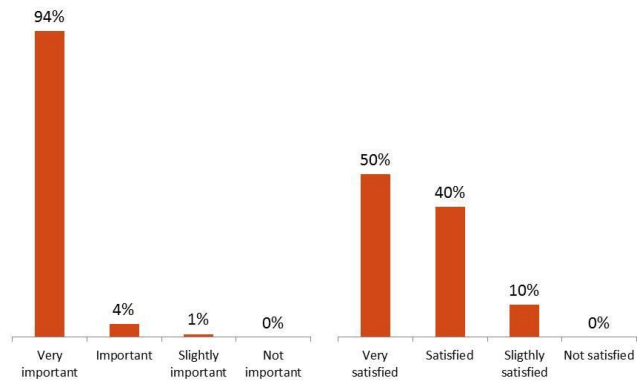
Figure 24. Graduate Student Satisfaction Survey – Q.32
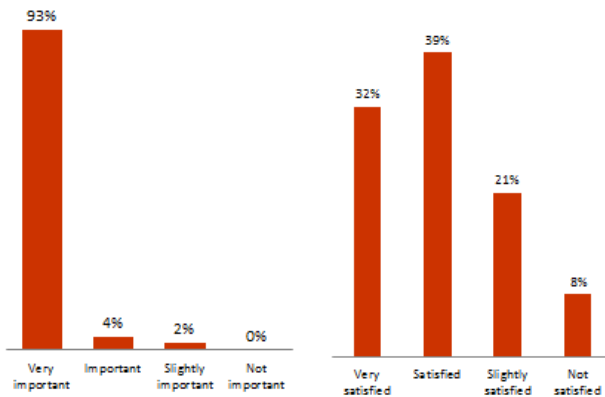
Figure 25. Graduate Student Satisfaction Survey- Q. 31.
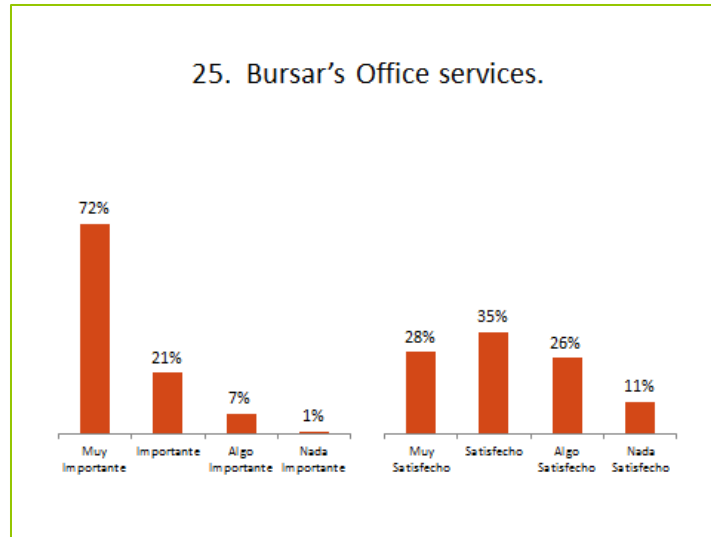
Figure 26. Graduate Student Satisfaction Survey- Q.25

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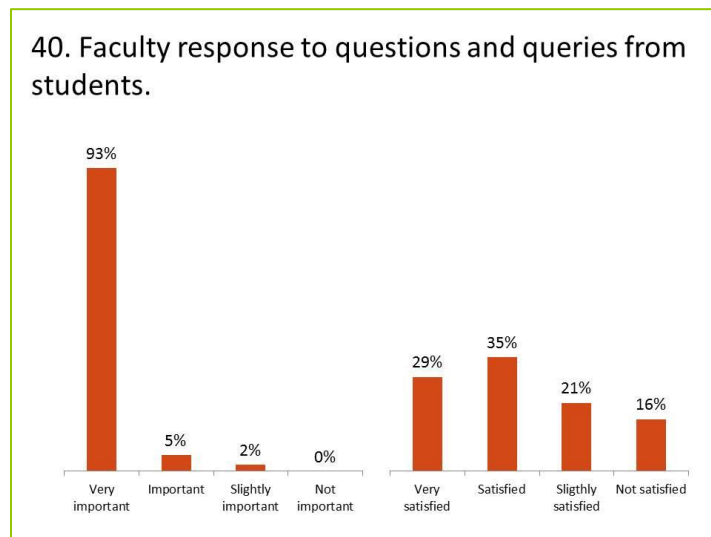
Figure 27. Graduate Student Satisfaction Survey-Q. 40

The Institutional Student Satisfaction Survey (ISSS) is administered every two years to fully online students. Results from 2009-2010 and 2011-2012 reflect that students' general satisfaction decreased from 83% to 74% (see Std. 9).

In 2010 the Work Environment Survey was administered to Campus administrative personnel. This survey evaluated the following areas: professional development opportunities (in specific area and in information technologies), interpersonal relations with colleagues, communication

with supervisor, IAUPR as an employer, technological infrastructure available for the working area, technical support from IT personnel, and general satisfaction as an employee. Administrative personnel profile showed that 31% have 11-20 years of experience and 34% have 21 to 30 years of experience working at IAUPR, that is, 65% of staff has been working at IAUPR for more than a decade. Personnel stated that they are satisfied with their work and their contribution to the University. They expressed high satisfaction with their relationships with their colleagues and supervisors. They also indicated that they were satisfied with the freedom they have to organize their work and, in general, they affirmed their satisfaction with IAUPR as their place of work. The main area of concern for employees was that they wanted their work be publicly recognized. To address this, the scope of the annual activity held in November, in which employees receive recognition for their years of service to the Institution and for their personal and professional achievements, was modified.

At the system level, there is an effort to explore the reasons for student drop-out rate. A system research conducted in 2007-2008 showed that drop-out rate is mainly due to health reasons (27%). In response to these finding, MC has strengthened distance learning modalities (see Std.13). The study also showed that 42% of students would register the next semester and 35% would transfer to another institution. For this reason, MC determined that rather than a drop-out issue, it must be further analyzed as a student hiatus from their studies or as an academic transfer. However, retention is a high priority and MC has implemented many strategies discussed in Std. 8. MC institutional studies have been geared to evaluate admissions profile, graduating classes, student performance in trimester vs. semester terms, and trimester calendar among others.

In conclusion, institutional surveys have been instrumental in establishing allocation priorities for Campus operation, maintenance, technological resources, and student services. Surveys results have been discussed among staff, members of the Strategic Council, Academic Senate, faculty and administrative personnel committees. Data from student perceptions have been complemented with other institutional data from the information management system (BANNER) to guide the institutional agenda of continuous quality improvement. The action agenda appears under *activities* in plans such as: MC Strategic Plan, Information and Telecommunication Plan, Faculty Development Plan, Administrative Personnel Development Plan, Retention Plan, MC Assessment Plan, Office of the Chaplain's Plan, and Enrollment Management Plan (see VER, Std. 7). Evidence of some actions taken based on institutional assessment processes are: (1) the revamping of the physical and technological infrastructure in the last five years; (2) the implementation of the Faculty Development Plan with an emphasis on academic counseling, tutoring, teaching, learning strategies, and assessment; and (3) the establishment of an administrative personnel development plan with emphasis in client-oriented service and management skills.

The subcommittee found that, even though there were many institutional assessment efforts, information was dispersed in different areas. Recent acquisition of TK20 platform will facilitate the systematic documentation and articulation of assessment results. This platform provides necessary reports for compliance, analysis, and program improvement.

Recommendations

The agenda for the future includes:

- Revise the assessment instrument for the MC Mission competencies and implement a systematic assessment process

- Incorporate institutional assessment outcomes results in TK20 platform

STANDARD 8 - Student Admissions and Retention

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the student's educational goals

Charges

The Standard 8 subcommittee examined the admission policies, processes, retention programs and initiatives and its congruency with MC Mission. In addition, the committee considered the extent to which MC strategic planning addresses recruitment, admissions, financial aid, and retention initiatives. Also, the committee examined student profiles and retention statistics to determine whether they respond to the Campus Mission and Goals.

Findings

The IAUPR's criteria for student admission are clearly stated in the institutional catalogs. Transfer students requirements for admission are also clearly defined and stated. Catalogs can be accessed online at: http://documentos.inter.edu/docs/index.php. They are also available in VER, Std. 8. CD versions are also provided to students. Online catalogs are kept current by periodically incorporating new information and modifications. Prospective students can also find information at the MC web site: http://metro.inter.edu, at the Office of Admissions, and at academic departments or schools. Information is available in brochures that are designed and published by the Office of Marketing and Student Promotion in coordination with academic department and school directors. Students seeking admission find information related to tuition, fees, and other costs in the catalogs under the heading *Tuition, Fees and Other Charges* and in

http://documentos.inter.edu/docs/index.php?category=8. Statements of expected competencies and information appropriate to the program of interest can be found in the catalogs under each program description.

Admission policies and procedures are in agreement with academic programs and curricula. Institutional policies articulate program revision and creation. Faculty members are responsible for program, curricula, and academic norms through their participation in the Academic Senate and the University Council. The Guidelines for the Revision of Particular and Shared Programs require that all proposals for academic programs include a curricular mapping demonstrating congruency with MC Mission and Goals.

Undergraduate admission policy requires a minimum 2.0 GPA, in addition to other requirements. However, some undergraduate programs have more stringent admission requirements: BS in Biomedical Sciences, BA in Teacher Education programs, BS in Medical Technology, AAS and BSN in Nursing, and BA in Popular Music. Specific requirements for graduate programs are also published in the Graduate Catalog.

According to institutional policies, students qualify for admission by transfer, if they have approved at least 12 credits with a grade of C or better from another accredited institution. Some academic programs have established additional requirements that must be met by transfer students. They must also comply with the Institution's academic progress and disciplinary norms as stated in the General Catalog (2011-2013). Provisional admission status is granted to transfer students for 30 days until they submit the required documentation. The Chancellor may extend that period for just cause. Noncompliance with this requirement means that the student will be dropped. Upon admission, students receive information about transferable academic work completed at another institution. Faculty is responsible for determining which courses will be accepted for transfer. A committee of faculty representatives at the system level prepared a list of course equivalencies from other institutions to be used by the Admissions Office. Courses not included in this list can be considered at the department level.

The admission process is initiated when the candidate submits an application. After the application is submitted, the student record is evaluated and a letter from the Admission Director is sent to the student notifying admission status. The schedule of welcome and enrollment activities is also included. Table 9 presents the statistics of student admissions for the last five years (see Statistical Reports, VER Std. 8).

Table 9. Total Student Admissions vs. Enrollment 2007-2012

	2007-08	2008-09	2009-10	2010-11	2011-12
Students Admitted	2124	2283	1961	2312	3013
Students Admitted and Enrolled	2040	1004*	1874	2096	2713

Source: Statistical Report 2007 to 2011

* This number does not include students who participated in the first July Intensive Course designed for first year students.

MC total enrollment remained relatively stable during the last decade. In 2008-2009 the number of graduate students increased to 3,674 and then decreased to 3,159 in 2011-2012. On the other hand, during 2008-2009 undergraduate student enrollment decreased to 6,865, and increased to 8,313 in 2011-2012 (see Figure 3). MC included in its 2007-2008 to 2012-2013 Strategic Plan the strengthening of the undergraduate level program and services in view of a projected decrease at the graduate level enrollment. The graduate student population has probably decreased as a result of the economic recession and emigration to continental United States. Also, graduate students in general depend on student loans and employer aids to cover the cost of their education. Some academic offerings have been phased out because of low enrollment.

As stated in Standard 1, MC has an enrollment of 11,473 students in 2011-2012, 65% of them are undergraduate and 35% graduate. At the undergraduate level, 54% of the student population is female, and at the graduate level 71% are female, according to the Statistical Report. The majority of students enrolled are from the San Juan Metropolitan area, that is, from San Juan (27%), Bayamon (10%), Guaynabo (9%), Carolina (7%), Caguas (6%), Trujillo Alto (4%), and Toa Baja (4%). The remaining 33% come from other municipalities, the US, and over 30

different countries. During the first part of the 2011-2012 academic year, there were over 1,500

non-Puerto Rico residents (see Table 10).

Table 10. Places of Origin MC Students in 2011-2012

All Puerto Rico Counties	Caribbean:	Europe:	Latin America:	Middle and Far East:
	British Virgin Islands	Spain	Argentina	China
		France	Brazil	India
Continental United States	Cuba	Germany	Chile	Malaysia
	Curacao		Colombia	Palestine
	Dominica		Ecuador	Philippines
Canada	Dominican Republic		Mexico	Vietnam
			Panama	
Africa:	Haiti		Peru	
Kenya	Jamaica		Venezuela	
Mali	US Virgin Islands			
Nigeria				

Source: Office of International Relations

Six thousand one hundred and eight students (6,108) are enrolled in both traditional and online

courses. Five hundred forty seven (547) are enrolled in online courses only. The majority, over

90%, of these students lives in Puerto Rico and use Campus services, such as: counseling,

enrollment management, tutoring, and library services.

MC recruitment efforts are based on the goals and objectives of the Mission Statement, and

include promotional and recruitment activities such as: visits to high schools, open houses,

commercial media, and fairs. Facebook and other social media are also used to promote

academic programs and services. Strategies implemented have been effective in achieving the

enrollment goal of 10,600 students for each of the last five years.

During academic year 2011-2012, 65% of undergraduate were full-time students, 74% were

employed. Among the latter, 41% worked over 21 hours a week. The most recent financial aid

data (2010-2011) show that 91% of undergraduate students received Pell Grants. The Financial

Aid Office provides a number of services and information for eligibility evaluation. Students

receive information about grants, scholarships, work study program and loans. MC uses digital

signage, webpage, email, and Facebook to deliver financial aid general information. Students

can also obtain individualized orientation on financial aid resources. Financial aid information is presented to students and parents at special welcome and enrollment activities for first year students at the beginning of each academic year.

Information related to federal, state, institutional and private financial aid resources is available at the MC Website. In order to facilitate the financial education planning process for potential students, the Net Price Calculator is also available at the website. Students receive their financial aid award package via e-mail at the beginning of the academic year. They can access this information and review terms and conditions to maintain eligibility of financial aid programs through the web. In the 2007-2008 academic year, only 2% of students accepted federal loans through the web, increasing to 17% in 2010-2011. The MC website includes the academic/administrative calendar of disbursement and reimbursement dates per each academic term in compliance with institutional and federal policies.

The trimester calendar allows students to accelerate their academic goals since they can complete three terms in one academic year. In order to provide the financial aid resources required to complete three terms, MC assigns institutional funds to complement Pell Grants. Seventy-nine percent of students received Pell Grants in 2007-2008, and 91% in 2010-2011. Additional federal and state scholarships were granted to 62% of students in 2007-2008; 47% in 2008-2009, 37% in 2009-2010 and 29% in 2010-2011. The amount of scholarship per student increased due to the trimester calendar, thus reducing the number of participants. However, from 2007-2008 to 2010-2011 the institutional scholarship funds increased from $1.3 to $3 million. This financial support allowed for an increase in participants from 18% in 2007-2008 to 48% in 2010-2011. Also, Institutional Scholarship Grants are provided to Honor students, contingent on the program's requirements.

The Federal Stafford/Direct Loan Programs are another financial resource for students. In 2007-2008, 48% of total enrollment at MC participated in loan programs and 59% participated in 2010-2011. In summary, MC disbursed a total of $53 million in all financial aid programs for the 2007-2008 academic year and $70.7 million in 2010-2011. This total reflects MC commitment to provide students with the economic support needed.

Retention is of utmost importance to MC. The institutional retention rate goal is 75%. Table 11 shows retention and persistence rates from 2007 to 2010.

Table 11. MC Undergraduate Retention and Persistence Rates 2007 to 2010 Cohorts

Cohort	Base	Number of Students retained at MC	Percent Retention	Number of students Retained in other IAUPR Campuses	Percent of students retained at other IAUPR campus	Number of students retained at IAUPR System	Percent Persistence Rate
2007	708	492	70	18	2	510	72
2008	641	477	74	10	2	487	76
2009	655	444	68	23	3	467	71
2010	733	536	73	23	3	559	76

Source: Vice Presidency for Academic Affairs, Students, and System Planning

Retention increase in the last year can be attributed to the many retention strategies and efforts implemented (see Table 12).

Table 12. MC Student Retention Efforts

Welcome and Enrollment activity for first year students
Tutoring services (Spanish, English, Math, laboratories and Writing Center)
PREPA Peer Mentoring Counseling Developing work in basic skills
First Year CSI Inventory
First Year Student Support Service Office
Retention student tracking system
Faculty development workshops to increase student retention
Intervention program for high risk students
Honors Program
International student support program
Internship/Practice experiences
Academic advising
Student Satisfaction Surveys
Student organizations

Source: Annual Reports

The College Student Inventory (CSI, available at ER, Std. 8) is administered annually to first-year students, and results are shared with faculty. The University Guidance Program coordinates intervention activities and workshops for high risk students. In 2009-2010, a Retention Committee was established to design retention strategies for high risk students. As a result, several institutional reports were generated to provide information by major about students at risk. For instance, faculty members provide academic counseling and refer students to the writing and tutoring centers, the University Guidance Program, and other services, such as Financial Aid office and Chaplain Office.

The Chancellor appointed a task force (PREPA) with representatives from different academic programs to formulate, conceptualize, and implement retention strategies. The task force included personnel from the University Guidance Program, student support offices, and the four academic Divisions. Each of these components developed activities to help students engage in and adapt to university life. Emphasis was given to socialization skills, study habits, professional and academic counseling. As a result, first-year students participated in activities for freshmen

related to: how to be a team member, managing stress, effective study habits, the importance of establishing goals, planning a student agenda, and knowing your university.

In 2011, the Student Support Center was established. This Center coordinates activities to facilitate the transition of first year students to university life. It serves as a liaison with faculty, student associations, service offices, the University Guidance Program, and the PARES Title V Project. At the Center, students present their difficulties and needs. Support and guidance are provided so students may overcome challenges and problems.

PARES project was approved in September, 2011. It has three main activities to help first year students to integrate and engage in university life: Activity 1 (Assessment), Activity 2 (Curriculum Engagement), and Activity 3 (Co-curricular and extracurricular activities). The three main objectives of the Title V-PARES are: (1) Increase first-year retention rate from 68% to 75%, in a five year period, by assessing student academic progress and engaging students in curricular, co-curricular, and extracurricular activities using a technological platform (FYRe); (2) Increase student academic success from 50% to 70% in first year gateway courses by incorporating mentoring, counseling, remedial work in basic skills, and updating course work and laboratory infrastructures; (3) Increase student satisfaction in co-curricular and extra-curricular activities from 70% to 80% in a five year period.

Next years' retention rate may be affected by the new norm of satisfactory academic progress. This norm is in compliance with federal regulations and affects student's eligibility for financial aid. It also changed the probation status and suspension for students that do not satisfy the requirements. The previous norm allowed students to be on probation prior to suspension. The new norm immediately suspends students that do not comply with the requirements. The student

has to successfully appeal in order to gain probationary status. Also, the new norm affects student's eligibility for financial aid while on probation.

Efforts in retention contribute to increase graduation rate. MC goal is to increase graduation rate to 30% in five years. Table 13 shows the graduation rate from 2007-2008 to 2011-2012.

Table 13. Student Graduation Rates from 2007-2008 to 2011-2012

Year	2007-08	2008-09	2009-10	2010-11	2011-12
Graduation rate (%)	16.9	20	19.6	23	26

Source: Vice- Presidency for Academic Affairs, Students, and System Planning

Recommendations

The agenda for the future includes:

- Continue monitoring changes in federal financial aid and their impact on MC enrollment

- Increase diversification of student financial aid resources

- Evaluate the impact of the new Satisfactory Academic Progress Norm on retention and enrollment

- Contribute to the higher education dialogue on retention and assessment by participating and organizing forums and other academic activities open to all institutions

STANDARD 9 - Student Support Services

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

Charges

Standard 9 subcommittee was charged with evaluating the effectiveness of student support services. It addressed the congruency between the Campus mission with students' needs and services provided. Also, they determined how adequately available services are publicized in handbooks, catalogs, newspapers, schedules, and the Internet. The subcommittee considered the effectiveness of academic advising and professional counseling processes. Another aspect addressed was co-curricular and extracurricular activities. They also identified changes in student support services that have been implemented in the last five years. Finally, availability and quality of student services were evaluated. To accomplish this task, the committee considered institutional surveys and held focus groups with students and alumni.

Findings

Student Support Services offered at MC are provided to an increasingly diverse student population through various efforts and organizational units by qualified staff at the academic and non-academic levels. Such services are provided within the context of university policies and procedures which are well disseminated among constituents of the campus community and available to all students. From the moment a student receives information regarding academic programs and non-academic services, an effort is made to accommodate student needs, strengths and interests. Once admitted, students are informed of support services and of the opportunities available to promote student-student interaction. This process begins in the Welcome and Enrollment Activity. In this activity, students meet the Chancellor, deans, faculty members, and other key personnel. Students receive academic counseling and complete the enrollment process.

Upon admission, students receive a package containing relevant information regarding campus services and documents, including a recently developed student guide (*Guía del Estudiante,* available at ER, Std. 9). The results of student evaluations of this activity are analyzed and discussed among key personnel. Consequently, changes have been made to format, time allocation, and agenda for this activity. Around 75% of first year students have participated annually in this activity. Students consistently indicated a high level of satisfaction with this activity.

MC offers a wide range of student activities that promote community awareness, international exchange, and social interaction with peers through student organizations, cultural, and religious events, sports, and other activities. MC sponsors different talent groups such as, theater, *tuna*, choir, music ensembles, debate, and the Honors Program. In addition, MC organizes and coordinates numerous and diverse co-curricular activities that complement the different academic disciplines. Students are expected to participate in community service projects, as well. Evidence of the wide range of activities that reflect the Mission and Goals of the Institution can be found in Campus publications, like *Huellas de Tigre* (issues available at ER, Std. 9), the webpage, and the digital signage.

Student affairs are organized by the Dean of Students Office, one of four area deanships on Campus (see MC Organizational Chart in Std. 5). Within this Office, there is an Associate Dean, an Assistant Dean, an Administrative Officer, two Administrative Assistants, and two Activity Coordinators. Other offices that respond to the Dean of Students are: University Guidance Program, the Athletics Department, the First Aid Center, AVANCE (Adult Student Education Program), and the Student Support Center. The University Guidance Program has a Director and four professional counselors. Other professional counselors have been reassigned to the

International Relations Office, CADDT, the Technical Certificate Programs, and the Student Support Center in order to better serve those segments of the student population.

MC student population is at the center of student support services. Students get information on available student support services via digital signage, campus webpage, and the student bulletin, *Huellas de Tigre*, published monthly in print and online formats monthly. Recent data collected by the Dean of Students show that approximately 55% of students read student bulletins regularly.

Academic support is available to students through the Multilingual Center (CEM by its Spanish acronym), the Writing Center (CREM by its Spanish acronym) and the Mathematics Tutoring Center (MATH). These centers provide tutoring and online labs designed to strengthen communication and quantitative skills. CEM gives students the opportunity to develop auditory and oral skills in English and other foreign languages. CREM enhances writing and reading skills both in Spanish and English. MATH provides tutoring and content support for students who need additional help in the development of quantitative skills in Mathematics, Accounting and Statistics. Technological support is provided to students through the ITC.

Support for online students is a new priority for MC. Student services have been strengthened by the support provided through the CADDT. Additional attention has been given to the adoption of security measures geared to provide positive identification of online students through the administration of proctored exams and via online authentication through the Blackboard platform. The Institutional Student Satisfaction Survey (ISSS, see VER, Std. 9) is administered every two years to fully online students. Results from 2009-2010 and 2011-2012 reflect that students' general satisfaction decreased from 83% to 74%. Items related to student services, such as technical support, enrollment services, and guidance have shown a substantial increase in

satisfactory ratings while items related to professors interactions with students dropped. These results were analyzed with key personnel. Actions taken include changes to the information available through the website and the establishment of a new email address which allows students to submit grievances immediately to the Dean of Studies (academicoadistancia@metro.inter.edu). Results are discussed in meetings with deans, chairpersons, and faculty members and action plans are developed with their input.

MC Chaplain's Office provides spiritual support and guidance to all campus community members. The Chaplain promotes and implements activities such as retreats, concerts, and workshops to foster solidarity and citizenship among the student population in alignment with MC Mission student competencies (see Standard 1). A new assessment instrument (see VER, Std. 9) was developed to determine students' mastery of those competencies and a pilot was administered in 2012 to 169 students. Sixty six percent of freshmen students that participated in the pilot indicated that considered helping others to be important or very important while 100% of non-freshmen students considered it to be important or very important. Fifty four percent of freshmen students considered volunteer work to be important or very important while 90% of non-freshmen students rated it as important or very important. Upon further revision, the instrument will be administered to a representative sample during the next academic year.

First-aid is available to all members of the university community through the First Aid Office operated by licensed Emergency Medical Technicians. A Prevention Committee is appointed annually by the Chancellor to design and implement practices to prevent the abuse of alcohol and other drugs among students. The Committee also provides orientation to the Campus community on health issues through the organization of diverse activities. The Dean of Students prepares and submits the Biennial Alcohol and Other Drugs Prevention Report, as required by federal

regulations. This Report gathers evidence on all prevention activities held on Campus. MC students also participate in the biennial CORE Survey. Results indicate that alcohol use and risky behaviors among MC students are lower than among US student population. The average number of drinks per week is 3.37 at MC whereas it is 3.45 in Puerto Rico, and 6.83 in the US. The percentage of student drinkers at MC who report having binged in the last two weeks is 45.1% compared to 55.7% in the US.

ISSS undergraduate results indicate that only 50% of students are satisfied with prevention activities and only 68% are satisfied with first aid care. Actions taken to improve these services are (1) the Chancellor appointed a Social Work faculty member as president of the Prevention Committee as well as other specialists from the academic community in order to re-conceptualize Campus prevention efforts and (2) the First Aid Office will be relocated to a more accessible location at the Student Center.

MC serves a diverse student population including adults, honor students, international students, and those with special needs. Mission goal number two specifies that Metro will *maintain an up-to-date offering with a multidisciplinary and international focus…* and mission goal number four states that MC will *provide quality services and activities to a diverse student population…*

To better serve the growing international student population, MC Strategic Plan has established, as a goal, to build a residence hall. The concept of the residence hall is to construct an apartment style complex on a university parking lot, across from Campus. In 2008, a study was commissioned to collect more data and determine viability. The purpose of the study was to compile a student profile on location, transportation, and housing facilities. The study found strong support for campus housing mainly because of convenient location, parking, and security.

The Institution commissioned the architectural design for the new residence hall and the proposal was considered by the Board of Trustees. The approval is pending upon available financing.

Another evidence of MC commitment to international students is the offering of academic programs in both Spanish and English. MC is the only higher education institution in Puerto Rico where students can complete a degree in the majors of Business Administration, Nursing and Psychology at the undergraduate level in English. An MBA General program is also offered in English. The *English Trimester Program* has been operating for over 40 years. The trimester calendar was originally set up to offer instruction on nearby military bases, but in 2007-2008, was adopted as the main calendar on Campus.

Adult students comprise an important segment of MC student population. AVANCE is an undergraduate support service program designed to provide orientation, academic advising, special schedules and academic calendars to adult students. AVANCE offers a system of flexible admission, validation of experiences, diverse modalities of study, and individualized attention to adult population. It visualizes adult education as a process in which participants, enhanced by the university experience, are prepared to meet the challenges of employment and self-employment. The AVANCE program office provided support for administrative processes and enrollment for over 800 adult students, in 2011-2012. In addition, the AVANCE director closely interacts with departmental chairs in order to promote adequate course scheduling.

MC leadership has given special attention to the Honors Program. During the last five years, enrollment of honor students has increased from 187 students in 2007 to 214 students in 2011. To ensure that students get the best attention, a new Honors Program Director was appointed and a professional guidance counselor has been assigned to work with this population. An advisory committee composed of faculty members from different disciplines oversees that particular

courses and special activities are designed to challenge and stimulate these students. Honor students receive additional financial aid based on institutional requirements. ISSS for undergraduates revealed that 65% of students are satisfied and highly satisfied with the opportunities offered by the Honors Program. Actions taken include relocation and restructuring of the Program office, increase service hours, the appointment of new members to the advisory committee, and the design of new courses.

Community service is emphasized as a co-curricular and extracurricular activity. All student organizations are required to include community service activities in their work plans. Several required courses also include community service projects. For example, Criminal Justice and Social Work students and faculty members work with special groups as part of course requirements. At the Campus level, *Caño Martín Peña* is an ongoing effort to support a low income community. Faculty and students from Social Work, Education, Nursing, History, Biology, Psychology, and Business Administration actively participate in various undertakings articulated with community leaders. Also, the Chaplain Office coordinates community services for marginal populations. ISSS for undergraduates shows that MC students expressed low satisfaction (58%) with the available opportunities for community work. Actions taken include a meeting with professors of courses requiring community service projects. As a result, syllabi were revised in two General Education courses: Ethical Dimensions and Christian Faith.

Participation in student exchange programs has been revamped by MC. Students participate in study abroad programs according to their academic and personal interests in the US., Colombia, Argentina, Spain, China, Panama, Czech Republic, Costa Rica, Brazil, Italy, United Kingdom, Curacao, Dominican Republic, and Canada, among others. The International Relations Office, the Dean of Students Office, the Student Council, and the Associate Vice Presidency for Student

Affairs promote and sponsor study abroad and student exchange programs. The summer English immersion program in Towson University, Maryland, provides an opportunity to enhance English communications skills.

A consortium between IAUPR and the Ortega y Gasset Foundation allows students to study abroad at the International Center for Hispanic Studies in Toledo, Spain. Other students choose to participate in the Córdova-Fernós US Congressional Internship or in the Global Village Institute for Future Leaders of Business and Industry. Other student development opportunities are: participation in HACU Internship, the José M. Berrocal Finance Internship, the Jorge Alberto Ramos Comas Legislative Internship, Disney College, the US Department of Transportation, the Washington Center, the Congressional Hispanic Caucus Institute, Babson College, and educational trips to China and Spain. During 2010-2011, 110 students participated in internships, exchanges, and educational trips. MC Internationalization Strategic Plan has established a goal to increase the participation of students in these programs to 1,000 students in a five year period. When students return from their international experiences, they complete an evaluation form. Results are analyzed and used to enhance internationalization strategies. In addition, some of them share their experiences with fellow students through *Huellas de Tigre* and the digital signage system. Most of them become advocates for the benefits of these co-curricular activities.

The goal of the *University Guidance Program* is to help students develop personal awareness and the necessary skills to overcome problems so that they reach their educational goals. Professionally licensed counselors offer assistance to students by facilitating their personal, emotional, social, academic and vocational development. Also, they provide assistance to students in career decision making. This program offers workshops in areas such as time

management, stress management, career decision making, self-esteem, test taking, and job search. In addition, workshops are provided to help parents of freshmen in dealing with the transition to university life. Coordination and arrangements with agencies are made to facilitate interview processes and job placements.

Students are also trained to work as peer counselors with the University Guidance Program. They volunteer to assist new students during the Welcome and Enrollment Activity and the First-Year Students Seminar for Success. They explain the registration process, answer general questions about campus, volunteer in many other activities sponsored by the university and assist students in online services. Services provided are well documented and assessed to determine student satisfaction and the results are summarized in the program annual report. The majority of students served during previous years were first year students. ISSS for undergraduates indicates that 62% of students are satisfied or highly satisfied with professional counseling services. Actions taken include the establishment of the Student Support Center for first year students.

Special services are provided by a full-time rehabilitation counselor for students with disabilities. This professional works as their counselor and coordinator to provide adequate services according to student special needs. Students are required to provide documentation in order to procure services. Individualized plans are developed to assist students with specific needs. Some of the services are: assistance during registration, reader services, assistive equipment, in-class support (note takers), and testing accommodations. During 2011-2012, 239 students were supported through this office.

Student organizations are important in the development of MC Mission student competencies. At present, there are 40 student organizations. MC goal is to engage students in organizations

from their first year, not only to enhance their academic performance, but also to promote retention by giving students a sense of belonging.   Engaging students in educational and service projects enable them to grow professionally, as well as individually, by giving them the tools to transform and address community problems creatively in the future. Student organizations may be academic, professional, cultural, recreational, social, sports, religious, or service oriented.

At the end of each academic year, each student organization presents a portfolio of the activities held. They must include the number of student participants; general public participants; and evidence of the activities, as well as a brief report of the goal(s) accomplished. The Accreditation Committee evaluates each portfolio, based on the assessment instrument titled *Evaluaciones de Informes Anuales de las Organizaciones Estudiantiles* (samples available at ER, Std. 9). Once the Committee tabulates the results, the organizations with the highest scores receive either an award or recognition for their performance and accomplishments in a recognition activity.

As previously mentioned, in addition to participating in student organizations, students may participate in the Community Chorus, and the *tuna,* an award winning Spanish-style musical group made up of students and alumni that has huge demand among community groups. The Theater Workshop also provides formative opportunities for students and alumni who are interested in performing arts. Annually, the Workshop stages several plays in Puerto Rico and abroad. The IAUPR Debate Team, an internationally recognized university group, is another venue for talented students.   Noti-Metro is a student effort headed by the campus Public Relations Office in which students report news about the most significant events on campus through digital signage.

Students interested in athletics also have ample opportunities to participate at the Campus and Institutional levels. The Athletics Department advises and supports campus groups and plans leisure and recreational activities. In addition, according to their level of athletic ability, students are recruited to participate in inter-campus league (LIDE by its Spanish acronym) and the intercollegiate Puerto Rico league (LAI by its Spanish acronym). Sports included in MC athletic program are baseball, softball, track and field, cross-country, weightlifting, basketball, volleyball, soccer, indoor soccer, martial arts, table tennis and tennis. IAUPR has been a leader in athletics in Puerto Rico. In 2012, both female and male teams were champions of the LAI. At the intramural level, MC has top competitors in multiple events: tennis, volleyball, weight lifting, indoor soccer, table tennis, basketball, and cross country.

The Dean of Student Affairs administers the *Graduating Class Questionnaire.* It was administered, in 2009 and 2011 to 614 and 306 students, respectively. Findings indicated that 69% of students reported that while studying at MC they acquired the necessary skills for their job interviews; 67% participated in extra and co-curricular activities; and 95% would recommend MC to relatives or friends. Actions taken during the last five years to improve student support services include: (1) training managers and technicians to provide a client-oriented service; (2) relocation and renewal of Enrollment Management offices; (3) reengineering student support services processes; and (4) implementing new communication strategies.

Recommendations

The agenda for the future includes:

- Provide housing facilities for international students

- Implement the assessment of the Internationalization Strategic Plan and disseminate outcomes to the university community

- Enhance online student services by providing relevant information on the web related to proctoring procedures, complaint filing, and contact information for key administrators and student services personnel

- Increase by 2% annually membership in student organizations

- Increase by 1% annually student participation in internships and exchange programs

STANDARD 10 – Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Charges

The Standard 10 subcommittee had the charge of determining: to what extent MC supports and encourages the advancement of teaching and scholarly research; if the Mission statement has influenced the support of scholarly and creative activity on Campus; how well does MC support faculty professional development; how effectively does the faculty development plan include activities related to learning, teaching, and students' academic excellence; how is teaching excellence assessed and recognized; and finally, how are part-time faculty recruited and evaluated.

Standard 10 subcommittee examined official institution and campus documents (from 2007 to 2011), interviewed key administrators and held 9 faculty focus groups. The purpose was to determine the extent to which MC faculty is qualified to provide support to the Institution's instructional, research, and service programs and is able to devise, develop and monitor such programs. Six questions were formulated to guide the research process (see ER, Std. 10).

To be able to determine MC compliance with Standard 10, several factors were taken into consideration: appropriateness of number and quality of faculty members, recruitment and retention policies, faculty academic credentials, the existence of clearly defined roles and responsibilities, institutional support for faculty development, and faculty research and publications. The subcommittee also considered the adequacy of faculty and other professionals in terms of the positions they hold.

In order to fulfill the task, the subcommittee made a careful analysis of 2007-2011 official institutional and Campus documents (*Faculty Handbook*, institutional policies and procedures,

statistical reports, annual reports, among others). This allowed the subcommittee to obtain information to generate an accurate faculty profile as well as to determine areas in compliance with Standard 10. Existing procedures and criteria for appointment, supervision, and review of the teaching effectiveness of both full-time and part- time were also evaluated.

Findings

Faculty Profile

Teaching, research, and community service at MC are carried out by full-time tenured, tenure track, and part time faculty. The number of full-time faculty members has been stable near 215, since 2007-08 (see Figure 26). The ratio of full-time faculty/student is 53/1. Figure 26 shows that part -time faculty numbers have fluctuated according to program needs.
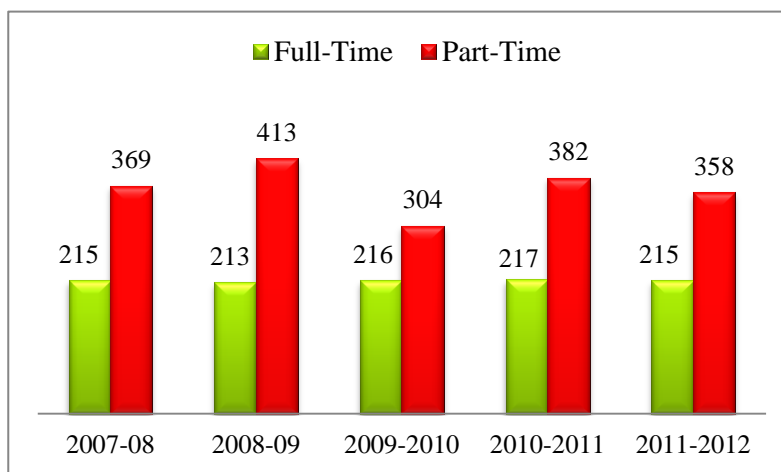
Source CIIFE

Figure 28. Full-Time and Part-Time Faculty

Figure 27 shows an increase from 53% to 57% of full-time faculty members with doctoral degrees. MC complies with and exceeds the system performance indicator for faculty members with doctoral degrees, which is 43%. MC Strategic Plan and the Faculty Development Plan (see

VER, Std. 10) projected a 2% increase of faculty with doctoral degrees primarily in Computer Science, Nursing, and Business Administration.

Percent Full-Time Faculty by Academic Preparation

Doctorates   Masters   1st Prof.

Year	Doctorates	Masters	1st Prof.
2007-08	53	45	2
2008-09	56	44	1
2009-10	58	41	1
2010-2011	58	41	1
2011-2012	57	41	2
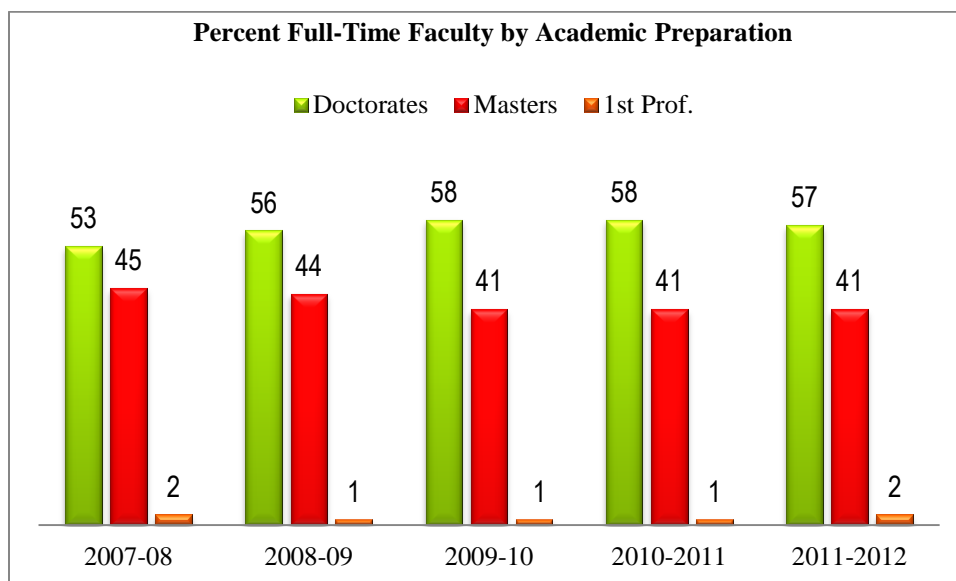
Figure 29. Full-Time Faculty by Academic Preparation

Figure 28 shows the distribution of full-time faculty by academic rank. In 2011-2012, 42% were Professors, 39% were Associate Professors, 15% were Assistant Professors, and 3% were Instructors.

Percent Faculty by Academic Rank
Years 2007-2012

2007-08   2008-09   2009-10   2010-11   2011-12
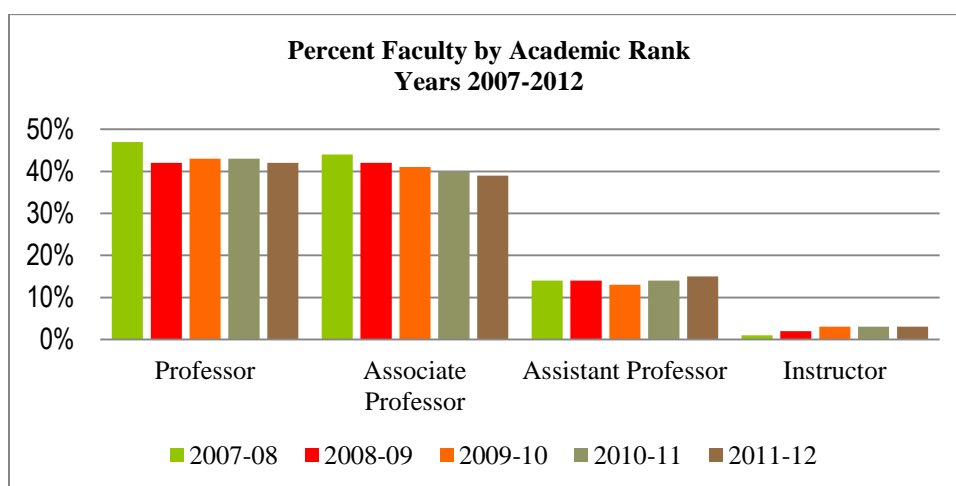
Figure 30. Full-Time Faculty by Rank

Full-time faculty profile by gender, rank and type of contract has also remained stable during the last five years. Women have comprised close to 55% of the full-time faculty in full compliance with affirmative action policies. As shown in figure 29, 94% of full-time faculty members are tenured or in tenure track positions. Almost 60% of full-time faculty members have at least 22 years of service.

Percent Full-Time Faculty by Type of Contract
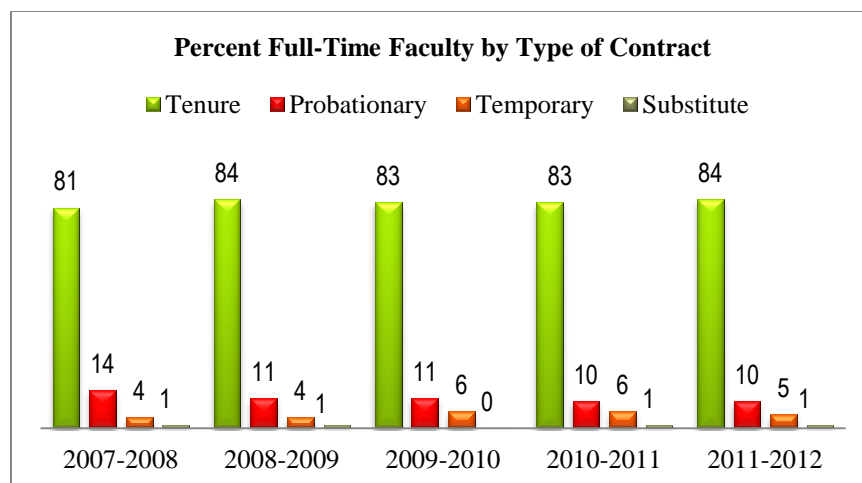
Figure 31. Full-Time Faculty by Type of Contract

Recruitment, Development, and Evaluation

The institutional policies on faculty recruitment, development, evaluation, and tenure confirm MC's commitment to teaching excellence and research endeavors. The Faculty Handbook, the Faculty Evaluation Guidelines, and the Faculty Development Plan evidence institutional commitment to support qualified professionals. The subcommittee found a congruency between institutional policies, faculty profile, and MC Mission and Goals. Specifically, goal number five states: *Retain a faculty that excels in teaching, research, and innovation; a faculty committed to outcomes assessment processes and to fulfilling the norms applicable to their programs and curricula, dedicated to their professional development and to serving the community* (see Std. 1). MC provides adequate institutional support for the advancement and development of faculty by sponsoring doctoral studies (study grants) and sabbaticals. Faculty member requests are

evaluated and recommended by their academic chairs and deans. The Campus Committee on Sabbatical Leave and Study Grants, established in the Faculty Handbook (see VER, Std. 10), makes recommendations to the Dean of Studies. Based on Campus priorities and faculty merits, the Dean of Studies makes recommendations to the Chancellor. The Chancellor evaluates the requests and submits them to the President for final decision. Tables 14 and 15 summarize the number of study grants and sabbaticals from 2007-2008 to 2010-2011.

Table 14. Study Grants Awarded for Doctoral Studies

Division	2007-08	2008-09	2009-10	2010-11	2011-12
Sciences and Technology	4	5	3	2	1
Economic and Administrative Sciences	1	4	4	8	7
Humanistic Studies	1	1	-	-	-
Education and Behavioral Professions	1	1	1	1	-
Total number of grants	7	11	8	11	8
Budget allocated	$42,415	$102,442	$98,364	$140,760	$92,345

Source: Deanship of Studies

Table 15. Sabbatical Leaves Granted by Academic Faculty

Division	2007-08	2008-09	2009-10	2010-11	2011-12
Sciences and Technology	1	-	1	-	1
Economic and Administrative Sciences	-	-	-	1	-
Humanistic Studies	-	-	1	-	2
Education and Behavioral Professions	1	2	-	-	-
Total number of grants	2	2	2	1	3

Source: Deanship of Studies

Two of the ten sabbaticals granted during the last five years were for research and publication and the others to pursue doctoral degrees. This evidences MC's commitment to its Mission statement and Goals and to the professional development of its faculty. It also demonstrates that MC adheres to its Strategic Plan 2011-2012 to 2015-2016 (see VER, Std. 10) to improve the academic credentials of its faculty members. Furthermore, in November 2011 there was an amendment to the Faculty Handbook, which states that faculty members pursuing doctoral studies could be granted release time up to nine credit-hours per semester (Chapter III, Article

3.3). Table 16 shows the total MC number of faculty members working on doctoral degrees during the period 2007 to 2011.

Table 16. Faculty Members Working toward a Doctoral Degree (2007 to 2011)

Division or School	2007-08	2008-09	2009-10	2010-11	2011-12
Sciences and Technology	4	4	3	3	3
Nursing	-	1	3	2	1
Education	-	1	1	1	1
Social Work	1	-	-	-	-
Economic and Administrative Sciences	3	4	4	8	8
Humanistic Studies	1	1	-	-	-
Total	9	11	11	14	13

Source: Deanship of Studies

Upon a revision of institutional documents, the subcommittee concluded that MC has clearly articulated rules, norms, and procedures for full-time appointment, and that these are found in the institution's *Faculty Handbook*, 2012, available on the MC Webpage (http://documentos.inter.edu/docs/index.php?article=78). Amendments to the Faculty Handbook are periodically incorporated to the web version.   As stated in the Handbook, procedures are "a product of a joint effort of the faculty, administration and the Board of Trustees of the University" (p. 2). Other actions, such as promotions, tenure, sabbatical leave, study grants, and dismissal procedures are also clearly stated in this document. Additional rules pertaining to faculty are also available in normative documents.

MC has an articulated, periodic, and systematic faculty evaluation plan for formative and summative purposes as stated in the Faculty Handbook. The evaluation has five criteria: teaching, research and creative work, professional development, institutional service, and community service. According to the Handbook, effective teaching requires active involvement in the intellectual and scholarly developments in a faculty member's field (p. 72). This can be evidenced by publications, research, monographs, funded research projects, inventions and

patents, performance and reviews of creative work submitted by the faculty in congruency with MC Mission and Goals 3 and 5 (see Std. 1).

All faculty, whether full or part time, are evaluated by students in every term and department directors discuss these results with them every year. Formative evaluations for tenured faculty are carried out every three years by faculty peers in order to assess their performance. The evaluation team is composed of three members: one member is elected by faculty peers, a second member is selected by the faculty member to be evaluated, and the third member is the department chair. The evaluation team visits a class session and considers other evaluation instruments. Also, department chairs, in their supervisory role, carry out an additional evaluation of the faculty member. Both evaluations are discussed with the faculty member. Finally, the faculty member develops an action plan in response to recommendations from the chairperson and the academic evaluation team.

In addition to full-time faculty, part-time faculty contribute significantly to the educational Mission of MC. They enrich curriculum through their field of expertise and experience. Part-time faculty are retained according to the evaluations of students and department chairs. Recruitment, appointment, and evaluation of part- time faculty consider teaching effectiveness and institutional compliance. Since many part-time faculty members have been working at MC for several years, they actively participate in some departmental committees and activities organized by their academic departments. For example, those working in doctoral programs regularly participate in decision-making processes, such as student admissions and evaluation of comprehensive examinations. In addition, qualified part-time faculty members are eligible to belong to and chair doctoral dissertation committees. To keep part-time faculty abreast of MC

activities and developments, the Chancellor meets with them twice a year. They are also invited to faculty development activities and to cultural and social events.

The Part-Time Faculty Handbook (see VER, Std. 10) establishes procedures, norms and regulations for part-time appointees and can be accessed through the institutional webpage. Part-time faculty recruitment processes must comply with MC hiring regulations. A call for part-time positions within specific needed disciplines must be annually published on the internet and local newspapers to maintain an updated pool of interested, qualified professionals. Department chairs evaluate the applications and recommend recruitment as needed.

In addition, MC distinguishes teaching excellence through the annual recognition of faculty. Special recognition is given to faculty members who have demonstrated mastery of subject matter, outstanding knowledge of current developments in their disciplines, and ability to promote and broaden student interest. In recognition of this extraordinary work, which is documented in their performance evaluation, including teaching portfolios, these faculty members are given special commendation at the annual official recognition event.

Research

Since the last Self-Study Report in 2003, the full-time Faculty Handbook has been revised to further clarify faculty roles and responsibilities toward teaching and research, academic advising, and assessment. A very important revision that demonstrates that the university recognizes research endeavor is the incorporation of the rank of Distinguished Research Professor. *The title is assigned to people of the university community or the external community, with proven and vast experiences in the field of research that have leadership and expertise in the discipline in which they will develop research works* (Faculty Handbook). In addition, the institution has established specific teaching loads for undergraduate and graduate levels: 30 annual credit-hours for undergraduate; 24 credit-hours for master level; and 18 credit-hours for doctoral level (see

VER, Normative Document A-1111-040R, Article 5.10, Std. 10). Allotted contact time is distributed differently to allow for faculty research related activities.

MC commitment to research is one of the essential components of its mission. Goal 3 refers to the promotion of research, whereas Goal 5 addresses research as part of faculty excellence. MC research commitment is evidenced in MC 2011-2016 Strategic Plan, Objectives 3.1 and 3.2. Objective 3.1 proposes an increase of 5% in the number of active faculty members doing research. Objective 3.2 proposes an increase of 5% in the number of faculty members that publish books or articles in professional refereed journals.

The norm for faculty load defines faculty time and effort dedicated to research related activities. The number of hours a week varies according to the teaching level (undergraduate/graduate). MC has assigned additional time for research activities by reducing the teaching load of some faculty members. Table 17 shows the number of faculty with release time during the last five years.

Table 17. Faculty Release Time for Research Related Activities

Academic Year	Number of Faculty	Total release time in credit-hours in the academic year	Number of full-time faculty equivalent (30 credit-hours)
2007-08	18	216.5	7
2008-09	16	217	7
2009-10	14	138	5
2010-11	19	235	8
2011-12	22	338	11

Source: Deanship of Studies

Evidence of faculty contribution to the advancement of knowledge is included in Appendix 4. Another evidence of faculty productivity is the collaboration among researchers from MC with other IAUPR units and other institutions for publications, grants, professional field work, and community service.

The subcommittee did not find strong evidence to support the expected level of productivity in an institution classified as a doctoral research university. During the last five years, faculty at the doctoral level has spent a significant amount of time in dissertation committees. Although the number of dissertations has been decreasing, each dissertation committee requires at least one full-time faculty member, according to the MC Dissertation Manual (see VER, Std. 10). Some doctoral level faculty have teaching overloads and others accept extramural commitments. In addition, faculty members are expected to participate in institutional committees and community service.

In recent years, efforts have been made to clearly delineate faculty research lines, to establish research communities, and to strengthen research centers and graduate programs. MC has also recruited a Distinguished Research Professor and various scholars as Visiting Professors. In addition, MC encourages and sponsors faculty participation to the Visiting Fellow Summer Research Institute at Harris Manchester College, University of Oxford, England. Participation in the Harris Manchester Summer Research Institute in the last five years has been as follows: 2, in 2007-2008; 1, in 2008-2009; 3, in 2009-2010; 2, in 2010-2011; and 4, in 2011-2012.

Table 18 shows the total number of faculty members that have conducted research and published. There has been a significant increase in the percentage of faculty members active in research, from 8% in 2007 to 20% in 2011.

Table 18. Full-Time Faculty Conducting Research and Publications

	2007-08	2008-09	2009-10	2010-11	2011-12
Number of faculty conducting research	19	31	52	43	45
Percentage of faculty doing research	9	15	24	20	21
Published Books	22	15	28	25	14
Published Articles	13	20	19	9	24

Source: Deanship of Studies

Research center facilities are undergoing renovation as a Campus priority. Campus research centers are:

- Center for Multicultural Dialogue

- Center for the Development of Entrepreneurs

- Center for the Study and Research of Christian Faith in Puerto Rico

- Center for the Study and Research of Puerto Rican and Caribbean Music

- Environmental Education, Conservation and Interpretation Center (CECIA)

- Inter American Center for the Study of Political Dynamics

- Interdisciplinary Center for Gender Studies

- Oral History Center

- UNESCO Chair for the Habitability of Cities in Hispanic America

- UNESCO Chair for the Promotion of Reading and Writing

During the last five years, MC has increased the number and diversity of discipline-oriented research centers intended to stimulate scholarly activities and research projects, and promote dialogue among faculty members within learning communities. Research center outcomes and publications sponsored by MC in recent years will be available in the Evidence Room (ER).

Professional Development

Faculty development is of utmost importance to accomplish MC Mission. Faculty development activities are summarized in annual reports. The Dean of Studies, in consultation with the Chancellor and academic deans and based on faculty evaluation, determines relevant topics related to new tendencies in teaching and professional development. Over 50 activities were held during the 2010-2011 academic year on topics related to retention, outcomes assessment, teaching strategies, compliance to academic program norms, information technology, and distance learning. Additional activities were organized by Divisions to address disciplinary

interests (see VER, Annual Report 2010-2011, Std. 10). Funds are provided for travel, lodging, per diem, and registration fees for participation in additional professional development activities. Table 19 summarizes MC expenses related to this effort from 2007 to 2012. In addition, faculty development is supported at the system level by the Vice-presidency of Academic Affairs (see Table 14).

Tables 19 to 21 include information about funds assigned for faculty development and the number of faculty attending professional development activities held outside and in Puerto Rico.

Table 19. Funds for Off-Campus Professional Development Activities

	2007-08	2008-09	2009-10	2010-11	2011-12
Registration fees for conferences in PR	$67,164	$71,585	$11,539	$39,108	$24,527
Registration fees for conferences outside of PR	22,713	6,107	8,608	7,881	10,358
Expenses for travel outside of PR	52,684	53,899	53,776	76,093	78,921
Sabbatical Leaves	40,356	67,416	98,364	85,482	181,068
Total Assigned	$182,917	$199,007	$172,287	$208,564	$294,874

Source: Deanship of Studies

Table 20. Participants in Professional Development Activities outside Puerto Rico per Division

Division	2007-08	2008-09	2009-10	2010-11	2011-12
Science and Technology	13	4	21	17	6
Education and Behavioral Professions	8	16	10	5	12
Economic and Administrative Sciences	6	4	8	10	7
Humanistic Studies	1	11	18	13	16
Total	28	35	57	45	41

Source: Deanship of Studies

Table 21. Participants in Professional Activities in Puerto Rico per Division

Division	2007-08	2008-09	2009-10	2010-11	2011-12
Science and Technology	62	75	56	57	78
Education and Behavioral Professions	79	28	14	28	67
Economic and Administrative Sciences	63	32	17	54	57
Humanistic Studies	37	22	27	34	53
Total	241	157	114	173	255

Source: Deanship of Studies

Special emphasis has been given to distance education training at MC for the past years. At present, MC has 244 professors (full-time and part-time) who have been certified in the Blackboard platform.

Recommendations

The action agenda for the future includes:

- Evaluate regulations and procedures that may impact faculty research in order to promote faculty productivity

- Establish a Faculty Development Institute to strengthen the structure of the Faculty Development Plan

- Promote faculty participation in research programs, consortia, and exchange programs with other institutions

- Assume a leading role in the institutional revision of faculty evaluation guidelines based on changes in the Faculty Handbook and other policy documents

STANDARD 11 - Educational Offerings

The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

Charges

Standard 11 addressed how MC complies with the institutional assessment guidelines set forth by the *Characteristics of Excellence* to ensure that educational offerings display rigor and coherence appropriate to its higher education mission. It also examined how MC identifies student learning goals and objectives, including knowledge and skills, for its educational offerings. The group in charge of Standard 11 organized four teams to gather information through interviews, round table discussions, questionnaires, and document analysis.

Findings

Over the past decade, MC has revised its educational offerings to address the campus challenges identified in the Self-Study Report 2003 (see VER, Standard 11). Since the implementation of the new Mission and Goals of 2008 (Std. 1) there has been a renewed effort to develop academic programs that will enable students to thrive in an interconnected, globalized world.

Congruency of Academic Programs with MC Mission and Goals

The Mission emphasizes the development of programs characterized by a humanistic orientation responsive to the demands of a marketplace in a continuously changing world. It promotes the development of a new entrepreneurial mindset, as well as self-awareness and care for the environment.

For the past three years MC has directed its efforts to revise and create programs that advance the new mission. Academic program revisions through the Academic Senate and the University Council require a careful analysis to ensure that programs fulfill the Institution's quality criteria

and that their goals are congruent with Campus Mission and Goals. In Puerto Rico, academic institutions must be authorized by CEPR to be able to operate. Furthermore, as part of the evaluation process, the Institution has to demonstrate the articulation of all of its academic programs with the institutional Strategic Plan and its mission and goals. Therefore, approval of academic programs by CEPR validates MC congruency with institutional Mission and Goals. This requirement is included in the CEPR Regulations, Chapter II, Section 15.1 (see VER, Std. 11).

The subcommittee examined congruency of academic programs with MC Mission and Goals by administering a questionnaire to departmental chairs (see ER, Std. 11). Twenty programs from all academic divisions were evaluated. Results indicated that the academic programs examined were congruent with MC Mission and Goals. Furthermore, twelve (60%) mapped with all three mission engines, and 4 (20%) mapped with at least two. An additional analysis was carried out per mission drivers and results indicated that 16 of the programs (80%) mapped with the internationalization engine, 16 (80%) with the leadership engine, while 13 (65%) mapped with entrepreneurship engine. It should be pointed out, that these drivers also map with the General Education Program, a fundamental component of the undergraduate level.

During the past two- and- a- half years, faculty has begun to reassess academic programs in order to integrate aspects of internationalization, entrepreneurship and leadership, community service and values across the curriculum. The Office of International Relations (OIR) has provided support to guide MC internationalization efforts. MC faculty participated in the development of the Internationalization Strategic Plan (see VER, Std. 11).

The first three goals of this strategic plan are related to educational offerings as they intend to advance the internationalization of academic programs. These goals aim to: (a) broaden the

international scope of MC academic programs by providing faculty development activities for the integration of international perspectives; (b) foster academic initiatives with an international dimension; and (c) develop an international campus culture.

MC academic offerings are housed within four main academic divisions: Economic and Administrative Sciences, Education and the Behavioral Professions, Humanistic Studies, and Sciences and Technology. MC offers 111 degree programs: 6 technical certificates, 9 associates, 45 baccalaureates, 4 professional certificates, 33 masters and 14 doctoral degrees.

MC ACADEMIC OFFERINGS

Technical Certificates

Early Childhood Technician
Emergency Medical Technician-Paramedic
Health Services Billing Technician
Network and Computer Repair Technician
Personal Trainer
Pharmacy Technician

Associate Degrees

Accounting
Business Administration
Insurance
Medical Emergency
Music Business Management
Nursing
Office Management System*
Popular Music
Studies in Religion*

Bachelor of Arts

Criminal Justice: Criminal Investigation
Design
Early Childhood: Elementary Primary Level (K-3)
Early Childhood: Elementary Level (4-6)
English as a Second Language at the Elementary Level
English as a Second Language at the Secondary Level
History
Mathematics
Office Management Systems*
Political Sciences
Popular Music
Preschool Level Education
Psychology
School Health
Secondary Education: Biology
Secondary Education: History
Secondary Education: Mathematics
Secondary Education: Science in the Junior High School
Secondary Education: Social Studies
Social Work
Sociology: Criminal Justice
Sociology: General Anthropology

Sociology: General Sociology
Spanish
Special Education
Sports Technology
Studies in Religion*
Training and Sports Management

Bachelor of Business Administration

Accounting
Corporate Communication
Entrepreneurial and Managerial Development
Finance
Human Resources Management
Information Technology
Managerial Economy
Marketing
Operations Management
Real Estate

Bachelor of Science

Biology
Biomedical Sciences
Chemistry
Computer Sciences
Medical Technology
Microbiology

Bachelor of Science in Nursing

Nursing

Professional Certificates

Clinical Social Work (Post Master)
Data Base Technology and Administration (Post Baccalaureate)
Medical Technology (Post Baccalaureate)
Risk Management in Health Care

Master of Arts

Business Education
Criminal Justice

Education: Counseling
Education: Education Management and Leadership
Education: Special Education
Education: Teaching of Mathematics
Education: Teaching of Science
Educational Computing*
Educational Neuroscience
History
Labor Relations
Music Education
Occupational Education
Psychology: Industrial and Organizational Psychology
Psychology: Psychological Counseling
Psychology: School Psychology
Teaching English as a Second Language
University Teaching*

Entrepreneurial and Managerial Development:
      Interregional and International Business
History of the Americas
Psychology: Industrial Organizational Psychology
Psychology: Psychological Counseling
Psychology: School Psychology
Theological Studies: Christian Education
Theological Studies: Pastoral Theology

*Also offered online

Master of Business Administration

Accounting
Executive MBA
Finance
Human Resources
Industrial Management
Marketing
MBA General*

Master of Education

Teaching at the Elementary Level

Master of International Business

International Business

Master of Science

Environmental Evaluation and Protection
Medical Technology: Laboratory Administration
Medical Technology: Molecular Microbiology
Open Information Computer Systems

Master of Social Work

Administration in Social Work
Direct Services

Doctor in Education

Counseling
Curriculum and Teaching
Education Management and Leadership
Higher Education
Special Education and Transition Services

Doctor in Business Administration

Finance

Doctor in Philosophy

Entrepreneurial and Managerial Development:
     Human Resources

Establishing rigorous academic and professional standards in MC academic offerings is a major goal. Institutional policies establish a minimum of credits in academic programs at undergraduate and graduate levels, curricular design, and graduation requirements. Also, each educational offering has to define competencies that are assessed through student learning outcomes. To systematize an ongoing programmatic assessment process, MC has acquired TK20 platform. In addition, MC pursues professional accreditation to strengthen academic programs, to increase public trust and credibility, and to attract qualified students and faculty. Table 22 shows the accreditations to date.

Table 22. Professional Accreditations

Program/School	Professional Accreditation Agency	Initial Accreditation
Social Work	Council on Social Work Education	1974
Medical Technology	National Accrediting Agency for Clinical Laboratory Sciences	1984
Nursing	National League for Nursing Accrediting Commission	1986
Continuing Education	International Association for Continuing Education and Training	2007
Business Administration	Network of International Business Schools	2010
Teacher Education Programs	Teacher Education Accreditation Council	2012

Source: CIIFE

Program Development and Review

MC systematically evaluates its educational offerings. The creation or revision of academic programs is based on assessment results, disciplinary advances, professional and accreditation requirements, industry and social demands, and laws and regulations that have a bearing on professional programs. It also takes into consideration student interest and faculty strengths. The Chancellor has a Community Advisory Committee that meets regularly and provides information and advice regarding the needs of industry and various sectors relevant to the Campus. Several programs such as Social Work also have advisory committees.

In the past five years, significant attention was paid to the revision and creation of programs. Tables 23 to 25 show the number of programs revised, created (traditional/online), and phased out. Institutional norms regarding distance learning require that the same rigor and procedures

apply to the creation and revision of programs in an online modality (AAD 0903-006, Guides for

Quality Standards on Distance Learning, see VER, Std. 11).

Table 23. Academic Offerings Revisions 2007-2008 to 2011-2012

Academic year	2007-08	2008-09	2009-10	2010-11	2011-12
MC Exclusive programs	-	2	2	1	6
IAUPR Shared Program	1	12	4	3	4
Sub Total	1	14	6	4	10
Total 35					

Source: Deanship of Studies

Table 24. Academic Offerings Created 2007-2008 to 2011-2012

Academic year	2007-08	2008-09	2009-10	2010-11	2011-12
Number of Programs	2	3	6	2	1
Total 14					

Source: Deanship of Studies

Table 25. Academic Offerings in Phase-Out 2007-2008 to 2011-2012

Academic year	2007-08	2008-09	2009-10	2010-11	2011-12
Programs	2	1	3	5	6
Total 17					

Source: Deanship of Studies

IAUPR system articulates the revision of shared academic offerings to facilitate student mobility

among academic units (see Guide for the Revision of Particular and Shared Programs, available

at VER, Std. 11). MC curricular revision has recently incorporated academic program

competencies in course syllabi as part of assessment efforts to improve student development.

Information related to policies and procedures regarding the transfer of credits, appears in

Standard 8.

The need for a program evaluation may emerge from advisory committees, accrediting agencies,

changes in applicable regulations or another pertinent source. Program revision is carried out at

the department level by the faculty. Proposals for program creation or revision contain the

following elements: a rationale, program description, curricular map, student competencies,

curricular sequence, syllabi, admission, retention and graduation requirements, and fiscal and

administrative aspects. These proposals are considered by the Academic Senate, and the

University Council, and require approval by the President.

It is evident from the above information that the process for program development and approval is rigorous and proposals undergo multiple reviews that involve extensive documentation and compliance with guidelines. The process ensures that student competencies, knowledge and skills are up to date and clearly specified for all educational offerings. Institutional norms require program revisions every five years.

In order to evaluate curricular coherence and synthesis of learning in academic programs, the subcommittee reviewed 20 undergraduate and graduate programs. The questionnaire defined curriculum coherence as *conscious and deliberate attention in the curriculum design of a program to connect courses and subject matter to help students achieve learning as a meaningful whole*; and *Connections between program content and students professional and vocational goals*. Also, synthesis of learning was defined as *specific activities incorporated in the curriculum design that promote integration of knowledge and skills from various courses or subject areas*. Ninety-five percent, or 19 out of 20 questionnaires received, showed curriculum coherence and synthesis of learning. Courses that demonstrate curriculum coherence and synthesis of learning are: integrative seminars, practicum, internships, theses, and dissertations or other capstone experiences.

Modalities

Consistent with the new mission and goals, MC programs and courses are offered through a variety of modalities and formats which intend to provide flexibility to students. The General Catalog 2011-2013 and the Graduate Catalog 2011-13 (see VER, Std. 11) define diverse modalities of study through which courses may be offered. In addition to traditional classroom on-campus learning, other technology-based modalities include: interactive video conferences, video courses, online, blended and web-enhanced courses.

Although courses and programs may be offered through a variety of modalities, they must comply with the same course and program goals. In order to do a comparative evaluation of student performance in various teaching modalities, the subcommittee did a limited scope exploratory study of grades obtained by students in courses offered through online and on-site modalities. The study compared the grades obtained by students enrolled in the following courses: PSYC 1051General Psychology, GEPE 2020 Humanistic Studies, GECF 1010Christian Faith, EDUC 2022 Society and Education, MKTG 1210 Introduction to Marketing, GEST 2020 Science, Technology and Environment, and GEHS 2010 Historical Processes of Puerto Rico. Five of the seven courses included were part of the PEG, since these had the greater number of sections in both modalities. The information used was obtained from reports provided by the CIIFE. The grade distribution and the frequency of A, B, C, D, F, I, W and UW grades were compared in the on-line and on-site modalities. In general, grade distribution did not show significant difference between both modalities. Nevertheless, the study was limited to a small number of undergraduate courses; mainly in general education hence results cannot be generalized.

As previously mentioned, MC has established protocols on how to create online courses with the same rigor as traditional courses. Technical support is provided by CADDT. MC was the leader, within IAUPR system, in implementing online faculty evaluation by students in distance learning courses.

After the implementation of the new Mission and Goals, two significant changes have occurred in MC: the growth of the distance learning modality and the adoption of the trimester calendar for most of the educational offerings. The latter is a paradigm shift for faculty, students and administration. MC faculty have carried out an array of changes in curricular sequence,

curricular design, and course syllabi in order to adapt content and teaching strategies to the new format in ways that serve student needs. However, MC educational offerings are ample and diverse, and some faculties are still in the process of adapting aspects of their programs and courses to the trimester calendar. Therefore, MC will continue to identify and examine opportunities and provide support for the faculty and administrators to successfully complete this transition.

Research and Graduate Faculty

Research is a very important component of graduate studies; therefore, two roundtable discussions were carried out with faculty from graduate programs who teach courses at the master's and doctor's degree levels (see ER, Std. 11). The first roundtable discussion was held with the Economic and Administrative Sciences Division. They indicated that their students carry out an array of research experiences including business data analysis, search and management of information, literature reviews, case study, and definition of research problems. The second roundtable was held with the Education and Behavioral Professions Division. They indicated that all graduate research courses provide activities and experiences to develop research skills such as: definition of research problems, literature review, case studies, and case interventions. Faculty also discussed the integrative seminars offered at the master's level. The group agreed that these courses were very effective in integrating knowledge and skills.

An analysis of faculty teaching graduate courses evidences that MC has a highly qualified and experienced faculty. The ISSS administered to graduate students (see VER, Std. 11) shows that they are highly satisfied with their faculty (2008 and 2010). Eighty-seven percent of students stated that faculty members show mastery of their subject matter. There is very little turnover of regular faculty as evidenced by MC faculty profile (see Figure 26, Std. 10).

MC Library (Information Access Center-IAC)

The ISSS administered to graduate students (2010) showed 73% satisfaction of the students with the access to library resources and other sources of information available in the IAC.

The following documents related to the IAC that adequately support educational offerings are available for examination: (1) IAC Profile for 2010-2011, (2) List of Dissertations, (3) IAC Reports on Utilization of Circulation, Reference, Reserve and Special Collections, (4) Inventory for all permanent exhibits (5) Inventory for Audio-Visual Resources, (6) List of Databases, and (7) List of Periodicals. IAC databases are available online. Utilization in academic year 2011-2012 was 152,560 for library resources and 1,623 for audiovisual resources. Formal information literacy instruction was given to 891 students.

The library staff works with the faculty of MC in all that concerns the evaluation of new books as well as the discard of outdated ones. They also offer workshops in information literacy skills to both faculty and students. There is a required General Education course (GEIC 1010) that fosters information literacy and technological competency skills, specifically the use of Blackboard platform. It is offered as part of the first year students' induction to university life. Librarians prepared an instructional module that is part of this course. This course is also offered online and was revised based on student learning outcomes assessment (see Standard 12).

Recommendations

The agenda for the future includes:

- Articulate the Internationalization Strategic Plan with academic offerings

- Study the cost and feasibility of low enrollment academic programs

- Evaluate the progress of faculty transition to the trimester format and provide necessary support

STANDARD 12 - General Education

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

Charges

This subcommittee examined the General Education component to determine to what extent the General Education Program (PEG by its Spanish acronym) reflects MC Mission and Goals and if there is coherence between PEG and majors in undergraduate programs. It gathered information by examining standardized test results, questionnaires, document analysis, and interviews.

Findings

The undergraduate university curriculum has three interrelated components: general education, major, and electives. As stated in the General Catalog: *The General Education Program emphasizes the development of a personal and social conscience, the refinement of communication skills, quantitative and philosophical thought; the use of technology as a means of access to information; the cultivation of ethical and aesthetical sensitivity; the knowledge of principles of faith and Christian practice* (see VER, Std. 12). It comprises 48 credit-hours for the baccalaureate and 24 for the associates degrees where skills and abilities are developed and further applied in majors.

The academic programs at IAUPR are based on the premise that to achieve personal success and make valuable contributions to society, students should develop broad intellectual interests as well as prepare themselves in the best way possible to earn their living. PEG has six main components that encompass a comprehensive education of human knowledge: fundamental skills, philosophical and aesthetical thought, Christian thought, historical and social context,

scientific and technological context and, health, physical education and recreation. A full description of the PEG is published in the General Catalog 2011-2013.

General Education Program: Assessment and Virtual labs

The Office of Curricular Affairs (OCA) at the system level undertook two important projects: the assessment of the General Education Program (PEG) and the development of Virtual Labs for fundamental skills. IAUPR established a partnership with The College Board Office for Puerto Rico and Latin America (College Board) for the development of assessment instruments and faculty training. College Board assisted the university in the following activities: (1) Faculty training in the development of competency tests, tables of specification, and item construction and validation; (2) Development of assessment instruments based on PEG course syllabi where faculty constructed and validated items for standardized tests; (3) Assembly of the assessment instruments (standardized tests) for the PEG.

The PEG Assessment Model (see ER, Std. 12), designed by a faculty committee, includes the administration of standardized tests in Spanish, English, Mathematics, Information and Computer Literacy, and a comprehensive test for other PEG categories (philosophical and aesthetic thought; Christian thought; historic and social context; scientific and technological context; and health, physical education, and recreation). A Direct Writing Test was also developed for Spanish.

The University administered the instruments as follows: Spanish, English, Math, and Information and Computer Literacy in Spring 2006, Fall 2006, 2008, and 2010 to a sample of students from each of the nine campuses enrolled in Spanish (GESP 2203), English (GEEN 1103), and GEIC 1010 (Information and Computer Literacy). The Spanish Direct Writing Test was administered in Fall 2006, Spring 2009 and 2011. Core Courses Comprehensive Test was administered in Spring 2008, 2009, and 2011 to a sample of graduation candidates. The College Board

submitted tests results and statistical analyses. Those reports were shared with the nine campuses for their corresponding analysis and action plan. These tests have been placed on Blackboard for distance learning students.

Effective academic year 2012-13, all nine campuses will be able to administer the tests online to both traditional and distance learning students. This strategy reduces printing costs and allows campuses to include traditional and online students as part of the PEG assessment process through their technological infrastructure. Campuses will be able to schedule tests administration and decide on the number of students that will be tested. Data related to the mastery of the PEG competencies allow the campuses to identify those areas that require curricular or methodological changes. In summary, forty (40) faculty members are trained in test design and can serve as resources for program assessment.

Actions taken at the system level to improve student performance include the development of virtual labs and the creation of diagnostic tests in fundamental skills. Human and financial resources have been allocated for the development of the Virtual Labs for Spanish, English, mathematics, and information literacy (see Table 26). This project, implemented in four phases, allowed the Institution to develop 123 modules for Spanish, English, mathematics and information literacy between 2006 and 2007. Modules were placed in Blackboard for online access by students and professors. Between 2009 and 2011, the Spanish Virtual Lab underwent major review and redesign. In August 2011, a new Spanish Virtual lab with 77 modules that address remedial and content-related skills was implemented. At the same time, two system-wide committees were created to revise and restructure 14 modules of the English Virtual Lab and 20 modules of the Math Virtual Lab.

Table 26. Expenditures for the Assessment and Virtual Labs of the GEP from 2007 to 2011

Area	Expenditures ($)					Total ($)
	2011-12	2010-11	2009-10	2008-09	2007-08	
GEP Coordination	31,746	30,756	30,756	11,700	11,700	116,658
Spanish Virtual Lab	-	13,564	5,357	8,550	2,850	30,321
English Virtual Lab	9,632	-	-	-	-	9,632
Math Virtual Lab	11,875	-	-	-	-	11,875
Information Literacy Lab	1,000	-	-	-	7,800	8,800
GEP Online Assessment	-	5,000	-		6,300	11,300
GEP Assessment Tests Reproduction	-	10,699	2,000	10,007	6,999	29,705
College Board Services (Assessment Tests Analyses)	-	65,000	-	70,000	-	135,000
Consultants (Curriculum & Assessment)	4,000	-	1,905	-	-	5,905
Total ($)	58,253	125,019	40,018	100,257	35,649	359,196

Source: Banner FGIBDST 2007-08 to 2011-12

In addition to assessment tests, the Central Office developed a set of diagnostic tests in Spanish, English, and mathematics. Faculty members from different campuses, with the guidance of College Board personnel, were in charge of developing these tests. The Spanish diagnostic test was validated in August 2006; English and math tests were validated in August 2007. These tests have been available since Fall 2008.

Test results analyses were carried out by PEG committees and also reviewed by MC faculty. Although proficiency results are considered low by faculty (see Table 27), MC student scores are the highest among IAUPR system. Areas for improvement according to PEG test results were reading comprehension in Spanish and listening comprehension in English, basic software applications (word processing and spreadsheets) in information literacy, and algebraic expressions in math.

Table 27. Percentage of MC Student Proficiency in PEG Tests

	2008		2009		2010		2011	
	PP	P	PP	P	PP	P	PP	P
Spanish	40	52			61	30		
English	29	53			44	37		
Information Literacy	63	25			65	22		
Math 1000	46	12			65	20		
Math 1200	16	37			41	8		
Philosophy		53		53				54
Christian Faith		53		59				62
Wellness		51		55				60
Historical Processes		51		50				53
Science		52		47				49

PP=Partially Proficient and P=Proficient   Source: Vice Presidency for Academic Affairs, Students, and System Planning

MC has taken actions to improve student learning in response to PEG assessment results. These actions go from (1) the curricular mapping of course objectives with PEG goals, (2) the revision of program sequence to guarantee that courses are taken in the established order, (3) the establishment of basic skills laboratories, (4) syllabi revisions, (5) the design of classroom assessment instruments and rubrics, to (6) the development of two new courses for the Teacher Education Program requirements and (7) the adoption of EDUCO for mathematics courses. Additionally, the Computer and Information Literacy course was also revised and a new course was created, GEIC 1010. Specific examples of actions taken as a result of the assessment in the PEG courses will be available in the ER.

Recommendations

Agenda for the future includes:

- Appoint a faculty member as coordinator for PEG assessment

- Integrate PEG assessment results into TK20 platform

STANDARD 13: Related Educational Activities

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

Charges

The subcommittee examined to what extent related educational activities are aligned with MC Mission and Goals as follows: certificate programs; distance learning; internship and practicums; non-credit offerings; transfer and experiential learning; and additional locations. The subcommittee examined policies, regulations, and catalogs, as well as institutional surveys.

Findings

Mission statement Goal 4 states that MC will *Provide services and activities relevant to a diverse student population in order to support their academic, intellectual, social and moral development, as well as cultivate their awareness of social, cultural, economic, environmental, and political problems* (see Std. 1). MC offers an array of related educational activities, most of which require a formal registration process, an extended period of student-professional interaction, and means of assessing that the student has achieved the expected goals. Such offerings at the MC are: certificate programs, experiential learning by means of internships and student exchange, continuing education, additional locations (CUC and CERMEB), distance learning, and contractual relations and affiliated providers.

Technical Certificate Programs

Six post-secondary technical certificate programs are offered by MC to prepare interested students in Emergency Medical Technician-Paramedic, Pharmacy Technician, Personal Trainer, Health Services Billing Technician, Childcare Assistant, and Network Systems Technician. These students are interested in short-term and practical academic programs geared to their quick insertion into the job world. Information regarding the objectives, admissions, retention,

graduation policies, and course descriptions are published in an official printed catalog (*Catálogo de Certificados Técnicos y Vocacionales,* see VER, Std. 13). Expected student knowledge, skills and competencies are stated for each program and assessed periodically through pre- and post-tests for each course. In addition, in order to practice in Puerto Rico, graduates from four of the six above mentioned programs have to perform at a level established by examining boards or governmental agencies. Moreover, all technical certificate programs offered at MC include a strong practicum component. Technical certificate programs are also authorized by Puerto Rico Council on Education.

Administrative support for the post-secondary technical certificate programs is provided by a director, an administrative assistant and a full-time professional counselor. The Program Director reports to the Dean of Studies and manages the budget allocated for this program. Academic departments support the certificate programs implementation. Student enrollment for the post-secondary technical certificate programs has increased from 105 in 2007-2008 to 170 in 2011-2012. Plans for the future include the relocation of technical certificate offerings to a larger off-campus installation to provide opportunities for growth.

Experiential Learning

Inter-institutional educational agreements between IAUPR and other universities are in place to allow student participation in exchange and international programs, internships and study abroad, as stated in the General Catalog 2011-2013 (see VER Std. 13), under Student Mobility. Institutions such as Oxford University, *Universidad de Belgrano* (Argentina), University of Bologna (Italy), *Universidad Autónoma de Occidente* (Colombia), Babson College (USA), *Universidade Fortaleza* (Brazil), *Instituto Tecnológico de Monterrey* and *Universidad Autónoma de Guadalajara* (Mexico) and the Ortega y Gasset Center for International Studies (Spain) have welcomed scores of MC students for a diverse set of educational experiences. The number of

participants in internships abroad has varied during the reporting period of this Self-Study. In August 2009, the Office of International Relations was established. This office is responsible for coordinating all related activities of exchanges and internships abroad and overseeing the implementation of the Internationalization Strategic Plan (see VER, Std. 13). Related documentation and statistics are also maintained by this office. In the last three years, 31 students participated in internships, 194 in exchanges and 103 in cultural trips, for a total of 328 participants. Students visited US, Spain, Cuba, Mexico, Colombia, Czech Republic, Chile, Italy, United Kingdom, Argentina, Paraguay, Brazil, Middle East, Panama, and Costa Rica during these experiential learning activities.

Continuing Education

Non-credit offerings at MC are offered by the Continuing Education Program (CEP). The program has a director and an administrative assistant, supervised by the Dean of Studies. Continuing Education is in alignment with MC mission by supporting lifelong learning. The program operates within three tracks: professional and technical certificate, short courses on general interests, and externally-funded service projects. For example, pre-college students can complete SAT review sessions, college students may prepare for local teacher certification exams (PCMAS), and social workers register for professional development courses. Computer courses for senior citizens, foreign language courses and a successful children's summer camp are part of CEP activities. CEP is accredited by the International Association for Continuing Education and Training (IACET). Activities offered by the CEP are promptly evaluated by participants in order to fine-tune the services. The office keeps official records of all participants and submits reports and statistics. Net income has been over 20% of total income to cover indirect costs during the last five years.

Additional locations (CUC, CERMEB)

MC has two additional locations: CUC (*Caguas University Center)* and CERMEB (*Centro de Extensión del Recinto Metro en Bayamón)*. These centers, located in Caguas and Bayamón, respectively, offer services to a segment of the population in those geographical areas. CUC facilities were recently relocated to a two story building with ample space for multimedia classrooms, videoconferencing capabilities, a computer laboratory, and office space. It provides wireless internet access to students. Each classroom has capacity for 40 students and full access to laptop computers. The administrative organization for CUC consists of a full-time coordinator and an administrative assistant. Additional support is provided to students through the rotation of Campus officers from the ITC, Enrollment Management, IAC, and University Guidance Program. Academic services are offered by MC Divisions and departments. CERMEB, established through an agreement between MC and Bayamón Campus, offers Teacher Education Programs to students living in Bayamón and its vicinity. The majors offered are Special Education, Early Childhood Education (Elementary Level K-3), Early Childhood Education (Primary Level 4-6), Teaching of English at the Elementary Level and Teaching of English at the Secondary Level, all of which are part of the BA in Education degree. An MC faculty member, who reports to the Director of the School of Education, is the CERMEB Coordinator. Faculty is recruited and hired by MC School of Education. All other administrative and appropriate support services are provided to students by the Bayamón Campus. CERMEB office is located in the Bayamón Campus Academic Building. Careful evaluation of continued feasibility of both additional locations is done annually by MC during the planning and budget processes.

Distance Education

As stated in the Periodic Review Report 2008 (see VER, Std. 13), distance learning has become an important component of MC offerings. It is in full alignment with MC Mission's commitment

to provide diverse study modalities pertinent to the needs of the student population. All aspects of distance education have undergone significant changes during this reporting period: the number of course sections, certified courses, trained professors and enrolled students have all increased steadily since 2008. Norms and procedures for academic offerings apply equally to traditional and distance learning modality. The protocol for the certification of online courses requires the participation of a committee of three members: department chair, a faculty member, and CADDT director.

Eight academic programs are authorized online: Office Systems Administration (AA and BA), Studies in Religion (AA and BA), Entrepreneurial and Managerial Development (BBA) and General MBA, Educational Computing (MA) and University Teaching (MA). All General Education Program courses are offered online. CADDT provides technical and logistic support to professors and students engaged in distance education. A professional counselor is assigned to the CADDT to provide support to online students.

For academic year 2008-2009, there were a total of 36 online courses certified; in 2011-2012, the number of certified online courses is 125. Similarly, Figure 30 shows that the number of students enrolled in at least one online course increased from 3,681 in academic year 2007-2008 to 6,108 in 2011-2012, while the number of fully online students changed from 309 to 547 for the same time period (see Figures 30 and 31). Over 90% of fully online students reside in Puerto Rico. All students go through a process of authentication.
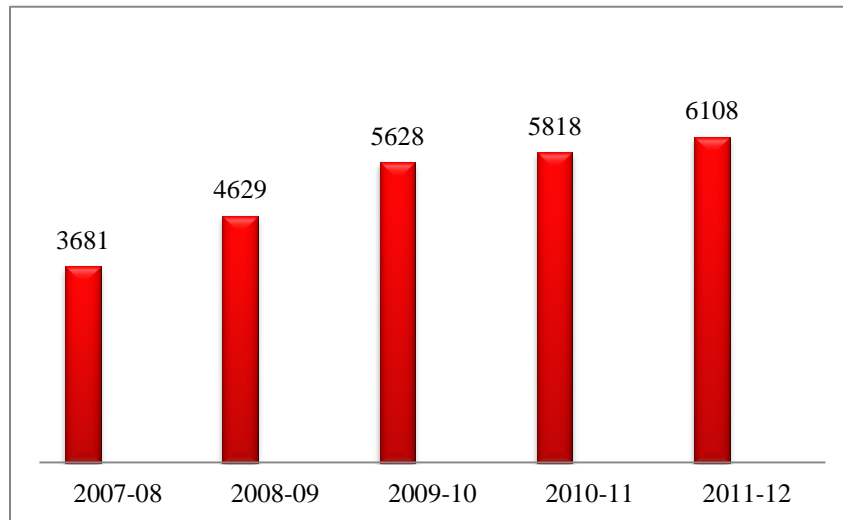
Source: CADDT

Figure 32. Number of Students Taking at Least One Online Course
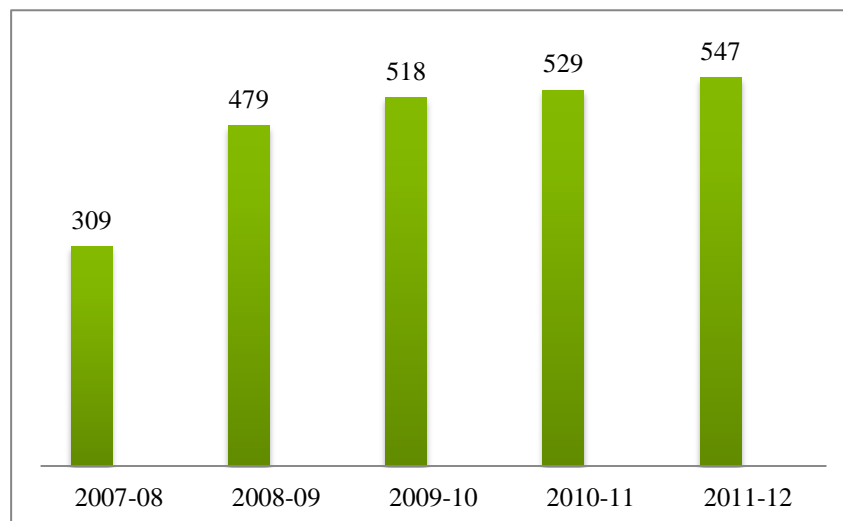
Source: CADDT

Figure 33. Number of Students Fully Online

ISSS was administered to online students in 2009 and in 2011 (see VER, Std. 13). There is a significant increase in satisfaction level in all aspects related to student support services. Conversely, there has been a decrease in student satisfaction with some teaching aspects of online courses. Specifically students express their concern with the response time of faculty, availability of tutoring sessions and opportunities for faculty evaluation. The Dean of Studies

presented these findings and discussed them with department chairs and faculty of online courses. Further faculty training will be provided in order to address the situation.

Contractual Relationships and Affiliated Providers

Institutional contractual relationships with affiliated providers are all subject to clauses stipulating that contractors shall comply with all applicable laws and institutional policies. There is a protocol for establishing contractual relationships which requires periodical evaluation. Each academic program chairperson and internship coordinator is responsible to assure that all activities carried out in the Institution's name are consistent with MC Mission and Goals and program objectives.

Community Outreach

Part of MC commitment to social outreach responsibility is the ongoing community service project in *Caño Martín Peña*. During the last 10 years, faculty and students from different academic programs engage in a variety of activities to promote the community wellbeing. As a result, Multidisciplinary Practice Centers are established in three schools serving disadvantaged children, a program for the development of community leaders is in place, an environmental conservation and interpretation initiative was developed and an oral history research project is conducted within the community. Furthermore, in August 2012 MC will initiate Clemente Courses for the Humanities providing a college experience for community residents.

MC also sponsors an environmental reserve and educational center called CASA (*Centro Ambiental Santa Ana*). In the past three years, over 4,000 elementary and secondary students, mostly from public schools, have visited the center. They benefited from direct observation of endemic flora and fauna and participated in a variety of educational experiences. This Center is also used as a research facility by MC students and faculty.

Important community outreach projects are CEDIN laboratory school, Psychological Services Clinic, Three Kings Workshop for toys recycling and refurbishing, blood drives, Thanksgiving donation drive, and Medical Technology and Nursing health clinics, among others.

The Small Business and Technology Development Center (SBTDC) is a grant from SBA to the government of Puerto Rico administered through IAUPR. SBTDC serves as a liaison between the University and the small business community of Puerto Rico. It provides students with an entrepreneurial experience by developing the competencies necessary to establish their own ventures and by studying cases of success and failure of the small business industry in Puerto Rico and abroad. Graduating students, interested in establishing their own business, receive formal training on how to establish a small business. Since 2008, 76 students have participated in internships researching and advising small businesses in Puerto Rico, and they have dedicated 1,052 hours to this internship. Working with the business community, the SBTDC and MC faculty and students believe strongly in the highest code of conduct that states that every individual is responsible for his/her actions and omissions. Developing ethical leaders and entrepreneurs is thus an important element of MC Mission. SBTDC is another example of MC social outreach and community service project.

Recommendations

Agenda for the future includes:

- Increase student and faculty participation in international experiences
- Diversify post-secondary technical certificate program offerings
- Develop the Caguas University Center by the transferring of selected MC academic programs

STANDARD 14 - Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

Charges

The subcommittee was in charge of gathering information and examining the assessment process to determine how academic programs have used information to improve teaching and learning, and assess if the process is appropriately planned, organized, systematized, and sustained. Seven questions were developed to guide the analysis and findings. During the self-study period (2010-2011) the subcommittee met with assessment representatives of the four academic divisions. Assessment representatives include the academic deans, chairpersons, and program coordinators. During the scheduled meetings, an overview of each assessment report was given. Subsequently, the subcommittee analyzed the submitted documents and reports. Based on the subcommittee findings, recommendations to strengthen academic assessment efforts are included.

Findings

The revised MC Assessment Plan (2009) was included in the 2010 Progress Report on Assessment to MSCHE (see VER, Std. 14). As stated in this Report, the Institutional Assessment Committee at the Campus level *is responsible for monitoring the ongoing assessment of student learning outcomes in undergraduate and graduate programs and assuring program congruency with the Institution's mission and goals...* (p.4). The information provided by the outcomes assessment process at classroom and program levels supports decision-making related to MC allocation of resources, annual budget, and Strategic Plan (see VER, Std.14). Academic programs are requested to submit annual assessment progress reports. Assessment is an institution-wide process that is shared by faculty, coordinators, chairpersons, and deans. The

MC Assessment Model includes specific responsibilities at all levels, as shown in Appendix 5. The Institutional Assessment Committee at the Campus level is chaired by the Dean of CIIFE. Committee members are the Dean of Studies, the Dean of Students, and one faculty member of each academic Division. The chair responds to the Chancellor and oversees the assessment efforts of the Campus and the implementation of TK20. Additional administrative support has been given to the implementation of TK20. The Dean of Studies directs the academic assessment efforts of the institution and the Dean of Students is responsible for assessment of student support services. There are assessment coordinators for academic programs in each academic division. Together with faculty members, they are responsible for program assessment and report to division deans.

IAUPR has taken the initiative to implement and monitor a systematic and ongoing academic assessment process. The Institution has recently acquired TK20, a comprehensive online assessment management system. The implementation of this software will improve program assessment and institutional effectiveness in teaching and learning. As a first step of this project, all programs were asked to revise student learning objectives or competencies, and to follow a uniform format and common assessment vocabulary. Samples will be available in the ER.

Secondly, faculty members were required to align student learning objectives or competencies to program courses in a curricular map. A third step will be to systematically upload this information into TK20. As a first phase of this project, MC will include assessment of the following eleven academic programs into the TK20 platform: BA in Office Systems Administration, BA in Teaching Education Programs, BS in Nursing, BA and MSW in Social Work, MA in Business Education, MA in Psychology, MBA in Accounting, MBA in Finance, MBA in Marketing, and MBA in Human Resources. The platform uses specific student learning

objectives or competencies, aligned with the MC mission and goals. Site visitors will be able to access TK20 platform.

As part of the ongoing process of academic assessment, a series of assessment workshops has been offered. (see Appendix 6). For example, in 2010 the Seminar on Keeping Assessment Simple, by Dr. Linda Suskie, was followed up with a series of workshops as evidence of the commitment to excellence regarding assessment of student learning. IAUPR-"*Guía para el Desarrollo del Avalúo* (assessment) was developed and distributed to faculty members during the one-day workshop by Dr. Suskie and will be available at VER, Std. 14.

By 2011, all academic programs had assessment work plans aligned with MC Assessment Plan (see VER, Std. 14). Assessment work plans show congruency with MC goals. They incorporate different assessment tools geared toward obtaining data that evidence student learning in relation to the expected learning outcomes. The results of assessment of student learning objectives or competencies support decision-making related to course content, curriculum revisions, budget allocation, and human resources considerations, among other issues. In other words, as stated in the 2010 Progress Report on Assessment, the information gathered by an ongoing assessment process is used to improve teaching and learning. The assessment work plans also include time frames, results, and actions taken to improve student learning. A template of an assessment work plan is included as Appendix 7.

Curricular design is centered on expected student learning objectives or competencies. It is well-known that assessment is used to measure the extent to which students achieve those expected student learning objectives or outcomes. An assessment work plan shows a comprehensive, systematic and continuous process and must include at least specific results, evidence, time frames, and actions taken. The subcommittee developed a rubric to evaluate each academic

program's assessment work efforts. Academic programs were classified using the five criteria rubric ranging from Beginning to Above Standard (Appendix 8). An example of a curricular map which links expected student learning objectives or competencies with course requirements is shown in Appendix 9.

Conferring to results, some programs have a comprehensive, systematic and continuous assessment process whereas others are at beginning stages of implementation, but still show evidence of some assessment efforts. Table 28 shows that all academic programs have achieved some level of assessment. Fifty-four percent (54%) are at the beginning level, 14% at developing level, 9% at standard level and 23% above standard. Those academic programs accredited by external organizations were classified as above standard, understanding that they comply with the organization's assessment requirements as evidenced by the corresponding certifications (see VER, Std. 14). Assessment level status for each academic program is included in Appendix 10.

Table 28 Assessment Efforts Status by Division

Division	Total program	Alignment		Assessment Work Effort's Level			
		w/MC goals	w/courses	Beginning	Developing	At Standard	Above Standard
Economic and Administrative Sciences	29	29 (100%)	29 (100%)	20 (69 %)	7 (24 %)	2 (7%)	0 (0%)
Sciences and Technology	18	18 (100%)	18(100%)	12 (67%)	2 (11%)	0 (0%)	4(22%)
Education and Behavioral Professions	41	41 (100%)	41 (100%)	16 (39%)	2 (5%)	4(10%)	19 (46%)
Humanistic Studies	17	17 (100%)	17 (100%)	8 (47%)	3 (18%)	5 (29%)	1 (6%)
Total	105*	105 (100%)	105 (100%)	56 (53 %)	14 (13%)	11 (11%)	24 (23%)

Source: Academic Divisions
*Technical Certificate Programs not included in this analysis

Programs classified by the subcommittee at the "standard level" of assessment were able to identify and discuss student strengths and needs for improvement. In addition, the faculty has identified actions to be taken in order to address such needs. Examples of strengths, needs for improvement, and actions taken as a result of the student learning outcomes of two different programs are shown below:

Table 29 Examples of Assessment at Program Level

Program	Student Learning Objectives or Competencies, or Program Goal	Assessment Tool	Course	Strengths	Need for improvement	Action taken
BBA in Accounting	Identify, describe, and explain ethical dilemmas faced by accountants and adequate responses consistent with regulatory guidance	Reflective diary	ACCT 2061	87% of students were able to express correctly the topics presented in class

100% of students expressed correctly the topics learned | | Results were discussed at faculty meetings and decisions were taken to further clarify relevant topics

Strategies about how to handle those topics were discussed and implemented |
| **BA in Popular Music** | Play his/her main instrument at an advance level in different in different musical contexts and styles | Senior recital evaluated by jury (rubric) | MUSI 4803 | At least 60% of candidates pass with an 80% minimum score | Performance at the previous levels needed improvement | Instrumentation courses were revised

An additional two semesters of instrument training, improvisation, and harmony were added to accomplish the competency requirements

A coordinator was assigned to assist faculty |

Source: Academic Divisions

Assessment tools identified by the subcommittee vary among academic programs, as shown in Table 30.

Table 30. Assessment Tools

Assessment	Program level	Course level
Direct	Reflective diary	Quizzes
	Pre & post test	Group projects & presentations
	Student portfolio	Exams and Comprehensive exams
	Multiple choice and Comprehensive exams	Graded homework
	Rubrics	Rubrics
		Essays
	Thesis/Dissertation	Thesis
	Certification or licensure exams (ex. CPA, Psychology, PCMAS and Medical Technology licensure), Admission tests: examples: Medical Technology and MA Educational Music-Results	Observation of student performance in recital or in practicum
Indirect	Alumni focus groups	Student focus groups
	Student internship evaluation	Student satisfaction surveys
	Student and alumni satisfaction surveys	

Source: Academic Divisions

Evidence of the application of direct assessment methods can be found in English 6970 Integrative Seminar, in the MA in Teaching English as a Second Language. In this course, assessment is based on competency outcomes. Faculty members teaching this course use the same rubric to evaluate student competencies in different areas. Based on the student performance, the syllabus of the course was modified to better assess the development of student competencies. At present, students are required to complete a case study into which the recent research addressed in the course is integrated. An aspect of socio-cultural theory was also included in the case study. These changes emerged from dialogue among faculty members teaching the course which has resulted in developing a broader contemporary focus on teaching and research in a second language. The rubric used to evaluate the students' final presentations of their research case studies provides specific information on their strengths and weaknesses which are continuously considered in the planning and implementation of the following year's Integrative Seminar, making the process of assessment a continuous and systematic one.

Evidence of direct assessment methods used in two different programs includes the MA in Psychology and the PhD in History of the Americas. Analysis of the graduates' performance in

the Psychology Board Exam, a State requirement for the practice of Psychology, revealed the need to make significant changes in the curriculum in order to address student low performance. The program has revised and modified SEMI 6970 Integrative Seminar. Ten specific areas were included in the course content to directly correlate with the competencies that the Board evaluates. The Board performance scores are used and discussed with appropriate constituents at the program level for improvement in teaching and learning. As another example, faculty in the Department of History designed a rubric to assess historiographical essays at the doctoral level (see Appendix 11).

The subcommittee identified evidence of programs where assessment is a comprehensive, systematic, and continuous process. This is the case for the BA in Popular Music. While the academic program is considered to be at the "developing level", the Department of Music has developed several assessment tools for student admission into the program and for the graduation recital. Students are admitted to the program based on their performance in a theoretical test and an audition of their main musical instrument. The results of student performance upon admission were used at the program level to revise specific courses (MUSI 1122, MUSI 1123, and MUSI 1124); to highly recommend GEPE 3020 Music Appreciation, a PEG course, to freshmen students during their first term; and to create MUSI 2000 Digital Music Notation.

In addition, a systematic student evaluation performance is set up as a final graduation requirement. Students are required to perform a 45-minute recital. The student must achieve at least 40 out of 50 points on the evaluation, which consists of ten criteria. Data and results from this experience, and an example of music assessment related documentation is included at VER, Standard 14. Results from students' performance are taken into consideration for academic and administrative actions.

An example of an administrative action is the digitalization of musical resources, so that students can use them to practice for their performances. A coordinator for instrumental techniques was assigned to further support professors in improving teaching strategies. These efforts provide evidence that assessment results are used and shared with appropriate constituents at the program level for teaching and learning improvement and that assessment is a comprehensive, systematic, and continuous process addressed to enhance learning. Budget allocations to the Music Department during the last three years have allowed for the strengthening of the program's physical facilities and faculty development.

A second example of programs that evidence assessment as a comprehensive, systematic, and continuous process addressed to enhance learning are the Teacher Education programs. The programs recently received the accreditation from the Teaching Education Accreditation Council (TEAC). Their assessment process has been validated. Evidence of student learning objectives or competencies and the corresponding assessment report will be available at ER during the MSCHE visit. As for the undergraduate and graduate programs in the School of Social Work, both programs have been recently reaccredited by the Council on Social Work Education (CSWE). Their assessment process was validated by this agency in their Site Visit Report (see VER, Std. 14). The team concluded that the *program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field*. Furthermore, the team concluded that courses SOWO 4911 and SOWO 4912 Practice Experience in Generalist Social Work I and II (Capstone Courses): *…integrate the class and field curriculum.   These courses require the completion of a 200 hour supervised internship in a social service agency; and weekly participation in a three-hour field seminar. This field seminar provides a forum for students to discuss field experiences with the*

faculty member who supervises the field experience. In Appendix 12, Capstone Experience Assessment in Social Work, student performance evaluation through practicum scale scores is included. Results show that mean students competency scores are above the benchmark mean score.

Assessment of academic programs can benefit from the accreditation processes. The MC Strategic Plan aims to increase the number of academic programs accredited by external professional agencies. At present, twenty-two academic programs are accredited by their respective external professional organizations (see Table 22 and also VER Std. 14 for accreditation letters).

Student performance in board examinations is another important tool for program assessment. Table 31 shows the passing rate in these examinations. Program improvements during recent years have taken these results into account as exemplified in the Psychology (see page 136) and Medical Technology (see VER, Std. 14).

Table 31. Board Examination Passing Rates

Board Examinations	2007	2008	2009	2010	2011
Nursing AAS	63%	50%	62%	68%	75%
Nursing BSN	61%	63%	74%	58%	71%
Psychology	67%	61%	46%	63%	60%
Medical Technology	62%	54%	65%	94%	93%
Teacher Education	65%	70%	72%	81%	-

Source: Examination Board Reports

Some MC academic programs have capstone experiences and faculty uses specific outcomes results to assess the program. Some examples are summarized in Table 32.

Table 32. Actions Taken from Assessment Results in Capstone Experiences

Program	Capstone experience	Action Taken
BA in Popular Music	Graduation recital	Improvement in computerized technology in order to use digital educational material in the laboratory setting
MA in Psychology	SEMI 6970 Integrated Seminar	Results from Puerto Rico Psychology Boards were used to modify the course to improve the acquisition of students' knowledge and skills.
PhD in Psychology in Counseling and School Psychology	PSYC 8917 Internship	Results are used to evaluate if students develop the expected skills and if centers strengthen SLO. Student performance is discussed with target faculty and the internship coordinator. Practice centers are evaluated by students.
Medical Technology	Student Performance in ASCP Board Exam	The program curriculum was revised and a test was adopted as an admission requirement.

Source: Academic Divisions

At MC, the decision making process regarding the implementation and revision in the curriculum or program is based on the assessment data analysis of student learning outcomes. In general, data from such outcomes are analyzed by faculty members and program coordinators. In-depth discussions of results of students' learning outcomes are held during faculty meetings for decision-making at the program level. Some examples of decisions based on student learning outcomes are:

Curriculum revision: Some examples of student learning objectives or competencies-based curriculum revision are evidenced in programs such as, BA in Popular Music, BA and MSW in Social Work, and BA, MA and PhD in Psychology. The Academic Senate recently approved the curriculum revision of the Graduate Psychology Program. Results from focus groups were used as indirect methods of assessment during the revision process. Changes to the curriculum responded to the assessment results, including the need to strengthen the research and statistics skills in students. Some courses were created and others were phased out or modified. Also, changes in graduation requirements were approved.

Admission or graduation requirements: The Teacher Education programs have increased the GPA graduation requirement from 2.50 to 3.00. Also, an increase in the passing grade of required courses from C to B was established in order for Pre-Teaching Education students to be admitted to the program. This change should reinforce their vocational decision as well as strengthen the screening of students for full admission to the program.

Revision on teaching strategies and technological resources: A new educational tool, EDUCO, was recently adopted (August 2011) by the Department of Computer Sciences and Mathematics. This platform documents learning assessment in a continuous form, providing prompt feedback to the professor and students. The platform was implemented in two PEG courses, Mathematics 1000 and Mathematics 1200 and a progress report will be available at the ER.

Faculty training: Professional activities, coordinated by the Dean of Studies or by academic programs in response to faculty needs, have focused on assessment: curricular map, student learning objectives or competencies, instrument design, data gathering strategies, statistical analysis, and TK20.

Budget Allocation: Planning and budget processes are based on assessment outcomes. Department chairs request improvement in facilities, equipment, materials, laboratories, human resources, and professional development according to those outcomes.   Some examples are the renovation of Music, Nursing, and Medical Technology facilities, revamping of the technological infrastructure, updating of classrooms with multimedia, and renovation of faculty offices in Psychology, Education, Social Work, and Business Administration (see Budget Brief in the VER).

From classroom to program assessment: The Accounting Program is an example of an ongoing classroom assessment process that influences program assessment. In response to the information gathered through alumni focus groups, faculty identified the need to develop written communication skills in students. An action taken was to incorporate a group project as a requirement in ACCT 2062 Intermediate Accounting II to strengthen writing. Furthermore, writing, research and oral communication skills are emphasized in ACCT 3063 Intermediate Accounting III. At present, two rubrics have been evaluated by faculty members in order to validate them as program level assessment tools.

In summary, the subcommittee became aware of the diversity among departments and the dynamics within each one related to academic assessment of student learning. In the process, the subcommittee became a resource for engaging faculty members in an assessment culture that will allow departments to further develop their assessment efforts. It also recognizes the work faculty members at MC have done in order to accomplish the implementation of an assessment agenda in each academic program. Big steps have been taken and the following recommendations are included to maintain and strengthen the culture of assessment.

Recommendations

The agenda for the future includes:

- Monitor and support the implementation of Assessment Work Plans for programs at beginning and developing levels

- Establish an assessment implementation calendar to be followed by the four Academic Divisions, including periodical assessment meetings and progress reports on actions taken in order to share best practices

- Disseminate student learning objectives or competencies of each program and include corresponding competencies in syllabi, as well as student assessment instruments and rubrics

- Further train faculty on assessment and TK20 implementation process

- Revise and adopt the assessment rubric used by the subcommittee to support academic divisions assessment efforts

Closing Remarks

This self-study has allowed MC community a wide angle glance at the past decade, which also flags the IAUPR centennial. As usual, the documenting process of compliance with MSCHE Standards of Excellence has promoted an atmosphere of inquiry and discussion among all constituents that is both nourishing at the present time and promising for the future. An overview of the final recommendations included in the Self-Study Report 2003 brings about a sense of accomplishment, since all of them have been taken care of, and, in some cases surpassing by far the initial expectations.

There has been noticeable progress toward MC goals regarding assessment, even though there is still much to be done. The importance and benefits of assessment processes to inform decision making at all levels have been stressed consistently through extensive communication and discussion within MC community. Workshops, conferences, learning materials distributed, and faculty meetings in small and large groups, have been some of the strategies used to place assessment at the core of everyday life on campus. The appointed Assessment Committee has also done a remarkable job as peer mentors to the faculty through the process of tracing their road map to reach their assessment objectives within each division, program, and course. As is usual in learning processes, the rhythms of achievement have been different among apprentices but changes observed are in the right direction and most rewarding.

Expectations for the next few years include the tuning up of assessment in order to reach a Standard or Above Standard level in every program, according to MC rubric.

Entrepreneurship, internationalization, and values have been highlighted by the implementation of the new Mission Statement. There is evidence in this report of how these areas have been considered in the allocation of resources to advance their development within Campus.

As a center for academic excellence, MC has:

- Strengthened program assessment to ensure student learning.

- Promoted an academic environment that encourages critical and creativity.

- Fostered high quality research.

- Updated technological infrastructure to support administrative and academic processes.

- Recruited highly qualified and talented faculty and administrative personnel.

- Fostered social responsibility and an understanding of cultural and intellectual differences to live in global society.

- Enacted the institutional values and ethics to prepare socially responsible leaders.

- Provided financial support for students and faculty development.

- Enriched cultural diversity through lectures, concerts, art exhibits, theatrical performances, seminars, sports venues, and other liberal arts activities.

- Identified significant alumni contribution to society.

During the next decade, many changes are expected to take place at MC. Academic excellence through Professional Accreditation of more programs will be a priority as well as the strengthening of research at all program levels. Because of the faculty profile, a large group of professors is likely to retire in a short term, and the newcomers will need assistance and training in their transition to teaching the next generation. With that in mind, the Institute of Faculty Development was recently established with emphasis of innovative teaching strategies, research, and compliance.

Enrollment and income resources projections for the next five years are conservative as shown in Tables 33 and 34, respectively.

Table 33 Projected Enrollment for 2013-2017

INTER AMERICAN UNIVERSITY, METROPOLITAN CAMPUS **PROJECTED ENROLLMENT FOR 2013-2017**						
TERMS	Actual 2011-2012	Projection 2012-2013	Projection 2013-2014	Projection 2014-2015	Projection 2015-2016	Projection 2016-2017
Summer (04)	463	464	415	407	400	400
Summer (67)	278	278	250	250	250	250
Fall (10)	1,370	1,370	1,425	1,425	1,425	1,425
Fall (13)	9,048	9,044	9,134	9,226	9,318	9,411
Fall (12)	57	50	50	50	50	50
Fall (23)	8,586	8,413	8,438	8,464	8,489	8,514
Spring (30)	1,368	1,302	1,348	1,348	1,335	1,330
Spring (34)	52	46	48	48	50	50
Spring (33)	8,636	7,992	8,024	8,265	8,513	8,768
Summer (50)	1,478	1,283	1,240	1,225	1,180	1,175
Total Enrollment	**31,336**	**30,242**	**30,372**	**30,708**	**31,010**	**31,373**

Source: MC 2013-2017 Strategic Plan

Table 34 Projected Fiscal Resources 2013-2017

INTER AMERICAN UNIVERSITY, METROPOLITAN CAMPUS **PROJECTED FISCAL RESOURCES**						
Fiscal Revenues	Actual FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Tuition	$49,386,228	$48,545,946	$50,292,299	$50,9200,976	$52,420,474	$53,072,394
Fees	8,595,058	8,299,855	8,549,690	8,653,166	8,297,207	9,038,229
Continuing Education	491,185	282,000	310,200	341,220	375,342	412,876
Auxiliary Enterprises	3,061,041	3,930,960	4,127,508	4,333,883	4,550,578	4,778,106
Other Revenues	116,543	106,000	115,000	118,000	120,000	120,000
Total Revenues	$61,650,055	$61,164,761	$63,394,698	$64,347,245	$66,393,600	$67,421,605

Source: Dean of Administration

MC's plan to maintain a stable enrollment during the next decade is a challenge due to demographic changes, students' financial aid dependency of primarily federal funds, and the competitive environment of globalized higher education. An increase of international students and the identification of alternative income sources are crucial for MC future plans.

MC previous agenda was enriched by the 2003 MSCHE accreditation process. The present self-study is submitted with the conviction that it will provide the university community a blueprint for the years ahead, in compliance with MSCHE Standards of Excellence.

APPENDIX 1 Organizational Structure of the Steering Committee and Working Groups

Name	Role	Faculty Member/ Staff	Program Area/Position	Division
Standard 1: Mission and Goals & Standard 2: Planinng, Resource Allocation, and Institutional Renewal				
Dr. Pablo Navarro	Chair	Faculty Member	Psychology	Education and Behavioral Professions Division
Dr. Olga Villamil	Co-Chair	Staff	Dean	Humanistic Studies Division
Prof. Ana Rivas	Member	Faculty Member	Labor Relations	Economic and Administrative Sciences Division
Dr. Edilberto Arteaga	Member	Faculty Member	Physics	Science and Technology Division
Mr. Ray Rivera	Member	Doctoral Student		Education and Behavioral Professions Division
Standard 3: Institutional Resources				
Prof. José G. Rodríguez Ahumada	Chair	Faculty Member	Computer Science	Science and Technology Division
Mr. Jairo Pulido	Co-Chair	Staff	Director	Center for Distance Learning and Technology Development
Prof. Armand Piqué	Member	Faculty Member	Economy	Economic and Administrative Sciences Division
Ms. Alexandra Díaz	Member	Staff	Executive Assistant to the Chancellor	
Dr. Alicia Rivero	Member	Faculty Member	Psychology	Education and Behavioral Professions Division
Dr. Héctor López Sierra	Member	Faculty Member	Social Sciences	Humanistic Studies Division
Standard 4: Leadership and Governance & Standard 5: Administration				
Dr. Norma López	Chair	Faculty Member & Executive Secretary of Academic Senate	Biology	Science and Technology Division
Ms. Wilma Torres	Co-Chair	Staff	Director	Human Resources
Dr. Myrna Ortiz	Member	Faculty Member	English	Humanistic Studies Division
Prof. José Oliver	Member	Faculty Member	Marketing	Economic and

				Administrative Sciences Division
Prof. Aida Capó	Member	Faculty Member	Nursing	Science and Technology Division

Standard 6: Integrity & Standard 7: Institutional Assessment

Prof. Carlos Fonseca	Chair	Faculty Member	Marketing	Economic and Administrative Sciences Division
Dr. Débora Hernández	Co-Chair	Staff	Dean	Center for Institutional Research and Sponsored Programs
Mr. Reinaldo Robles	Member	Staff	Director	Promotion and Recruitment
Prof. Alex Rodríguez	Member	Faculty Member	Marketing	Economic and Administrative Sciences Division
Dr. Rosalie Rosa	Member	Faculty Member	Social Work	Education and Behavioral Professions Division
Dr. María T. Miranda	Member	Faculty Member	Medical Technology	Science and Technology Division

Standard 8: Student Admissions and Retention

Prof. Ivonne Rivera	Chair	Faculty Member	Education	Education and Behavioral Professions Division
Ms. Glenda Díaz	Co-Chair	Staff	Director	Financial Aid
Ms. Bárbara Collazo	Member	Undergraduate Student		
Dr. Alfred Delbrey	Member	Faculty Member	Psychology	Education and Behavioral Professions Division
Dr. Arleen Milán	Member	Faculty Member	Human Resources	Economic and Administrative Sciences Division
Dr. Lydia Rivera	Member	Faculty Member	English	Humanistic Studies Division

Standard 9: Student Support Services

Prof. Theresa Mezzo	Chair	Faculty Member	English	Humanistic Studies Division
Dr. Carmen Oquendo	Co-Chair	Staff	Dean	Deanship of Students
Ms. Lisette Rivera	Member	Staff	Registrar	
Prof. Armando	Member	Staff	Executive	

Cardona			Assistant to the Chancellor	
Ms. Idializ Domínguez	Member	Undergraduate Student		
Standard 10: Faculty				
Dr. Matilde García	Chair	Faculty Member	English	Humanistic Studies Division
Dr. Jaime Santiago	Co-Chair	Staff	Psychology Director	Education and Behavioral Professions Division
Dr. Hilda Quintana	Member	Faculty Member	Spanish	Humanistic Studies Division
Dr. Francisco Vélez	Member	Faculty Member	Education	Education and Behavioral Professions Division
Prof. Myrna Reyes	Member	Staff	School of Economics Director	Economic and Administrative Sciences Division
Dr. William Arias	Member	Faculty Member	Biology	Science and Technology Division
Prof. Arnaldo Rivera	Member	Faculty Member	Music Department Director	Humanistic Studies Division
Standard 11: Educational Offerings & Standard 12: General Education				
Dr. Ileana Irvine	Chair	Faculty Member	Education	Education and Behavioral Professions Division
Dr. Luis Mayo	Co-Chair	Staff	School of Languages Director	Humanistic Studies Division
Prof. Gerardo González	Member	Faculty Member	Economy	Economic and Administrative Sciences Division
Prof. Eileen Mateo	Member	Faculty Member	Nursing	Science and Technology Division
Dr. Miguel Cubano	Member	Faculty Member	Music	Humanistic Studies Division
Dr. Agnes Dubey	Member	Faculty Member	Chemistry	Science and Technology Division
Dr. Vivian Rodríguez	Member	Faculty Member	Psychology	Education and Behavioral Professions Division
Prof. David Hernández	Member	Faculty Member	Religion	Humanistic Studies Division

Dr. Lynette Fábregas	Member	Faculty Member	Biology	Science and Technology Division
Prof. Wilfred Martínez	Member	Faculty Member	Education	Education and Behavioral Professions Division
Prof. Manuel García	Member	Faculty Member	Mathematics	Science and Technology Division
Standard 13: Related Educational Activities				
Dr. Myrna Rodríguez	Chair	Faculty Member	Arts	Humanistic Studies Division
Prof. Ramón Ayala	Co-Chair	Staff	Director	International Relations Office
Dr. Pablo Hernández	Member	Faculty Member	History	Humanistic Studies Division
Prof. María J. Carlos	Member	Staff	Certificate Programs Director	
Dr. Miguel Pouppart	Member	Faculty Member	Criminal Justice	Education and Behavioral Professions Division
Dr. Milagros Iturrondo	Member	Faculty Member	Sociology	Education and Behavioral Professions Division
Dr. María de los Ángeles Vázquez	Member	Faculty Member	Psychology	Education and Behavioral Professions Division
Standard 14: Assessment of Student Learning				
Dr. Lillian Gayá	Chair	Faculty Member	Biology	Science and Technology Division
Prof. Migdalia Texidor	Co-Chair	Staff	Dean	Deanship of Studies
Dr. Gisela Álvarez	Member	Faculty Member	Psycology	Education and Behavioral Professions Division
Prof. Belma Borrás	Member	Faculty Member	Accounting	Economic and Administrative Sciences Division
Dr. Yazmine Cruz	Member	Faculty Member	Spanish	Humanistic Studies Division
Dr. Luis Arias	Member	Faculty Member	Chemistry	Science and Technology Division

Editing Committee				
Prof. Carmen Nazario	Member	Faculty Member	Social Work	Education and Behavioral Professions Division
Dr. Rafael Aragunde	Member	Faculty Member	Education	Education and Behavioral Professions Division
Prof. Héctor L. Acevedo	Member	Faculty Member	Political Sciences	Humanistic Studies Division
Chair of Steering Committee				
Dr. Dinah Kortright		Faculty Member	Spanish	Humanistic Studies Division

APPENDIX 2 Organizational Charts

METROPOLITAN CAMPUS ORGANIZATION CHART

ACADEMIC SENATE
Prof. Jossie De Varona
President

CHANCELLOR
Prof. Marilina Wayland

EXECUTIVE ASSISTANTS
Ms. Evelyn Vega
Mr. José L. Colón

DEAN OF STUDIES
Prof. Migdalia Texidor

DEAN OF ADMINISTRATION
Mr. Jimmy Cancel

DEAN OF STUDENTS
Dr. Carmen Oquendo

INSTITUTIONAL RESEARCH & EXTERNAL FUNDS

EDUCATION & BEHAVIORAL PROFESSIONS
Dr. Carmen Collazo, Dean

MARKETING AND STUDENT PROMOTION
Mr. Reinaldo Robles, Director

HUMANISTIC STUDIES
Dr. Olga Villamil, Dean

PUBLIC RELATIONS
Mr. Pedro Rabel Pérez, Officer

ENROLLMENT MANAGEMENT
Mr. Luis E. Ruiz, Enrollment Manager

SCIENCES & TECHNOLOGY
Dr. Izander Rosado, Dean

INFORMATION & TELECOMUNICATIONS CENTER
Mr. Eduardo H. Ortiz, Director

ECONOMIC & ADMINISTRATIVE SCIENCES
Prof. Fredrick Vega, Dean

Chaplain
Rev. Arelis Cardona

INTERNATIONAL RELATIONS OFFICE
Prof. Ramón Ayala, Director

Figure 34. Metropolitan Campus Organizational Chart

Dean of Studies

Chancellor
Prof. Marilina Wayland

Dean of Studies
Prof. Migdalia Texidor

Technical Certificates
Ms. María J. Carlos, Director

Distance Learning & Technological Development
Mr. Jairo Pulido, Director

Bookstore METRO LIBROS
Ms. Aida Reyes, Manager

Information Access Center (Library)
Ms. Rosa Pimentel, Director

Continuing Education
Mr. Carlos J. Ramos, Director

Honors Program
Dr. Mariusz Milosz Jacko

Education & Behavioral Sciences Division
Dr. Carmen Collazo, Dean

Humanistic Studies Division
Dr. Olga Villamil, Dean

Sciences & Technology Division
Dr. Izander Rosado, Dean

Economic & Administrative Sciences Division
Prof. Fredrick Vega, Dean

Figure 35. Dean of Studies Organizational Chart

Education and Behavioral Professions Division
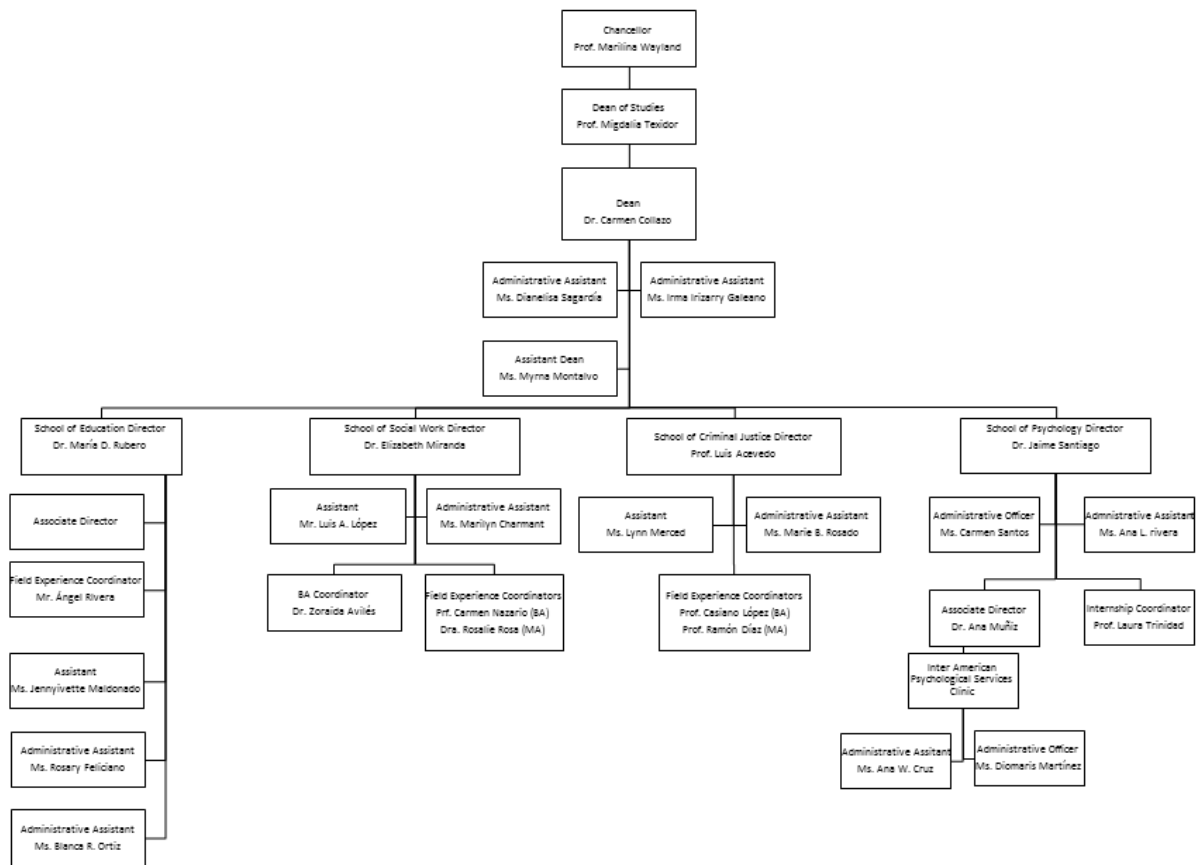
Figure 36. Education and Behavioral Professions Division Organizational Chart

Economic and Administrative Sciences Division
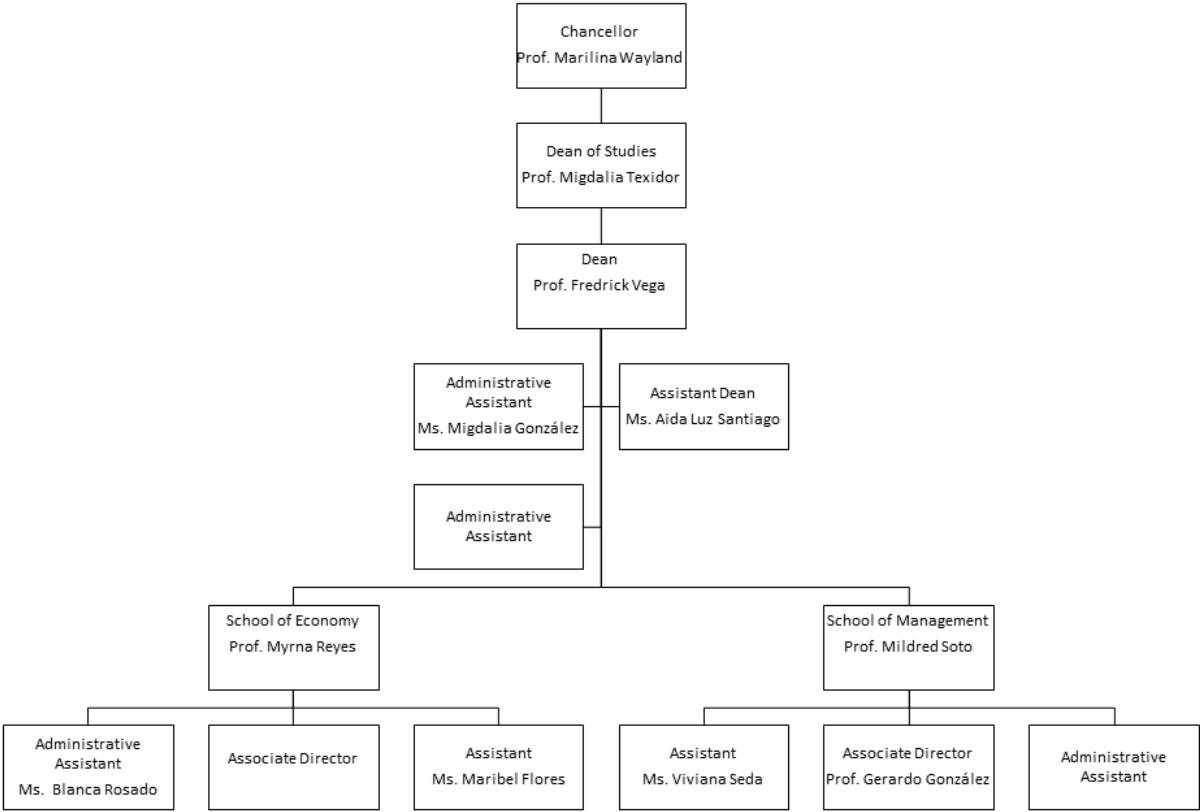
Figure 37. Economic and Administrative Sciences Division Organizational Chart

Sciences and Technology Division
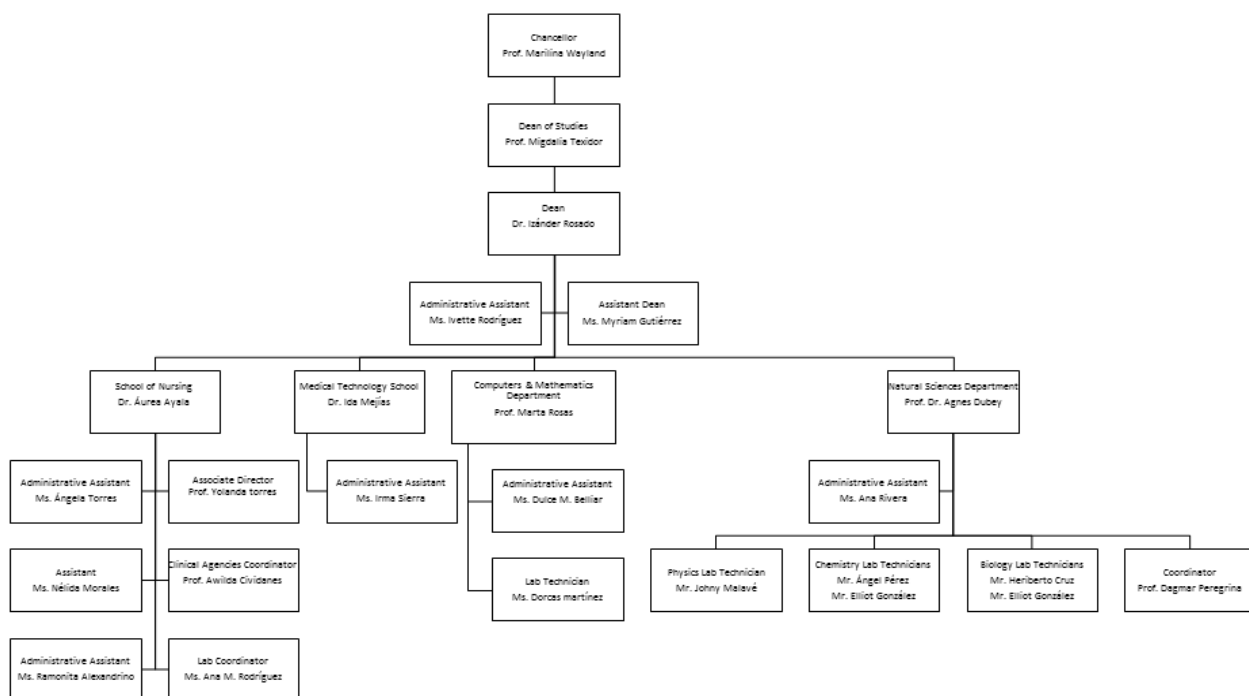
Figure 38. Science and Technology Division Organizational Chart

Humanistics Studies Division
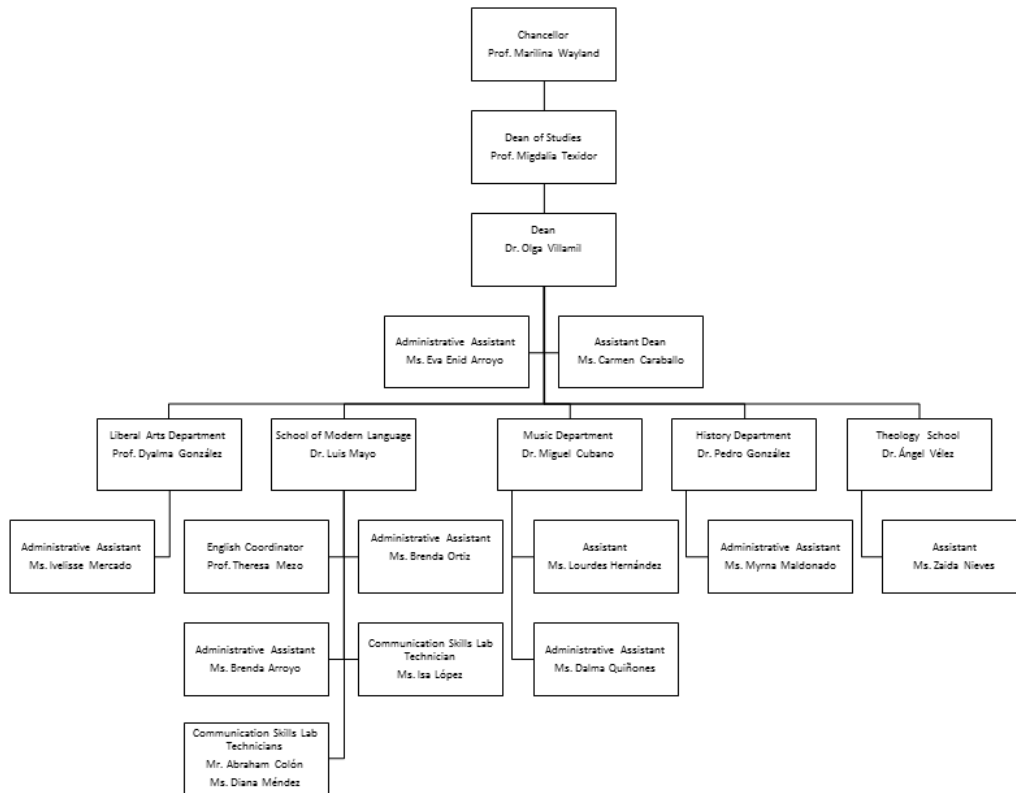
Figure 39. Humanistic Studies Division Organizational Chart

Dean of Administration
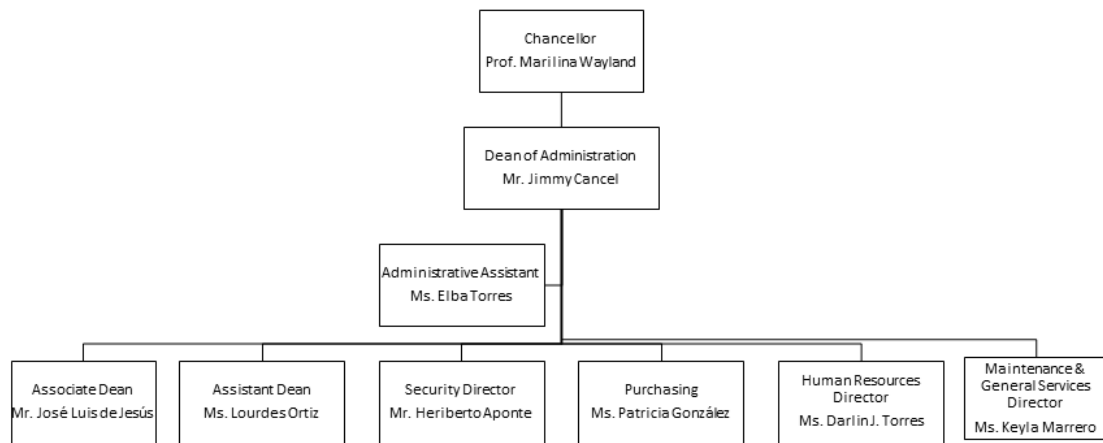
Figure 40. Dean of Administration Organizational Chart
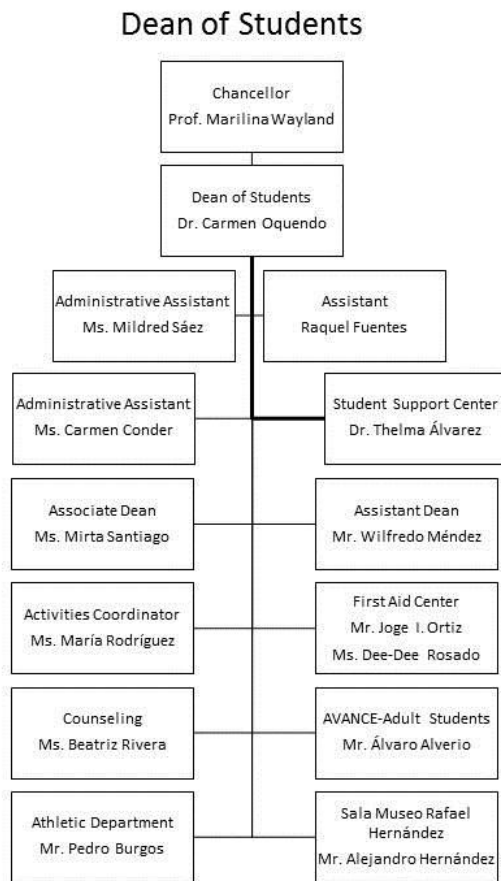
Dean of Students

Figure 41. Dean of Student Organizational Chart

Institutional Research and Sponsored Programs Center
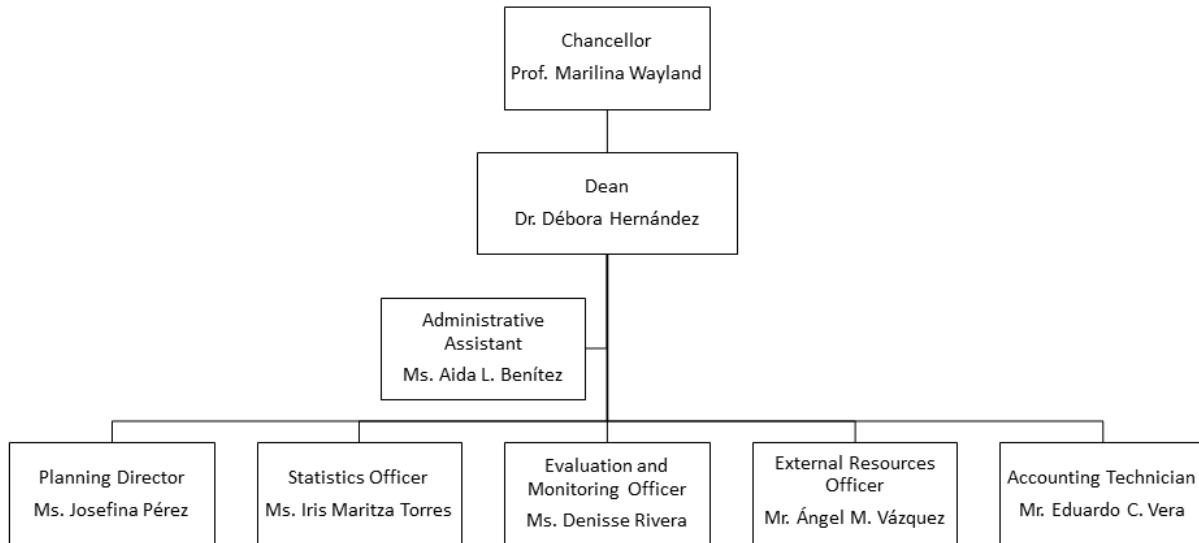
Figure 42. CIIFE Organizational Chart

Information and Telecommunications Center
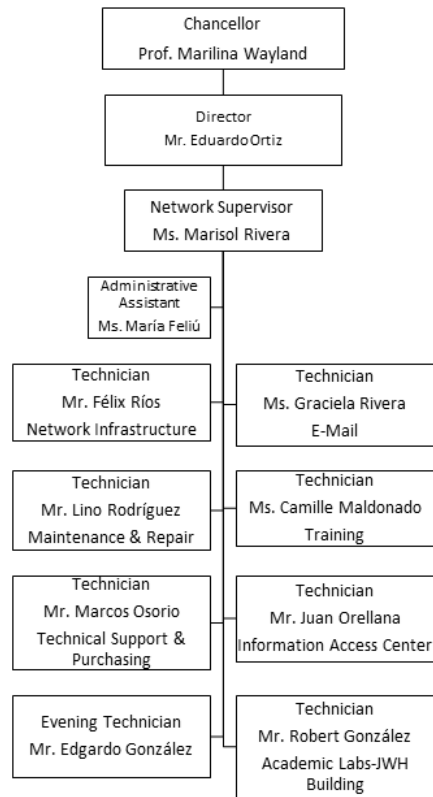
Figure 43. Information and Telecommunications Organizational Chart

Distance Learning & Technological Development

Figure 44. Distance Learning and Technological Development Organizational Chart

Enrollment Management

Figure 45. Enrollment Management Organizational Chart

International Relations Office

Figure 46. International Relations Office Organizational Chart

APPENDIX 3 Monitoring and Audits Performance

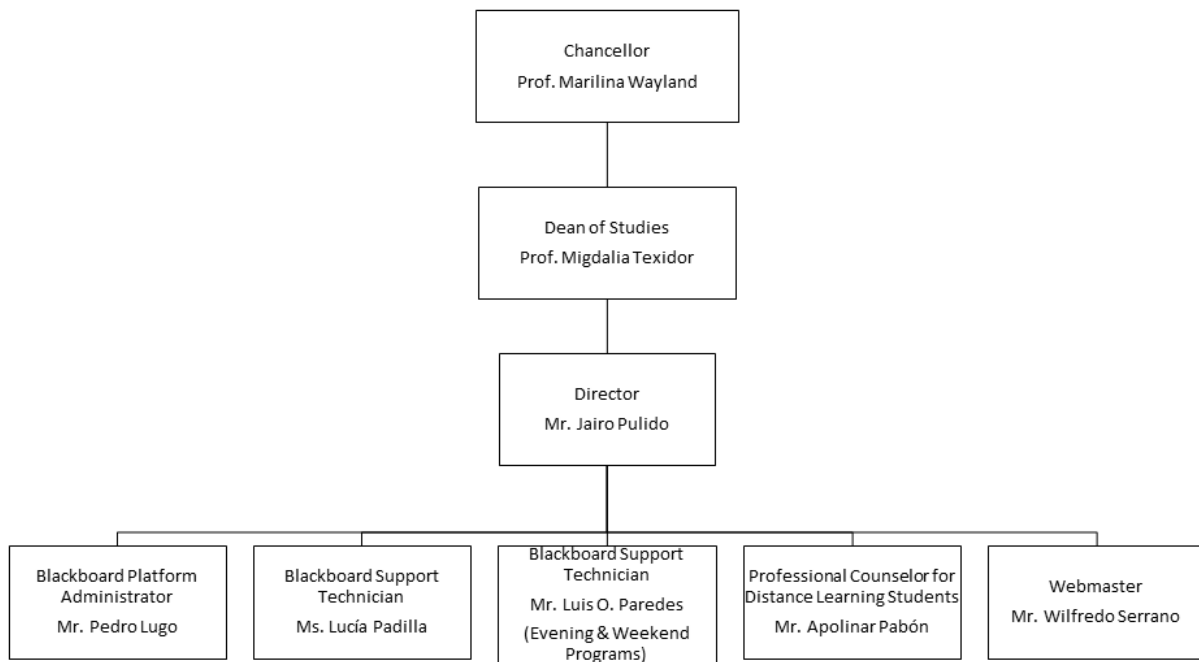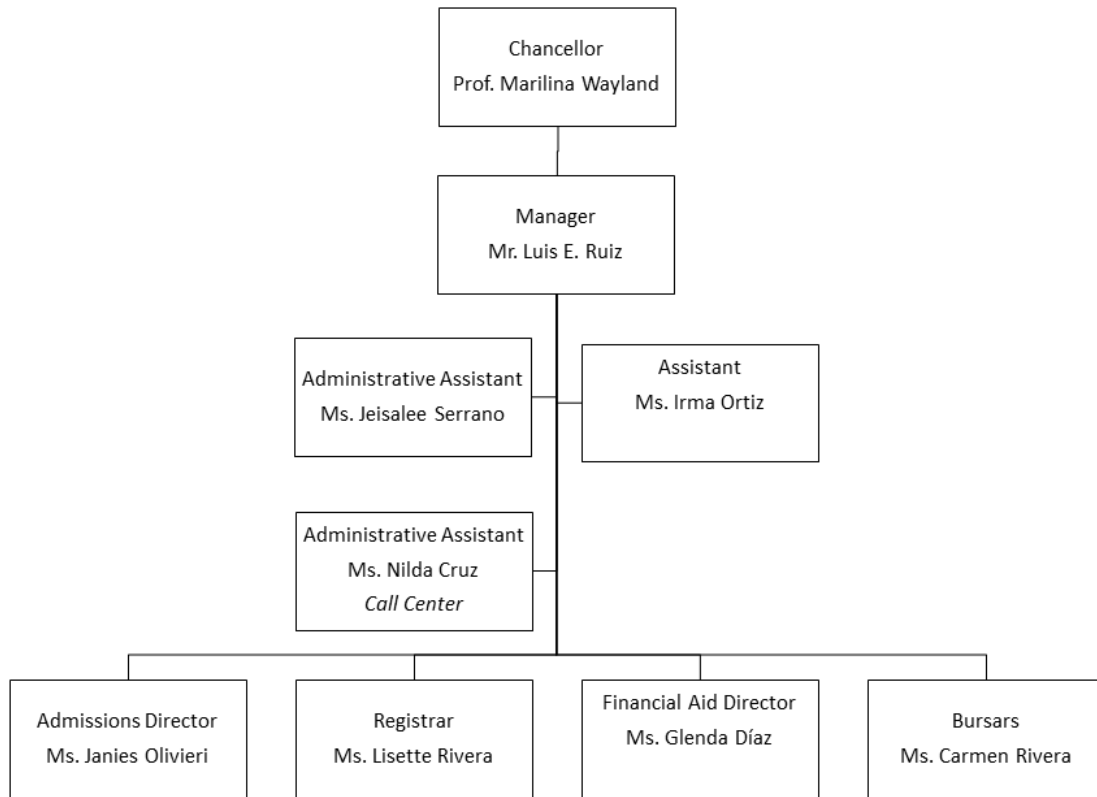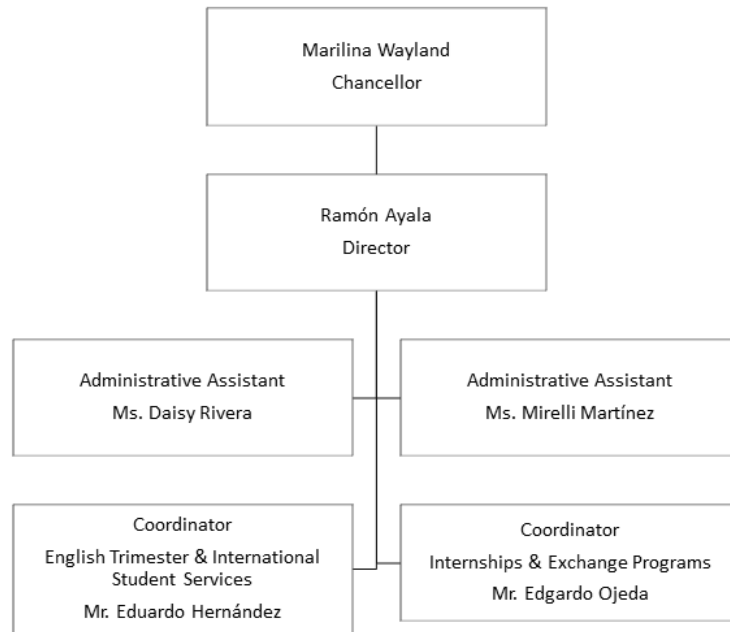| DATE	MONITORING – AUDIT AREA	OFFICE UNDER EVALUATION	FINDINGS
2009-2010			
September, 2009	Title IV Compliance	Enrollment Management	In compliance
October, 2009	Monitoring: Faculty Appeals Process	Dean of Studies	In compliance
October, 2009	Puerto Rico Council on Education (PRCHE) State Scholarships for Freshman Students with Admission Index of 3.00 or higher	Financial Aid Office	No findings
November, 2009	Leveraging Educational Assistance Partnership (LEAP) Program	Financial Aid Office	No findings
December 2009- January 2010	Administration of ACG and SMART scholarships	Financial Aid Office	No findings
February, 2010	MC FAO verification by IAUPR Institutional Financial Aid Office	Financial Aid Office	No findings
February, 2010	Accounts receivable balance reconciliation	Bursar's Office	No findings
February, 2010	Work Schedule and Attendance Compliance Verification	Financial Aid Office Office of Human Resources	In Compliance
March, 2010	Promotions, transfers and demotions	Office of Human Resources	In compliance
April, 2010	Handling and storage of chemical substances and solid waste disposal compliance verification	Science laboratories	In compliance
	Handling and storage of chemical substances and hazardous waste disposal compliance verification	Science laboratories	In compliance
	Blood-borne pathogens and biomedical waste disposal compliance verification	Science laboratories	In compliance
April, 2010	Assets and sponsored projects monitoring		In compliance
June, 2010	Social Workers Training Project (SICsTA-ADFAN)	School of Social Work	No findings
Summer 2010	Sungard HE Campus Assessment		No findings
2010-2011			
September, 2010	Fondo 60 – PRCHE Student Merit Aid Program	Financial Aid Office	In compliance
September, 2010	KPMG External Audit - Records Retention for PRCHE State Scholarships 2006-2007	Financial Aid Office	No findings
September, 2010	Ninth phase trimester Title IV internal	Enrollment Management	No findings
October, 2010	Administration of ACG scholarships	Financial Aid Office	In compliance
November, 2010	Ninth phase trimester Title IV external	Enrollment Management	No findings
March, 2011	Human Resources Health and Occupational Safety	Office of Human Resources	In compliance

April, 2011	Health and Occupational Safety and Environmental Regulations	Office of Human Resources	In compliance
June, 2010	Social Workers Training Project (SICsTA-ADFAN)	School of Social Work	No findings
Summer, 2010	Sungard HE Campus Assessment		No findings
September, 2010	Fondo 60 – PRCHE Student Merit Aid Program	Financial Aid Office	In compliance
September, 2010	KPMG External Audit - Records Retention for PRCHE State Scholarships 2006-2007	Financial Aid Office	No findings
September, 2010	Ninth phase trimester Title IV internal	Enrollment Management	No findings
October, 2010	Administration of ACG scholarships	Financial Aid Office	In compliance
November, 2010	Ninth phase trimester Title IV external	Enrollment Management	No findings
March, 2011	Human Resources Health and Occupational Safety	Office of Human Resources	In compliance
April, 2011	Health and Occupational Safety and Environmental Regulations	Office of Human Resources	In compliance
	2011-12		
September, 2011	KPMG External Audit: Title IV, PRCE and Research Proposal		No findings
September, 2011	Monitoring: Medical Technology Admissions	Admissions Office	In compliance
October, 2011	Audit: Fondo 60 – PRCHE Student Merit Aid Program	Financial Aid Office	No findings
November, 2011	Audit: Grade changes	Registrar's Office	No findings
November, 2011	Monitoring: SMART and Gainful Employment	Financial Aid Office	In compliance
November, 2011	Monitoring: Admissions	Admissions Office	No findings
December, 2011	Monitoring: Total Withdrawals, Holds, Nursing Scholarships, Puerto Rico Council on Education (PRCE) and Direct Student Loans	Enrollment Management Financial Aid Office	In compliance
March, 2012	Monitoring: Administrative Employees with Academic Rank	Office of Human Resources	In compliance
March, 2012	Domestic Violence Employee Training	Office of Human Resources	No findings
March, 2012	Unprotected use of chemicals and certification of laminar flow hoods	Science and Technology	No findings
March, 2012	Monitoring: External Funds Programmatic Area	CIIFE	In compliance
March, 2012	Audit: Direct Student Loans	Financial Aid Office	In compliance
April, 2012	Monitoring: Refrigerants	Dean of Administration	In compliance
May, 2012	Monitoring: Retention	Campus	No findings
May, 2012	External Audit: PRCE	Enrollment Managements	No findings
May, 2012	Monitoring: External Funds – Fiscal Area	Dean of Administration	In compliance
May, 2012	Monitoring: Property Assets	Dean of Administration	No findings
May,2012	Monitoring: Distance Education	CADDT	

APPENDIX 4 Faculty Publications

Academic Year 2007-08
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APPENDIX 5 Assessment Model

Inter American University of Puerto Rico
Metropolitan Campus
Assessment Model
Introduction

During the last two decades, assessment of formal student learning has been institutionalized at higher education institutions as a critical variable in evaluating institutional effectiveness. As a result, institutions of higher education have improved their planning processes, evaluation instruments and have implemented new strategies, trained and empowered their faculty and administrators. The assessment of student learning outcomes as a process and product is an essential element in organizational culture, centered in the student quality of learning. This assessment requires all constituent commitment to achieve the institution mission and goals.

The literature has defined the assessment concept in various ways. Palomba and Banta (1999) define assessment as the "systematic collection, revision, and use of information concerning its programs for the purpose of improving student learning and development." Rosa (2004), on the other hand, makes reference to the process of collecting information that integrates a variety of instruments and measures to obtain a multiple of opinions with reference to a program. This process can be carried out at the institutional and program level and may include courses and profiles of students and professors. The assessment process is geared towards strengthening student learning within the cognitive and affective domains during their academic experience.

Assessment centered on student learning is a paradigmatic change that has had a positive effect on student evaluation and academic program effectiveness. This new paradigm redefines the academic endeavors in a systemic way at the Campus. This view on learning compels us to look at the empirical bases that support decision-making and at the strategies for the qualitative improvement of student learning. For faculty members, this implies a new frame for the

discussion of objectives, curriculum organization, teaching methodologies and student profiles definitions.

Campus Assessment Model

The assessment framework of the Inter American University of Puerto Rico System is based on the premise that all that takes place within an educational institution has an effect on learning. It recognizes that the cornerstone of the assessment process is the vision and mission of the organization, and provides the framework for the Campus Assessment Model. The model has a systemic approach to define its elements and their interrelationship. The following key elements and their corresponding interrelationships summarize the Campus Assessment Model.

| INPUT | PROCESSES | PRODUCT | RESULTS | CONCLUSIONS DECISIONS AND ACTIONS TAKEN |

The elements in the model are input, process, product and final results. Each element provides for both formative and summative assessment. The first two elements are generated through the internal efforts of the programs. The third element is the programmatic result translated into products for learning. Lastly, the results correspond to the social (external) impact of the graduates relative to the mastery of professional competencies within the context of employment or graduate education. The analysis can be conducted with one element or with the general

profile of all the elements that contribute to the expected results. The following figure includes examples of the different elements.

ASSESSMENT MODEL OF THE METROPOLITAN CAMPUS[3]			
INPUT	**PROCESS**	**PRODUCT**	**RESULTS**
Students	Instruction: Strategies, Educational Materials, Evaluation	Academic Achievement - Level of skills, acquired knowledge and attitudes	Graduate employees in their major or related areas
Faculty	Course Level	Retention and Graduation	Employer's Opinion
Accreditation and Licensing Standards	Curriculum Sequence	Satisfaction with the degree and the educational experience	Graduate's Opinion
Curriculum – Mission, Objectives, Curriculum Model	Section Size	Performance on Comprehensive Examinations- Knowledge and skills level	Contribution to the Community
Educational Resources	Modality	Intellectual Development	Graduate Leadership
Equipment	Faculty and Student Development	Professional Growth	Congruence between social necessity and services rendered
Physical Installations: classrooms, laboratories, technology	Satisfaction Level of Faculty and Students	Contribution to the Discipline – Dominance by skill and educational level	Community Service
Budget	Course Evaluation by Students and Faculty		
Administrative Structure	Use of Technology		
Supporting Personnel			
INTERNAL		**EXTERNAL**	

PROGRAM   PROGRAM RESULTS   SOCIAL IMPACT

[3] Rosalie Rosa Soberal (2006).

Principles

The following principles support the assessment model:

- Assessment is composed of four fundamental processes: (1) it clearly identifies the product or expected outcomes of student learning, (2) it gathers evidence that documents the results, (3) it interprets the data collectively and (4) it is utilized to improve student teaching and learning.

- Mastery of the competencies in the disciplines is associated with an educational process that is systematic, deliberate, to the learning process that takes place during the systematic and deliberate awareness of the educational process.

- The learning assessment product requires an examination of the demands of the external environment, the accreditation and licensing institutions, as well as student profiles.

- A systemic vision allows the integration of program efforts and results (internal); and the social impact (external) on the society to make academic and administrative decisions.

- The results form a profile of the relationship of the mission, goals and objectives to determine institutional effectiveness.

- The results are useful as a managerial tool during the planning, development and assignment of resources to improve the institution, its programs and services.

- The active participation of all members of the university community is essential in achieving the institutional mission and its goals.

- Quantitative and qualitative methodologies allow the combining of a variety of direct and indirect measures that contribute valuable information needed to document decision-making.

The learning assessment model offers information on the processes that affect the expected outcomes. An evaluation of the results of the learning model leads to an evaluation of the institution: its mission, goals and objectives. The purpose of assessment at the institutional level serves to determine the feasibility of its academic offerings; its strategic planning and an analysis of the tendencies at the higher education level, the emerging technologies, and the social, historical and cultural context of the institution.

MC Academic Assessment Plan

The assessment model has been used to formulate and revise the MC Academic Assessment Plan, that is, the activities, strategies and the procedures geared towards achieving the results. The MC Academic Assessment Plan is an instrument that gives direction, organization, and guidance to the particulars of the academic programs.

Based on the MC Academic Assessment Plan, a work plan was developed. It includes the time needed to ponder the program assessment plans against the action taken and a timetable to examine the expected outcomes against the results and improvement activities incorporated. MC considers the discrepancies between the expected outcomes and those achieved to incorporate corrective action as soon as possible.

Responsibility for assessment is an institution-wide process that is shared by faculty, administration, and staff. At MC the assessment process is organized at different levels. The responsibilities for each level are delineated in the following table. The assessment process initiates with the definition of the expected student learning outcomes at the different levels starting with curricular design for new programs and periodic academic program review (at least every five years).

MC ASSESSMENT RESPONSIBILITIES BY LEVELS		
ORGANIZATION	**LEVEL**	**RESPONSIBILITY**
MC INSTITUTIONAL ASSESSMENT COMMITTEE	CAMPUS	1. Fulfills a coordinating and advising role for outcomes assessment campus-wide 2. Supports communication and coordination of assessment efforts and the flow of information about assessment finding. 3. Provides training to staff and faculty members in assessment of student learning outcomes. 4. Distributes assessment instruments to Assess Learning. 5. Monitors the ongoing assessment of student academic achievement in undergraduate and graduate programs. 6. Determines congruency of assessment results with the Institution's mission and goals. 7. Provides expertise in designing assessment activities, advising faculty and programs; and in coordinating the General Education Program assessment activities. 8. Determines database needs to support the MSCHE accreditation process.
FACULTY DEANS, DEPARTMENT CHAIRS/SCHOOL DIRECTORS AND ASSESSMENT (FACULTY) COMMITTEE	ACADEMIC FACULTY OR PROGRAM	1. Encourage and support outcome assessment at all levels in the academic faculty. 2. Develop, implement, operate and manage the assessment plan within their academic programs to achieve continuous improvement of student learning 3. Facilitate program changes as designed by faculty in response to classroom and program assessment findings 4. Collect program and classroom assessment data 5. Analyze data results 6. Discuss assessment results within the program stakeholders 7. Proceed with the corresponding actions to improve student learning outcomes, including curricular revision
FACULTY MEMBERS	PROGRAM AND COURSES	1. Conduct classroom assessments in order to focus in student learning 2. Incorporate instructional strategies and direct and indirect measurement methods that support improvement of student learning 3. Report at least annually the use of classroom assessment in order to share ideas and strategies with peers 4. Engage and support institutional and accreditation efforts 5. Participate in planning in conducting program assessment and then work with peers to improve program outcomes

When assessment results reveal a need for curricular revision or policy changes, a proposal to the Academic Senate, the legislative body for program and curriculum development is submitted for approval.

The assessment model also supports decision making in the planning and budget processes. Assessment results are essential for the determining budget allocation priorities. As stated by Middaugh (2010) "…the primary objective of assessment is to produce *information* (note again the emphasis on information as opposed to data) that can be used for decision-making and institutional improvement". Assessment Work Plan Time Table for 2011-12 follows.

ID	Tasks	Begins	Ends	Duration	2011					2012							
					Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
1.	Profile of Incoming Students				▬▬▬												
2.	Students by Major or Concentration				▬▬												
3.	Training Activities by Assessment Faculty				▬												
4.	Updating of Syllabi and Course Outlines				▬▬▬▬▬▬												
5.	Profile of Professors						▬▬▬▬										
6.	Analysis of Strategies and Educational Materials				▬▬▬▬▬												
7.	Training Activities for Assessment Faculty								▬▬								
8.	Administration of Assessment Instruments in Courses				▬▬▬▬▬▬▬▬▬▬▬▬												
9.	Analysis of Educational and Technological Resources				▬▬												
10.	Analysis of Classrooms, Laboratories and Equipment				▬▬												
11.	Evaluation of the Work Plan and the Budgeting Process						▬▬▬▬										
12.	Analysis of the Retention and Graduation Rate					▬											
13.	Analysis of the Satisfaction Level of Students, Graduates and Employers												▬▬				
14.	Analysis of the Final Examinations Results												▬▬▬				

Institutional Assessment Work Plan Time Table Model

APPENDIX 6 Assessment Workshops 2007-2012

Workshop/conference	Presenter	Date
Classroom assessment	Irma Brugueras	August, 2007
Syllabus development and evaluation	Lillian Gayá	August, 2007
Program Assessment	Rosalie Rosa	August, 2007
Program Assessment	Migdalia M. Texidor	May, 2008
Assessment/Accreditation and Periodic Review Report	Migdalia M. Texidor	May, 2008, August, 2008
Keeping Assessment Simple	Linda Suskie	December, 2009
Program Assessment	Migdalia M. Texidor	February, 2009 October, 2010
Program Assessment	Áurea Ayala, Luis Mayo, Arline Milán & Jaime Santiago	August, 2009
Rubrics and its use as an assessment tool	Irma Brugueras	August, 2009
Program Assessment	Áurea Ayala, Luis Mayo, Arline Milán & Jaime Santiago	August, 2009
Assessment 101	Migdalia M. Texidor	November, 2010 April, 2011 August, 2011
Teaching and Assessing Student Abilities	Kathy Lake & Heather Mernitz	August, 2011
Making Classroom Interactive Effective and Assumption that Foster Instructional Growth Teaching that Promote Learning Successfully Implemented Change	Maryellen Weimer	January, 2012
Evidence of Compliance: What is the Commission Really Looking for?	Michael F. Middaugh	March, 2012
MSCHE Standards 14, Assessment of Student Learning	Mary K. Jogan	May, 2012

APPENDIX 7 Template for Assessment Work Plans

MC Mission: MC The Metropolitan Campus offers an academic education to students from diverse cultural backgrounds; geared toward the development of leaders and entrepreneurs committed to making significant contributions that comprise service, democratic values and the reaffirmation of Inter American University of Puerto Rico character as an institution with Christian roots and an ecumenical focus.

Input	MC Goal	Assessment Goal	Method of assessment	Performance Indicator	When	Responsible level	Results	Actions Taken
(From whom are you going to collect data, incoming students, current students, graduating students, alumni, faculty, staff, parents, other institutions or employers of graduates?)		(Competence or student learning outcomes. What students will be able to do)	(Direct or indirect, specify instrument)	(Criteria for success)	(How often will the data be collected, annually, every two years, at the end of the academic term?)		(Findings from assessment activities)	Changes, if any made)

APPENDIX 8 Assessment Rubric for Program Classification

	Above Standard	**Standard**	**Developing**	**Beginning**
SLO : statements, outcomes measurements and achievements	• Aligned with standards presented by respective professional organizations • Some outcomes have multiple measures • More than three outcomes listed • Multiple direct and indirect measures; emphasis on direct • Assessment instruments are clearly described (and attached in Document, where appropriate) • Assessment instruments reflect good direct or indirect method • Target level of achievement is identified for each quantitative measure • Achievement targets are specific and measurable, have appropriate time frame, an area aligned with the measures and outcomes	• At least one measure or measurement approach per outcome • At least three outcomes listed • Direct and indirect measures are utilized • Assessment instruments are described • Some target levels of achievement are identified • A plan for collecting, tabulating, and analyzing assessment results for some SLO is in place • Internal or external stakeholders are considered in the assessment process • Evidence of results been used to improve student learning or program	• Mapping of SLO with MC goals • Mapping of SLO with courses • No outcomes or few outcomes listed • Not all outcomes have associated measures • Measurement instruments have not been developed and/or implemented • Measure instruments are vaguely described • Few direct measures are utilized • Few target levels of achievement are described, or targets are too general • Describe a process, rather than an outcome	• SLO are clearly identified. • Program has aligned specific statements of SLO with MC goals or with courses or has classroom assessment • Fail to demonstrate appropriate association of SLO with MC goals • Course grades used as an assessment
Action plan	• Specific and directly related to the outcome and the results of assessment • Contains completion dates or expected completion dates • Identifies a responsible person/group is identified • Number of action plans are manageable • Resources, if needed, are identified	• At least one action plan is in place	• Too general, not specific • Plans are too numerous to manage • Relates only indirectly to the outcome and the results of the assessment • There is not a specified action plan • There is no time frame for the action plan • No responsible person/group is identified	

	Above standard	**Standard**	**Developing**	**Beginning**
Summary of findings	• Concise and well-organized • Compares new findings to paste trends as appropriate • Supporting documentation (rubrics, surveys, reports, etc.) are included in document • Provides solid evidence that targets were met, partially met, or not met • Program has developed instruments for assessing more than 80% of the SLO (or competency) that includes direct and indirect methods • Reflects on SLO, program outcomes, and the assessment process where applicable • Defines logical 'next step" for the program in response to the findings • Identifies key areas that need to be monitored, remediated, or enhanced • Defines a logical "next step" to improve the assessment process	• Complete and organized • Evaluated with appropriate statistical model • Alignment of methodology with corresponding achievement target • Program has developed instruments for assessing 60-80% of the SLO (or competency) that includes direct and indirect methods • Reflects on what was learned during the assessment cycle • Offer "next steps" • Two or more of the analysis questions stated in their assessment plan are answered	• Summary of results or of findings do not prove whether targets were met, or not met • Incomplete • Program has developed at least one instrument (either direct or indirect) to assess between 30-50% of the SLO (or competency) • Reflection does not reflect on what has been learned during the assessment cycle • Does not offer a clear "next step" • Details are not given in analysis • Less than two of the analysis questions are answered	
Planning process and faculty involvement	• Program has disseminated their results among faculty and students and used the administrative constituencies for strategic planning and resource allocation purposes • Faculty involvement and contribution is widespread throughout the program. All faculty and staff within the department have contributed to the use and maintenance of an assessment plan.	• The program has disseminated their results and has been used by the administrative constituencies for budgetary purposes. • More than two assessment outcomes has been discussed with faculty. • Faculty involvement as evidenced, consists of a small core within the department; discussions of results and improvement strategies involve most (60% of full-time faculty member) of the department	• Program has identified the means by which the assessment results will be disseminated and used by the administrative constituencies for budgetary purposes. • Some of the assessment results has been discussed among some faculty members. • Faculty involvement consists of one or two individuals who work on program assessment. Little or no communication is established with other faculty members that result on further action at program level or contribution to the success in accomplishing assessment of SLO working plan	• The program has not disseminated among faculty or students its results • None or few faculty involvements are evidenced in department assessment activities
Program contribution to MC goals	• One or more areas where contribution of the assessment of the program were made		• No detail about the program contribution are discussed related to MC goals or mission	

Adopted and modified from: Emporia State University (http://www.emporia.edu/aesm/paslsummary.htm), Tk-20 MC Rubric to Evaluate Academic Programs Assessment Plan.

APPENDIX 9 Example of a Curricular Mapping

CURRICULAR MAP

ACADEMIC PROGRAM: **POPULAR MUSIC**

SLO: Student Learning Outcome

COURSE		Play his/her main instrument at an advanced level in different musical contexts and styles	Apply intermediate techniques of improvisation	Discuss the role of music in the puertorrican, as well as the globalized society	Know the fundamental concepts of music theory by means of a formal and comprehensive yet practical training	Compose, arrange and write music using the digital domain
					STUDENT LEARNING OUTCOME	
MUSI 1531					Intermediate	
					High	
					80% of the candidates requires a minimum of 80% passing rate in sight singing and rhythm skills evaluated by a jury exam	
MUSI 1532	Level:				Advanced	
	Emphasis:				High	
	Measure:				80% of the candidates requires a minimum of 80% passing rate in sight singing and rhythm skills evaluated by a jury exam	

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COURSE		STUDENT LEARNING OUTCOME				
		Play his/her main instrument at an advanced level in different musical contexts and styles	Apply intermediate techniques of improvisation	Discuss the role of music in the puertorrican, as well as the globalized society	Know the fundamental concepts of music theory by means of a formal and comprehensive yet practical training	Compose, arrange and write music using the digital domain
MUSI 2624	Level:				Intermediate	
	Emphasis:				High	
	Measure:				90 % of the candidates requires a minimum of 80% passing rate in theory knowledge and harmonic skills evaluated by special projects	
MUSI 2533	Level:	Intermediate	High			
	Emphasis:	Intermediate	High			
	Measure:	85% of the candidates requires a minimum of 80% passing rate in the application of improvisation skills achieved by written exams and presentations	85% of the candidates requires a minimum of 80% passing rate in the application of improvisation skills achieved by written exams and presentations			
MUSI 4724	Level:					Intermediate
	Emphasis:					High
	Measure:					80 % of the candidates requires a minimum of 80% passing rate in the application of the arranging skills and knowledge evaluated by special projects and exams

COURSE		Play his/her main instrument at an advanced level in different musical contexts and styles	Apply intermediate techniques of improvisation	Discuss the role of music in the puertorrican, as well as the globalized society	Know the fundamental concepts of music theory by means of a formal and comprehensive yet practical training	Compose, arrange and write music using the digital domain
MUSI 3901						Intermediate
						High
						80 % of the candidates requires a minimum of 80% passing rate in the application of compositional skills and knowledge
HIST 1122	Level:			Basic		
	Emphasis:			High		
	Measure:			90 % of the candidates requires a minimum of 80% passing rate in showing the knowledge of historical processes achieved by group discussion topics, lecture of selected topics and written exams		
HIST 1123	Level:			Intermediate		
	Emphasis:			High		
	Measure:			90 % of the candidates requires a minimum of 80% passing rate in showing the knowledge of historical processes achieved by group discussion topics, lecture of selected topics and written exams		

		Play his/her main instrument at an advanced level in different musical contexts and styles	Apply intermediate techniques of improvisation	Discuss the role of music in the puertorrican, as well as the globalized society	Know the fundamental concepts of music theory by means of a formal and comprehensive yet practical training	Compose, arrange and write music using the digital domain
COURSE				**STUDENT LEARNING OUTCOME**		
HIST 1124				Advanced		
				High		
				90 % of the candidates requires a minimum of 80% passing rate in showing the knowledge of historical processes achieved by group discussion topics, lecture of selected topics and written exams		
MUSI 2000						Intermediate
						High
						90 % of the candidates requires a minimum of 80% passing rate in the application of music writing skills evaluated by special projects and written exams
MUSI 4734						Intermediate
						High

COURSE		STUDENT LEARNING OUTCOME				
		Play his/her main instrument at an advanced level in different musical contexts and styles	Apply intermediate techniques of improvisation	Discuss the role of music in the puertorrican, as well as the globalized society	Know the fundamental concepts of music theory by means of a formal and comprehensive yet practical training	Compose, arrange and write music using the digital domain
						85 % of the candidates requires a minimum of 80% passing rate in the application of the recording skills evaluated by special recording projects and written exams
MUSI 1592 Guitarra II	Level:	Beginner–Intermediate				
	Emphasis:	High				
	Measure:	75% of the candidates requires a minimum of 80% passing rate in the application of performing skills achieved by jury exam				
MUSI 2594 Guitarra IV	Level:	Intermediate				
	Emphasis:	High				
	Measure:	80% of the candidates requires a minimum of 80% passing rate in the application of performing skills achieved by jury exam				
MUSI 3596 Guitarra VI	Level:	Advanced				
	Emphasis:	High				
	Measure:	85% of the candidates requires a minimum of 80% passing rate in the application of performing skills achieved by jury exam				

COURSE		STUDENT LEARNING OUTCOME				
		Play his/her main instrument at an advanced level in different musical contexts and styles	Apply intermediate techniques of improvisation	Discuss the role of music in the puertorrican, as well as the globalized society	Know the fundamental concepts of music theory by means of a formal and comprehensive yet practical training	Compose, arrange and write music using the digital domain
MUSI 4803	Level	Advanced				
	Emphasis	High				
	Measure:	90% of the candidates requires a minimum of 80% passing rate in the application of performing skills achieved by jury evaluation of a senior recital				

APPENDIX 10 Assessment Level Status by Program

Program	Beginning	Developing	At Standard	Above Standard
Associate Degrees				
Accounting			X	
Business Administration	X			
Insurance	X			
Medical Emergency	X			
Music Business Management	X			
Nursing				X
Office Management Systems*	X			
Popular Music		X		
Studies in Religion*	X			
Bachelor of Arts				
Criminal Justice: Criminal Investigation		X		
Design	X			
Early Childhood: Elementary Primary Level (K-3)				X
Early Childhood: Elementary Level (4-6)				X
English as a Second Language at the Elementary Level				X
English as a Second Language at the Secondary Level				X
History	X			
Mathematics	X			
Office Management Systems*	X			
Political Sciences			X	
Popular Music		X		
Preschool Level Education				X
Psychology	X			
School Health				X
Secondary Education: Biology				X
Secondary Education: History				X
Secondary Education: Mathematics				X
Secondary Education: Science in the Junior High School				X
Secondary Education: Social Studies				X
Social Work				X
Sociology: Criminal Justice			X	
Sociology: General Anthropology			X	
Sociology: General Sociology			X	
Spanish			X	
Special Education				X
Sports Technology	X			
Studies in Religion*	X			
Training and Sports Management	X			
Bachelor of Business Administration				

Program	Beginning	Developing	At Standard	Above Standard
Accounting			X	
Corporate Communication	X			
Entrepreneurial and Managerial Development		X		
Finance	X			
Human Resources Management		X		
Information Technology		X		
Managerial Economy	X			
Marketing		X		
Operations Management	X			
Real Estate	X			
Bachelor of Science				
Biology	X			
Biomedical Sciences	X			
Chemistry	X			
Computer Sciences		X		
Medical Technology				X
Microbiology		X		
Bachelor of Science in Nursing				
Nursing				X
Professional Certificates				
Clinical Social Work (Post Master)				X
Data Base Technology and Administration (Post Baccalaureate)	X			
Medical Technology (Post Baccalaureate)				X
Risk Management in Health Care	X			
Master of Arts				
Business Education	X			
Criminal Justice		X		
Education: Counseling			X	
Education: Education Management and Leadership	X			
Education: Special Education	X			
Education: Teaching of Mathematics	X			
Education: Teaching of Science	X			
Educational Computing*	X			
Educational Neuroscience	X			
History	X			
Labor Relations	X			
Music Education		X		
Occupational Education	X			
Psychology: Industrial and Organizational Psychology			X	
Psychology: Psychological Counseling			X	
Psychology: School Psychology			X	
Teaching English as a Second Language				X
University Teaching*	X			

Program	Beginning	Developing	At Standard	Above Standard
Master of Business Administration				
Accounting	X			
Executive MBA	X			
Finance		X		
Human Resources	X			
Operations Management	X			
Marketing		X		
MBA General*	X			
Master of Education				
Teaching at the Elementary Level	X			
Master of International Business				
International Business	X			
Master of Science				
Environmental Evaluation and Protection	X			
Medical Technology: Laboratory Administration	X			
Medical Technology: Molecular Microbiology	X			
Open Information Computer Systems	X			
Master of Social Work				
Administration in Social Work				X
Direct Services				X
Doctor in Education				
Counseling	X			
Curriculum and Teaching	X			
Education Management and Leadership	X			
Higher Education	X			
Special Education and Transition Services	X			
Doctor in Philosophy				
Entrepreneurial and Managerial Development: Human Resources		X		
Entrepreneurial and Managerial Development: Interregional and International Business	X			
History of the Americas	X			
Psychology: Industrial Organizational Psychology				X
Psychology: Psychological Counseling				X
Psychology: School Psychology				X
Theological Studies: Christian Education	X			
Theological Studies: Pastoral Theology	X			
Doctor in Business Administration				
Finance	X			
Total	56	14	11	24
*also offered online				

APPENDIX 11 Rubric to Assess Historiographical Essays

Essay areas to be evaluated	Exemplary development of the essay	Acceptable development of the essay	Unacceptable development of the essay
Conceptual structure	A complete conceptual structure: (presentation, discussion, and development and conclusion) was established on the subject. (23 – 25 Points)	The conceptual structure established lacks some of the following aspects: presentation, discussion, development and conclusion. (17.5 – 22 Points)	The conceptual structure is incomplete, it only includes two of the following aspects: Presentation, discussion, development and conclusion. (0 – 17.25 Points)
Argument	The argument is not only pertinent to the subject of the essay and is developed in a logical manner, but also it suggests several additional discussion lines. (23 – 25 Points)	The argument is pertinent to the subject and is developed with logic. (17.5 – 22 Points)	The argument is not logical or does not develop the essay subject in a logical manner. (0 – 17.25 Points)
Basis and academic quality in essay paper presentation	The essay follows all of the requirements for an academic essay, according to the instructions for the grade tests (historiography essays) There are no major writing or orthographic errors. (23 – 25 Points)	The essay lacks some of the requirements for an academic essay (footnote format, or at the end of the pages, citation, bibliography). There are no orthographic errors. (17.5 – 22 Points)	The essay fails in several requirements of an essay (footnote format, or at the end of the pages, citation, bibliography). footnote format, or at the end of the pages, citation, bibliography). Orthography and writing are neglected. (0 – 17.25 Points)
Creativity in handling the subject	The essay takes note of the subject creatively, including varied and appropriate supplementary sources that enrich the subject comprehension. (23 – 25 Points)	The essay settles the subject properly and includes some supplementary and adequate sources. (17.5 – 22 Points)	The essay lacks supplementary sources of the subject. (0 – 17.25 Points)

APPENDIX 12 Assessment in Social Work

The Practicum Scale Scores

The Practicum Scale Scores instrument is completed by field instructors and students at the end of the second practice. A five-point Likert Scale is used to rate students' performance, five (5) being "the student always complies or excels with the criteria every time that it is required" and one (1) being, "the student never or does not meet the criteria or doesn't excel in the criteria". In addition, each instructor is asked to write a brief narrative on the learning activities of each student, student's strengths and weaknesses and areas that need improvement, as well as other factors that may be related to the student's teaching-learning process.

At the same time, students are asked to write a brief narrative of their strengths and weaknesses and areas to improve, as well as other factors that may be related to the teaching-learning process. In terms of analysis for competencies that have more than one practice behavior, an aggregate mean is computed to determine the mean score for each competency. The benchmark is a mean score of 3.0 or greater.

Practicum Scale Scores - Senior Field Performance Evaluation (PSS-SFPE) 2010-2011

Competency	Mean	
	First Trimester	Second Trimester
2.1.1 Identify as a professional social worker and conduct oneself accordingly.	4.79	4.85
2.1.2 Apply social work ethical principles to guide professional practice.	4.71	4.84
EP 2.1.3—Apply critical thinking to inform and communicate profesional judgments.	4.30	4.48
2.1.4 Engage diversity and difference in practice.	4.89	4.93
2.1.5 Advance human rights and social and economic justice.	4.71	4.87
2.1.6 Engage in research-informed practice and practice-informed research.	4.40	4.48
2.1.7 Apply knowledge of human behavior and the social environment.	4.52	4.48
2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	4.66	4.68
2.1.9 Respond to contexts that shape practice.	4.59	4..93
2.1.10(a-d) Engage assesses, intervene, and evaluate with individuals, families, groups, organizations, and communities.	4.75	4.68

Competency 2.1.1 was assessed by 6 practice behaviors. In the first trimester, EP 2.1.1 Practicum Scale Scores obtained 4.79 mean score and in the second trimester 4.85 mean in Senior Performance Evaluation (PSS-SFPE).

Competency 2.1.2 was assessed by 4 practice behaviors. In the first trimester, EP 2.1.2 Practicum Scale Scores obtained 4.71 mean score and in the second trimester 4.84 mean in Senior Performance Evaluation (PSS-SFPE).

Competency 2.1.3 was assessed by 3 practice behaviors. In the first trimester, EP 2.1.3 Practicum Scale Scores obtained 4.30 mean score and in the second trimester 4.48 mean in Senior Performance Evaluation (PSS-SFPE).

Competency 2.1.4 was assessed by 4 practice behaviors. In the first trimester, EP 2.1.4 Practicum Scale Scores obtained 4.89 mean score and in the second trimester 4.93 mean in Senior Performance Evaluation (PSS-SFPE).

Competency 2.1.5 was assessed by 5 practice behaviors. In the first trimester, EP 2.1.5 Practicum Scale Scores obtained 4.71 mean score and in the second trimester 4.87 mean in Senior Performance Evaluation (PSS-SFPE).

Competency 2.1.6 was assessed by 2 practice behaviors. In the first trimester, EP 2.1.6 Practicum Scale Scores obtained 4.40 mean score and in the second trimester 4.48 mean in Senior Performance Evaluation (PSS-SFPE).

Competency 2.1.7 was assessed by 2 practice behaviors. In the first trimester, EP 2.1.7 Practicum Scale Scores obtained 4.52 mean score and in the second trimester 4.48 mean in Senior Performance Evaluation (PSS-SFPE).

Competency 2.1.8 was assessed by 2 practice behaviors. In the first trimester, EP 2.1.8 Practicum Scale Scores obtained 4.66 mean score and in the second trimester 4.68 mean in Senior Performance Evaluation (PSS-SFPE).

Competency 2.1.9 was assessed by 2 practice behaviors. In the first trimester, EP 2.1.9 Practicum Scale Scores obtained 4.59 mean score and in the second trimester 4.93 mean in Senior Performance Evaluation (PSS-SFPE).

Competency 2.1.10 was assessed by 10 practice behaviors. In the first trimester, EP 2.1.10 Practicum Scale Scores obtained 4.75 mean score and in the second trimester 4.68 mean in Senior Performance Evaluation (PSS-SFPE).

Conclusions

As it is observed in the Practicum Scale Score Senior Performance Evaluation (PSS-SFPE), all practice behaviors in both trimesters obtained a mean of 3.00 or above demonstrating domain of competencies.