

University of Puerto Rico at Mayagüez (UPRM)
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Self-Study Design
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Submitted to

**The Council of Higher Education
Middle States Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104-2680**

April 11, 2003

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I. GLOSSARY OF ABBREVIATIONS

UPR	University of Puerto Rico
UPRM	University of Puerto Rico, Mayagüez Campus
MSA	Middle States Association
MSCHE	Middle States Commission on Higher Education
ABET	Accreditation Board for Engineering and Technology
EAC	Engineering Accreditation Commission
SEED	System for the Evaluation of Education
CID	<i>Centro de Investigación y Desarrollo</i> (Research & Development Center)
PRR	Periodic Review Report
CEP	<i>Centro de Enriquecimiento Profesional</i> (Professional Enrichment Center)
CES	<i>Consejo de Educación Superior</i> (Council of Higher Education)
CESPR	<i>Consejo de Educación Superior de Puerto Rico</i> (Council of Higher Education of Puerto Rico)
LAI	<i>Liga Atlética Interuniversitaria</i> (Intermural Athletic League)

II. MODEL SELECTION AND ITS RATIONALE

In keeping with the view of selecting a model that should “foster further institutional self-study and planning” (Designs for Excellence, p.6), the Chancellor at the Mayagüez Campus of the University of Puerto Rico (UPRM), in conversation with the Director of the Office of Institutional Research & Planning, concluded that the self-evaluation process for our institution would be most meaningful via *The Comprehensive with Emphasis Model*. This is listed as one of the three major models for self-study in the Designs for Excellence – Handbook for Institutional Self-Study (8th Edition, 2002). The rationale behind the selection of this model can be traced to the **Periodic Review Report 2000**, which was submitted by the University of Puerto Rico at Mayagüez to the Middle States Commission on Higher Education (MSCHE) in June 2001.

The **Periodic Review Report 2000** refers to the formation of four task forces (see p.7), namely: *Responses to MSA 95, Outcomes Assessment, Enrollment and Projections, and Strategic Planning*. While the Middle States Commission on Higher Education did accept this report, commended the institution for the quality of the report, and confirmed reaccreditation, it did at the same time make a note of our two self-reported shortcomings. These were stated in the report as follows:

4.3.1 Strategic Planning

“The process is not finished” (p.172)

“The Office of Strategic Planning and Development has not yet completed a draft of the strategic plan for the institution” (p.173)

4.3.2 Outcomes Assessment

“These plans have not been implemented yet” (p.175)

The Chair, William B. DeLauder, in his letter dated November 20, 2001 to the then Chancellor, Prof. Pablo Rodríguez, requested a follow-up report by October 1, 2003, documenting (1) development and implementation of a comprehensive institutional strategic plan, and (2) development and implementation of a comprehensive outcomes assessment plan including student learning outcomes. This formed the basis for selecting *The Comprehensive with Emphasis Model*.

III. OBJECTIVES OF THE SELF-STUDY

The primary purpose behind this self-study is to assess the strengths and weaknesses of this institution and through this process determine the course of action that will enable us to sustain our academic excellence, and to better serve our constituents. The main constituents are: our students, parents, faculty, administrative personnel, employees, alumni, employers, and the external community. While the fact cannot be ignored that any impending accreditation visit by an external agency tends to serve as a catalyst to drive the institutional self-assessment efforts, our ultimate purpose in the long run should be to independently internalize this process with the goal of improving our services to our constituents.

The specific objectives of the self-study are:

- To evaluate actions which comply with previous MSCHE recommendations, such as:
 - A. Developing and implementing comprehensive institutional strategic plan
 - B. Developing and implementing comprehensive outcomes assessment plan including student learning outcomes
- To improve campus-wide awareness of the benefits of continuous self-evaluation, and set in motion the institutionalization of an outcomes assessment program to help in better decision-making and fulfillment of the needs of our constituents.

IV. INCORPORATION OF OUTCOMES ASSESSMENT – A PILOT MODEL

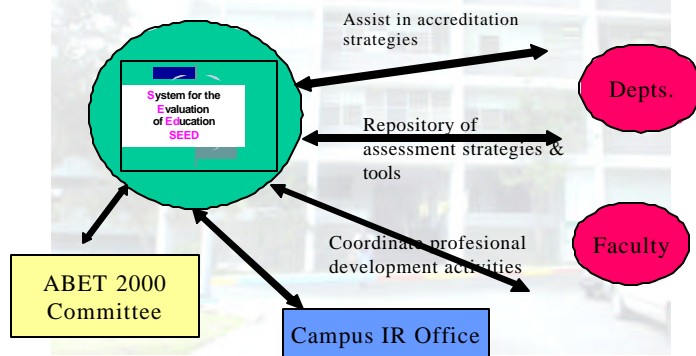
Peggy L. Maki, Director of Assessment, AAHE, rightly stated, “All too frequently higher education institutions view the commitment to assessing their students’ learning and development as a periodic activity – most often driven by an impending accreditation visit” (*Journal of Academic Librarianship*, January 2002). While this would generally be the case with external drivers such as industry, the Accreditation Board for Engineering & Technology, or Middle States Commission on Higher Education, we, at the University of Puerto Rico at Mayagüez, had had some experience related with *assessment* in earlier educational projects, such as the Manufacturing Engineering Education Partnership (MEEP) Learning Factory, which was funded by NSF in 1994; and Partnership for Spatial and Computational Research (PaSCoR), which was funded by NASA in 1998.

The Self-Study Design, which was submitted to the Middle States Commission on Higher Education in April 1994, does refer to outcomes assessment as having been *undertaken to a limited extent* in the different sectors of our institution. The response from MSCHE to our **Periodic Review Report 2000**, which was submitted in June 2001, recognized this deficiency and thus requested a follow-up action by October 1, 2003. On the other hand, in the case of the College of Engineering at UPRM, ever since the approval of the new Engineering Criteria 2000 (EC2000) by the Board of Directors of the Accreditation Board for Engineering & Technology (ABET) on November 2, 1996, and in light of its mandatory application as of Fall 2001, it has had to assess and evaluate its undergraduate engineering programs from a different perspective. ABET’s EC 2000 was designed to employ the philosophy and practice of continuous quality improvement to engineering programs. All this required considerable time and effort, not only to clearly define the programs’ educational objectives and outcomes, but also to develop proper and continuous assessment methods and tools, the documentation, the processes, and the necessary culture and philosophy changes that would be introduced as a consequence of the cyclical processes. We, at the University of Puerto Rico at Mayagüez, realized the significance of EC 2000 early on and fully undertook planning and organizational steps four years prior to the actual site visit. All six of our undergraduate programs in

engineering recently underwent a reaccreditation site visit during November 2002. It was not merely sufficient to demonstrate the compliance of certain criteria, but a key component of EC 2000 is also the ability to sustain the continuous improvement process beyond the present accreditation. In order to institutionalize this assessment process across the programs and the various courses, the College of Engineering established the office of System for the Evaluation of Education (SEED) in the Summer of 2001 with the goal of developing assessing strategies for the undergraduate engineering programs. The principal goals of this office are to:

- Establish and facilitate a strategy for continuous evaluation of engineering programs and student learning outcomes assessment.
- Coordinate with engineering departments and accreditation committees (ABET EC2000 and the Middle States Association) the College of Engineering's activities regarding accreditation processes, including their implementation strategies.
- Assess outcomes of the College of Engineering's Strategic Plan.
- Become the College of Engineering's repository of assessment strategies, assessment instruments, and assessment results and reports.
- Coordinate professional development activities concerning evaluation and assessment.
- Disseminate assessment results to stakeholders and decision-makers for their information and decision-making.

The System for Evaluation of Education (SEED)



The SEED Office is staffed by a part-time coordinator, a database manager and web page technician, and a full-time secretary. Offices with similar structures were instituted in each of the six departments with names such as: Continuous Improvement Center, the Curriculum Renewal Plan Office, and the Center for Academic Research. The College of Engineering represents over 40 percent of the student body. It can thus be stated that for a large section of our student body, student learning outcomes and assessment plans are in place, and have been implemented. An institutional strength mentioned in the recent preliminary draft statement that was received from the Engineering Accreditation Commission (EAC) of ABET reads as follows:

“The institution’s innovative and systematic effort to introduce the culture of outcomes-based assessment to the College of Engineering community is especially noteworthy.”

The Middle States Commission on Higher Education (MSCHE) publication titled *Designs for Excellence – Handbook for Institutional Self-Study* refers to avoiding duplication and encouraging the use of recent research, reports, and evaluations. In order to replicate this experience on a campus-wide scale, we intend to draw upon the recent experience of the College of Engineering in its compliance with ABET’s Engineering Criteria 2000.

V. UPRM – MSCHE INSTITUTIONAL STEERING TEAM

The Chancellor of the University of Puerto Rico, Mayagüez Campus, Dr. Jorge I. Vélez Arocho, called for a meeting on January 24, 2003 of potential members who would likely constitute the Institutional Steering Team. The Team composition would be representative of all colleges and be responsible to develop the Self-Study Design for the Self-Study Report in preparation for the MSCHE visit during Spring 2005. The Steering Team, which would consist of multiple Task Forces to address the fourteen (14) standards as outlined in *The Characteristics of Excellence in Higher Education*, would be responsible for the development of relevant Charge Questions to assist in the self-study process. This would further require that a mechanism for the campus-wide self-study be developed, especially with regard to the two areas of special emphasis, namely (1) the development and implementation of a comprehensive institutional strategic plan, and (2) the development and implementation of a comprehensive outcomes assessment plan including student learning outcomes. It is expected that in the course of months to come, especially during summer, proper data collection instruments would be developed where necessary, modified if they already exist, or re-adapted for use from the ones developed and implemented in the College of Engineering.

The UPRM-MSCHE Institutional Steering Team consists of the following eleven Task Forces with their respective Coordinators, along with two *ex officio* members and two (2) others who would serve as advisors by virtue of their past involvement in Middle States accreditation-related activities:

Overall Team

Dr. Anand D. Sharma
MSCHE / ABET Coordinator
General Engineering, College of Engineering

Task Force 1

Standard 1 – Mission, Goals and Objectives
Standard 2 – Planning, Resource Allocation, and Institutional Renewal
Dr. Noel Artilles
Industrial Engineering, College of Engineering

Task Force 2

Standard 3 – Institutional Resources

Prof. Miguel Seguí

Industrial Management, College of Business Administration

Prof. Marisol Oliver

Human Resources, College of Business Administration

Task Force 3

Standard 4 – Leadership & Governance

Standard 5 – Administration

Dr. Andrés Calderón

General / Electrical Engineering, College of Engineering

Task Force 4

Standard 6 – Integrity

Dr. Halley Sánchez

Humanities, College of Arts & Sciences

Task Force 5

Standard 7 – Institutional Assessment

Dr. Jayanta Banerjee

Mechanical Engineering, College of Engineering

Task Force 6

Standard 8 – Student Admissions

Standard 9 – Student Support Services

Dr. David Padilla

Agricultural Education, College of Agricultural Sciences

Dr. Roberto Vargas

Crop Protection, College of Agricultural Sciences

Task Force 7

Standard 10 – Faculty

Dr. Betsy Morales

English, College of Arts & Sciences

Task Force 8

Standard 11 – Educational Offerings

Dr. Sonia Bartolomei

Industrial Engineering, College of Engineering

Task Force 9

Standard 12 – General Education

Prof. Mabel Ortiz

English, College of Arts & Sciences

Task Force 10

Standard 13 – Related Educational Activities

Dr. Pedro Vásquez

Mathematics, College of Arts & Sciences

Task Force 11

Standard 14 – Assessment of Student Learning

Prof. Hiram González

Civil Engineering, College of Engineering

Ex officio Members

Dr. Mildred Chaparro

Biology, College of Arts & Sciences

Dean of Academic Affairs

Dr. Antonio González

Civil Engineering, College of Engineering

Director, Office of Planning & Institutional Research

Advisors

Prof. Marta Colón

College of Business Administration

Prof. Eva Quiñones

Dean, College of Business Administration

VI. FORMATION OF THE TASK FORCES

Based on input from the newly formed Institutional Steering Team, on February 27, 2003, the Chancellor, Dr. Jorge I. Vélez Arocho, emitted a letter addressed to Deans and Directors of all administrative units of the University of Puerto Rico, Mayagüez Campus, to identify contact persons, who would serve as a liaison between the said administrative unit (college) and the Team. The liaison would be responsible to arrange for a member or members from the said unit, if so requested by any Task Force Coordinator, for constituting the team. Alternatively, the Task Force Coordinators would also be able to choose the members at their own initiative, and would exercise ultimate discretion in the formation of their teams. They will, however, make sure that the key administrative units (colleges) are well represented in the process. In some cases, it might be possible that these contact persons themselves would serve directly in the functioning of the Task Forces. In response to this letter, the following contact persons have been identified:

Office of the Dean of Administration

Mr. Carlos Rosa

College of Engineering

Dr. Mario Rivera Borrero (General Engineering)

Division of Continuing Education

Dr. Dolly Claudio

College of Business Administration

Prof. Awilda Valle

Office of Graduate Studies

Dr. Viviana Cesani (Associate Director)

College of Arts & Sciences

Dr. Luisa Guillemard (Social Sciences)

Dr. Nilda Aponte (Acting Director - Marine Sciences)

Office of the Dean of Students

Ms. Teresita Cruz Diaz (Associate Dean)

College of Agricultural Sciences

Dr. Ángel González (Assistant Dean)

VII. INVENTORY OF REPORTS & DOCUMENTS

The Institutional Steering Team will refer to the following documents in addition to other documents, which may not be currently listed below to answer the charge questions and fulfill the self-study process:

University Law

General UPR Regulations (“Reglamento de la Universidad de Puerto Rico”)

Certifications of the Academic Board

Certifications of the Academic Senate

Internal By-Laws of the Academic Board

Internal By-Laws of the Academic Senate

Financial Statements of UPRM

Annual Reports (departments, colleges, institution, CID Research Center)

University Catalogs

Regulations governing the Student Ombudsman

Descriptive Pamphlets (Brochures) of the University and Campus

Information packet sent or presented to students

Student Regulations (“Reglamento del Estudiante”)

Student and Faculty Handbooks
UPRM websites
Master Plan for Infrastructure Development
Chancellor's Initiative: Review of UPRM Strategic Plan
Other materials sent to students and/or to Faculty, as provided by:
 Dean of Students
 Dean of Academic Affairs
 Dean of Administration
 Admissions Office
Dialogue Committee Regulations
Assessment Tools & Strategies Package developed by the College of Engineering
ABET's Engineering Criteria 2000
Characteristics of Excellence in Higher Education – MSCHE (2002)
Designs for Excellence – MSCHE (8th Edition)
Student Learning Assessment: Options & Resources – MSCHE (2003)
New Academic Program Proposals
Past reports sent to:
 Middle States Commission on Higher Education (MSCHE)
 Accreditation Board for Engineering and Technology (ABET)
 Council of Higher Education of Puerto Rico (CESPR)

VIII. SELF-STUDY TIMELINE

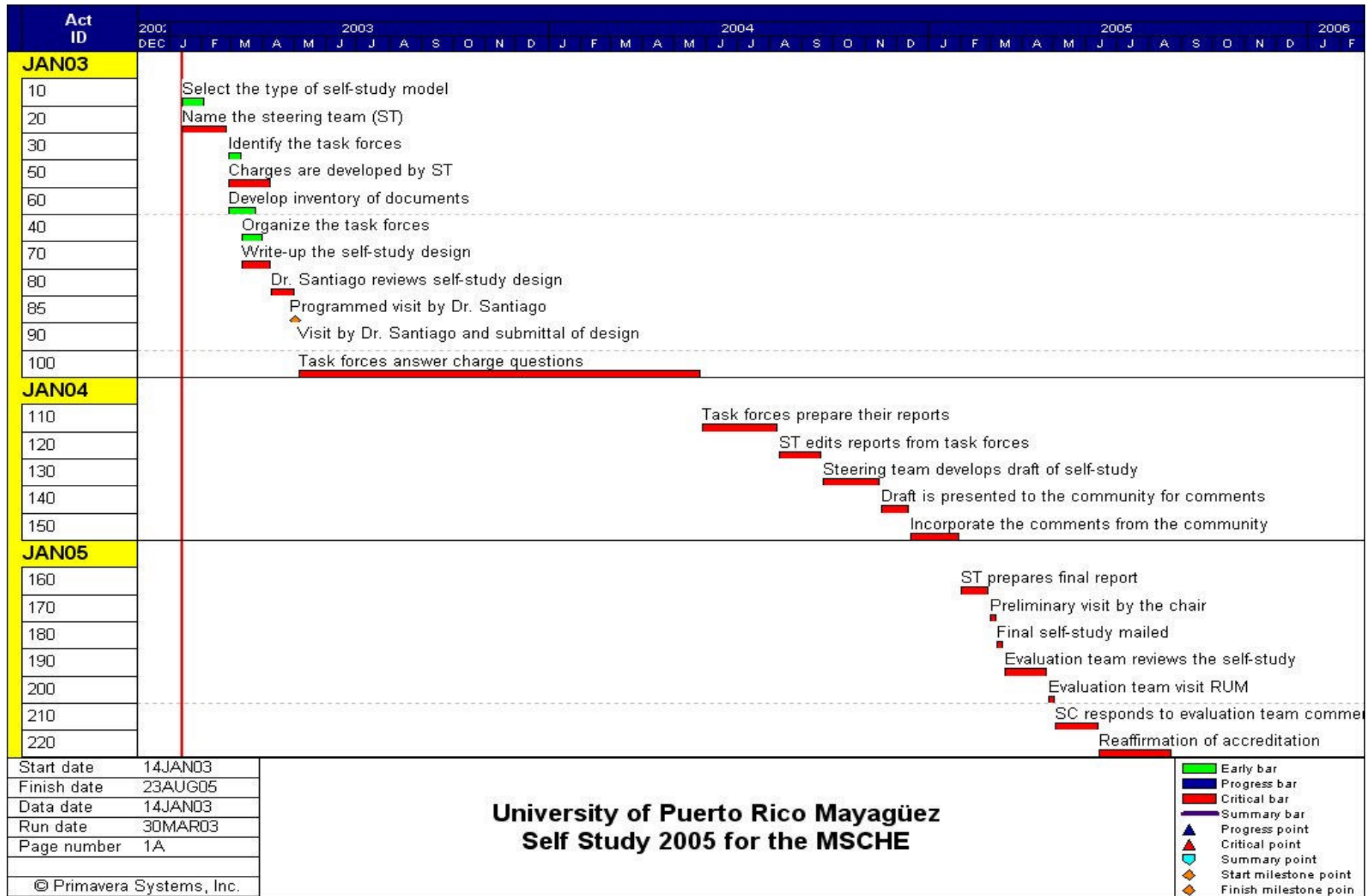
Planning and Scheduling of the Self-Study

In order to plan for the Self-Study, a list of all the activities required to obtain the reaccreditation was developed. For each activity, a duration expressed in working days was estimated. For each activity, the immediate predecessors were also identified. This information was used to develop the schedule.

The schedule is represented by a bar chart (also known as a Gantt chart, see p. 13) as well as four dates for each activity. These dates are known as early and late start and finish. Each activity is represented by a bar and the bars are located in time scale based on the early start and early finish dates. The red bars represent critical activities in the self-study. If these activities are not performed within the early dates the self-study will suffer delays. The table contains the list of activities, the estimated durations, the early start, early finish, late start and late finish dates. This schedule will be used as a control mechanism to ensure that the self-study will be finished on time.

Act ID	Description	Original Duration (days)	Early Start	Early Finish	Late Start	Late Finish
10	Select the type of self-study model	15	14JAN03	04FEB03	05FEB03	26FEB03
20	Name the steering team (ST)	30	14JAN03	26FEB03	14JAN03	26FEB03
30	Identify the task forces	10	27FEB03	12MAR03	21MAR03	03APR03
40	Organize the task forces	15	13MAR03	02APR03	04APR03	05MAY03
50	Charges are developed by ST	30	27FEB03	09APR03	27FEB03	09APR03
60	Develop inventory of documents	20	27FEB03	26MAR03	13MAR03	09APR03
70	Write-up the self-study design	20	13MAR03	09APR03	13MAR03	09APR03
80	Dr. Santiago reviews self-study design	10	10APR03	02MAY03	10APR03	02MAY03
85	Programmed visit by Dr. Santiago*	0		02MAY03		12MAY03
90	Visit by Dr. Santiago and submittal of design	1	05MAY03	05MAY03	05MAY03	05MAY03
100	Task forces answer charge questions	240	06MAY03	27MAY04	06MAY03	27MAY04
110	Task forces prepare their reports	30	28MAY04	09AUG04	28MAY04	09AUG04
120	ST edits reports from task forces	30	10AUG04	20SEP04	10AUG04	20SEP04
130	Steering team develops draft of self-study	40	21SEP04	15NOV04	21SEP04	15NOV04
140	Draft is presented to the community for comments	20	16NOV04	13DEC04	16NOV04	13DEC04
150	Incorporate the comments from the community	20	14DEC04	31JAN05	14DEC04	31JAN05
160	ST prepares final report	20	01FEB05	28FEB05	01FEB05	28FEB05
170	Preliminary visit by the chair	5	01MAR05	07MAR05	01MAR05	07MAR05
180	Final self-study mailed	5	08MAR05	14MAR05	08MAR05	14MAR05
190	Evaluation team reviews the self-study	30	15MAR05	25APR05	15MAR05	25APR05
200	Evaluation team visits RUM	5	26APR05	02MAY05	26APR05	02MAY05
210	SC responds to evaluation team comments	30	03MAY05	13JUN05	03MAY05	13JUN05
220	Reaffirmation of accreditation	30	14JUN05	23AUG05	14JUN05	23AUG05

* On this day, May 12, 2003, Dr. George Santiago, Executive Associate Director of MSCHE, will meet with UPRM officials, the Institutional Steering Team, faculty, and students, and also discuss the draft report of this Self-Study Design.



IX. FORMAT FOR REPORTS FROM TASK FORCES

The UPRM-MSCHE Institutional Steering Team agreed to utilize the following outline for the individual Task Force reports. The reports will be written in MS WORD using font Times New Roman Size 12:

SELF-STUDY TASK FORCES REPORT OUTLINE		
Coversheet		
Table of Contents		
Task Force Membership		
I. Introduction		
A.	Background	A few paragraphs, which explain MSCHE comments on the issue in earlier years, if applicable, and describe the major events that might have generated major changes.
B.	Purpose	Explain the reasons for conducting a self-study in this area.
C.	Scope of work	The name, focus and objectives of the task force.
II. Methodology		
A.	Process	A few paragraphs, which describe how the task force operated, (timeline, major events, etc.)
B.	Data Sources	A few paragraphs, which describe in general terms which sources of information were used by the task force and why. A detailed list will be included in appendices C and D.
C.	The Model	A few paragraphs, which explain the approach used by the task force in conducting their-study. As a whole we are using the Comprehensive Approach with Special Emphasis, which gave way to the creation of task forces.

III. Findings

- A. Expectations A section, which describes in general terms what the Task Force hoped to find.
- B. Findings A section, which describes in general terms what the task force actually found.
- C. Specific Findings A list of positive, neutral or negative findings with graphs, charts, tables to document each finding. This section should be analytical. It should not just be the answers to the questions asked.

IV. Recommendations

- A. Observations A listing and discussion of the task force's major observations (commendations for excellence or recommendations for improvement). The recommendations should be tied/referenced to specific findings and major changes expected in the future. Focus on the four or five most important recommendations. Please prioritize.
- B. Recommendations
- C. Commendations

V. Summary

- A. Final Statement A few paragraphs which serve as a final summarizing statement.

VI. Process Recommendations

- A. Suggestions A few paragraphs, which critique the process we followed which might be of value to the groups that will be working in years beyond 2005.

Appendices

- A. Copies of the information gathering forms used in the process.
- B. Copies of any surveys/questionnaires used including complete results.
- C. A list of people interviewed and their roles.
- D. A list of documents accessed.

X. OUTLINE OF FINAL SELF-STUDY REPORT

The UPRM-MSCHE Institutional Steering Team proposed the outline from the *Designs for Excellence* (8th Edition, 2002, p.9, Fig. 4) for the final Self-Study Report to be submitted to the Middle States Commission on Higher Education's reaccreditation visit in Spring 2005. The chapters in the final Self-Study Report will be constituted by the fourteen standards of excellence.

XI. APPENDIX I

This lists the Charge Questions developed by the Coordinators of each of the Task Forces. In some cases the members constituting these Task Forces have been clearly identified, whereas in some other cases the selection of Task Force members is occurring simultaneously. In the selection of the format for presenting the charge questions, various available formats were considered. The UPRM-MSCHE Steering Team decided to adopt the model from St. Bonaventure University, St. Bonaventure, New York.

XII. APPENDIX II

This lists the charge questions specifically appropriate to the Council of Higher Education of Puerto Rico (CESPR). As per the Memorandum of Agreement between the Council of Higher Education of Puerto Rico and the Middle States Association of Colleges and Schools, dated December 1, 1995, the two accrediting agencies agreed to a joint visit to:

- Avoid the duplication of efforts and to keep the costs low
- Share information related to the evaluation processes
- Coordinate the preparation of itineraries for the joint visit
- Adjust, if possible, the evaluation procedures and the protocols for licensing and accreditation.

These charge questions were provided by the Dean of Academic Affairs upon consultation with the Director of the Office of Planning and Institutional Research, the Director of the Budget Office, and the Director of the Physical Plant.

APPENDIX I

TASK FORCES & CHARGE QUESTIONS

TASK FORCE I - STANDARD 1

Mission, Goals, and Objectives

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

Coordinator: Noel Artiles. Ph.D., Professor, Industrial Engineering Department, UPRM

Purpose:

The Mission and Planning Task Force will examine UPRM's process of development and implementation of a comprehensive institutional strategic plan. It will examine the clarity of UPRM's purpose, relevance, uses, and applications. The task force will also examine UPRM's resource allocation process and its consistency with the mission and objectives of the institution.

The mission of the UPRM is stated as follows:

Within the philosophical framework established by the University of Puerto Rico Act, the Mayagüez campus directs its efforts towards the development of educated and cultured citizens and professionals qualified to contribute in an efficient manner to the cultural, social, and economic development of Puerto Rico. The campus provides the means to qualify professionals in the fields of business administration, agriculture, the social and natural sciences, the humanities, and engineering. This qualification process is directed, on the one hand, to the preparation of technical and professionally qualified personnel and, on the other, to the formation of responsible citizens, having the essential attitudes and values of a democratic society.

Element Numbering System: Items were numbered consecutively in the order listed in the *Characteristics of Excellence in Higher Education (2002)* and coded with an "F" to indicate a fundamental element or an "O" to indicate an applicable optional analysis item. The bulleted items under the fundamental elements were designated as F1 [a], F1 [b] and so on. This system provided evidence of alignment between the inquiry questions and the standards.

Inquiry Questions	Sources of Data	Elements
<p>1. What evidence is there that the mission and the nine primary goals of the UPRM (as stated in the Administrative Board's Certification Number 96-97-603) guide faculty, administration, staff, and governing bodies in making decisions related to planning, resource allocation, program and curriculum development, and definition of program outcomes?</p>	<ul style="list-style-type: none"> • Documents generated by UPRM Administrative Board, UPR University Board, and UPR Board of Trustees. • New academic program proposals • Academic Senate proceedings/records • Annual reports (at different levels: department, college and institution) • Annual reports from Dean of Agricultural Extension Services and Agricultural Experimental Stations • Master Plan for Infrastructure Development 	<p>F1 [a]</p>
<p>2. What evidence is there that the nine primary goals of the UPRM (as stated in the Administrative Board's Certification Number 96-97-603) include support of scholarly and creative activity, at levels and of the kinds appropriate to the mission of the UPRM?</p>	<ul style="list-style-type: none"> • CID Annual Reports • Annual reports (at different levels: department, college and institution) • PR Senate Study: “La Transformación de la Educación Superior en PR” 	<p>F1[b]</p>
<p>3. What evidence is there that the goals and objectives of the UPRM are sufficiently flexible for those responsible for institutional improvement and development to be able to respond to opportunities and changes?</p>	<ul style="list-style-type: none"> • Academic Senate certifications reviewing UPRM goals • Administrative Junta certifications related to UPRM goals and objectives. • Chancellor’s Initiative: Review of UPRM Strategic Plan. • Work / minutes from colleges’ strategic planning committees. 	<p>F1[c]</p>

<p>4. What evidence is there that the mission and the nine primary goals of the UPRM (as stated in the Administrative Board's Certification Number 96-97-603) have been communicated effectively to faculty, administration, staff, and governing bodies?</p>	<ul style="list-style-type: none"> • Minutes of strategic plan development meetings. • Documents generated by UPRM Administrative Board, UPR University Board, and UPR Board of Trustees. • UPRM Web pages 	<p>F1[d]</p>
<p>5. What evidence is there to support that the mission, goals, and objectives are discussed openly and frequently to respond to internal and external challenges?</p>	<ul style="list-style-type: none"> • Academic Senate certifications reviewing UPRM goals • Administrative Junta certifications related to UPRM goals and objectives. • Chancellor's Initiative: Review of UPRM Strategic Plan. Contact: Dr. Omell Pagán. • Work / minutes from college planning committees. • Review of UPR Law 	<p>F2</p>
<p>6. What evidence is there that the mission, goals, and objectives of the UPRM are consistent and relate to external and internal contexts and constituencies?</p>	<ul style="list-style-type: none"> • Academic Senate certifications reviewing UPRM goals • Administrative Junta certifications related to UPRM goals and objectives. • Chancellor's Initiative: Review of UPRM Strategic Plan. • Work / minutes from college planning committees. 	<p>F3</p>
<p>7. What evidence is there that the mission, goals, and objectives of the UPRM are consistent with its mission and that focus on student learning and institutional improvement?</p>	<ul style="list-style-type: none"> • Academic Senate certifications reviewing UPRM goals • Administrative Junta certifications related to UPRM goals and objectives. • Chancellor's Initiative: Review of UPRM Strategic Plan. • Work / minutes from college planning committees. 	<p>F3, F4</p>

<p>8. What evidence is there on how institutional goals (as stated in the Administrative Board's Certification Number 96-97-603) are applied at different levels within the UPRM and how the implementation of goals is coordinated?</p>	<ul style="list-style-type: none"> • Work / minutes from college and departmental planning committees. • Annual reports (at different levels: department, college and institution) 	<p>O1</p>
<p>9. What evidence is there on how curricula reviews are used to change and improve educational programs, and how these changes are consistent with institutional values, purpose, and goals?</p>	<ul style="list-style-type: none"> • New academic program proposals • Academic Senate proceedings/records 	<p>O4</p>

TASK FORCE I - STANDARD 2

Planning, Resource Allocation, and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission 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.

Coordinator: Noel Artiles. Ph.D., Professor, Industrial Engineering Department, UPRM

Purpose:

The Mission and Planning Task Force will examine UPRM's process of development and implementation of a comprehensive institutional strategic plan. It will examine the clarity of UPRM's purpose, relevance, uses, and applications. The task force will also examine UPRM's resource allocation process and its consistency with the mission and objectives of the institution.

Element Numbering System: Items were numbered consecutively in the order listed in the *Characteristics of Excellence in Higher Education (2002)* and coded with an "F" to indicate a fundamental element or an "O" to indicate an applicable optional analysis item. The bulleted items under the fundamental elements were designated as F1[a], F1[b] and so on. This system provided evidence of alignment between the inquiry questions and the standards.

Inquiry Questions	Sources of Data	Elements
<p>1. What evidence is there that the goals and objectives (both institution-wide and for individual colleges and departments) are used in making decisions (at the institutional and departmental levels) related to:</p> <ol style="list-style-type: none"> Planning, Resource allocation, Program and curriculum development, and Definition of program outcomes? <p>At least the relationship between the decision-making process and the nine primary goals of the UPRM (as stated in the Administrative Board's Certification Number 96-97-603) should be addressed.</p>	<ul style="list-style-type: none"> Documents generated by UPRM Administrative Board, UPR University Board, and UPR Board of Trustees. New academic program proposals Academic Senate proceedings/records Annual reports (at different levels: department, college and institution) Annual reports from Dean of Agricultural Extension Services and Agricultural Experimental Stations Master Plan for Infrastructure Development 	F1
<p>2. What evidence is there that planning and improvement processes are:</p> <ol style="list-style-type: none"> Clearly communicated, Provide for constituent participation, and Incorporate the use of assessment results? 	<ul style="list-style-type: none"> Minutes of strategic plan development meetings. Documents generated by UPRM Administrative Board, UPR University Board, and UPR Board of Trustees. UPRM Web pages Review of UPR Law 	F2
<p>3. What evidence is there that objectives for improvement:</p> <ol style="list-style-type: none"> Are clearly stated, Reflect conclusions drawn from assessment results, and Are linked to mission and goal achievement (both at the institutional and departmental levels)? 	<ul style="list-style-type: none"> Administrative Junta certifications related to UPRM goals and objectives. Chancellor's Initiative: Review of UPRM Strategic Plan. Work / minutes from college planning committees. 	F3

4. What evidence is there that at the UPRM there are well-defined decision-making processes and an authority structure, which facilitates planning and renewal?	<ul style="list-style-type: none"> • Institutional regulations 	F4
5. What evidence is there that at the UPRM there is a process of assigning responsibility for improvement?	<ul style="list-style-type: none"> • Deans and others in leadership positions 	F5
6. What evidence is there that at the UPRM the assignment of responsibility for improvement is accompanied by adequate resources and accountability?	<ul style="list-style-type: none"> • Annual reports (at different levels: department, college, and institution) • Annual reports from Dean of Agricultural Extension Services and Agricultural Experimental Stations 	F5
7. Is there a record of institutional and departmental improvement efforts? Provide evidence.	<ul style="list-style-type: none"> • Annual reports (at different levels: department, college, and institution) • Annual reports from Dean of Agricultural Extension Services and Agricultural Experimental Stations 	F6
8. Is there evidence of a process for periodic assessment of the effectiveness of planning, resource allocation, and institutional renewal? Provide evidence.	<ul style="list-style-type: none"> • Annual reports (at different levels: department, college, and institution) • Annual reports from Dean of Agricultural Extension Services and Agricultural Experimental Stations • Work / minutes from college planning committees. 	F7

TASK FORCE II –STANDARD 3

Institutional Resources

The human, financial, technical, physical 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.

Coordinators: Miguel A. Seguí Figueroa, L.L.M., Professor, College of Business Administration, UPRM
Marisol Oliver, M.B.A., Professor, College of Business Administration, UPRM

Purpose:

The purpose of the Institutional Resources Task Force is to determine if the allocation of university resources reflects the institutional priorities. We will examine if the institution's human, financial, technological, physical, research, and other resources support the academic mission and goals. In the financial area the task force will examine the effectiveness of the university's financial management, endowment management, budgeting, audit and fund-raising processes, and their alignment with the strategic planning effort. With regard to the other resources, the task force will examine the process of planning, acquisition, use, maintenance, and management. The task force will present a documented analysis of these areas and provide recommendations for improvement.

Element Numbering System: Items were numbered consecutively **in** the order listed in the *Characteristics of Excellence in Higher Education (2002)* and coded with an "F" to indicate a fundamental element or an "O" to indicate an applicable optional analysis item. The bulleted items under the fundamental elements were designated as F1[a], F1[b] and so on. This system provided evidence of alignment between the inquiry questions and the standards.

Inquiry Questions	Sources of Data	Elements
<p>1.</p> <ul style="list-style-type: none"> a) How is the utilization of resources monitored? b) What measures are there of financial resources and needs? c) How are the staffing levels monitored? d) How are faculty and administrative personnel staff compensation/benefits monitored and allocated? e) How does the university determine the adequacy of its space and facility needs? f) What changes have been made to space and facilities as a result of the assessment? g) Does the university have a long-term strategy for technology resources? If so, to what extent have such strategies and their careful implementation led to change in the level and utilization of resources supporting the university's mission/goals? 	<ul style="list-style-type: none"> • UPRM mission and goals. • Projection of resource requirements for staffing, facilities, and equipment. • Permanent improvement plan. • UPRM and Agricultural Extension Service budget information • Facility improvements since 1995. • Procedures for the determination of personnel compensations and benefits. • Technological resources plan Administrative Board's Certification Number 96-97-603: Towards the Third Millennium. • Systemic Strategic Plan. 	<p>F1</p>
<p>2.</p> <ul style="list-style-type: none"> a) How is the operating budget prepared? b) Is the procedure effective? Explain. c) Is there a policy for replacement/purchase of capital expenditures? 	<ul style="list-style-type: none"> • Budget information. • Budgeting control processes and fiscal regulations. 	<p>F2</p>

Inquiry Questions	Sources of Data	Elements
<p>d) What is the process for replacement/purchase of capital expenditures?</p> <p>e) Is there a Master Plan for assets allocation? If so, is the plan communicated to all and thus incorporated into all department policies and procedures?</p> <p>f) How do current allocation priorities reflect the goals of the University?</p> <p>g) What is the process by which allocation priorities are established?</p> <p>h) Are the policies and procedures governing university resources written, available and updated?</p> <p>i) Is there a plan for disposal of broken or outdated equipment? If so, how is it implemented?</p>	<ul style="list-style-type: none"> • Master Plan of UPRM • Policies for purchasing and replacement of capital expenditures. • Policies and procedures governing resources. • UPRM mission and goals. • Procedure for the management and disposal of broken and outdated equipment. • Procedure for the management and disposal of broken and outdated equipment. 	
<p>3.</p> <p>a) How are staffing levels determined for faculty and administration?</p> <p>b) Is this an effective approach? Explain the answer.</p> <p>c) What is the priority in the allocation approach?</p> <p>d) What is the process by which additional allocations may be negotiated?</p> <p>e) What is the process by which allocations are curtailed when necessary?</p> <p>f) To what extent do these processes include a "feed-back loop" to determine the extent to which additional or curtailed allocations have affected the efficiency of the unit?</p>	<ul style="list-style-type: none"> • Departmental staffing procedure. • Budgeting process at departmental level. • Departmental faculty/students statistics. 	F3

Inquiry Questions	Sources of Data	Elements
<p>4.</p> <ul style="list-style-type: none"> a) What is the budget process? b) How is the budget process linked to the strategic plan? c) How many years, into the future, are projected in the budget? d) What information about achievement of strategic goals is collected in the budget process? e) Are resources reallocated towards the achievement of strategic goals? Provide evidence. f) How are priorities established in the budget process? g) To what extent are faculty, administration, and students in general, involved in the budget process at the department level? h) To what extent are departments (units) involved in the budget process? i) To what extent are budgets made available to the university community? j) How accurate are the models/projections that are used for major sources of revenue? k) Are operating budgets adequate to support departments in meeting the responsibilities and goals of their unit? Provide evidence. 	<ul style="list-style-type: none"> • Budget information. • Budgeting control processes and fiscal regulations. • Documents concerning the budget process, including development, review, and decision-making. • Budget resources needed in strategic plan document. • UPRM strategic plan. • Additional sources of revenues. • UPR – General Fund. • UPRM –Budget by sources of funds. • Estimated budget for UPRM: 2003 – 2005. • General funds budget of the UPR compared to UPRM. • Computing resources available for teaching at UPRM. • Priority needs for UPRM. 	<p>F4</p>
<p>5.</p> <ul style="list-style-type: none"> a) What is the Infrastructure Master Plan? b) What measures are used to determine if the plan is being followed? 	<ul style="list-style-type: none"> • Permanent improvement plan. • Permanent improvement 	<p>F5</p>

Inquiry Questions	Sources of Data	Elements
c) Is the plan periodically reviewed for effectiveness and appropriateness? How frequent is the process conducted? d) What changes have been made to the facilities/infrastructure as a result of implementing the Master Plan? e) What was the process used to develop this plan? f) Is this plan currently available to the University community? If so, where? g) What goals have been achieved?	process. <ul style="list-style-type: none"> • Approval cycle of capital projects. • New facilities and improvements since 1995. • Preventive maintenance program for buildings and equipment. 	
6. a) Does the institution have adequate technical and physical facilities to support its mission and goals? Provide evidence. b) Does the plan place appropriate priority on academic facilities? How is it assessed? c) What is the planning process for academic space? d) How are space needs assessed and prioritized? e) Does the plan address maintenance of academic space? Explain. f) How is research space identified and maintained? g) Is there a need for additional research space? Provide evidence. h) What priority does the library have in the strategic plan? i) What assessment exists of the academic technology needs? What changes if any, have been made to address these identified needs? j) How does the plan address distance learning? k) What provisions have been made for the use and accessibility of all learning facilities for all learners on the campus? l) What is the process for determining where such needs exist and to what extent they exist? m) How does the university compare when looking at other areas and other institutions?	<ul style="list-style-type: none"> • Strategic plan. • Distance learning plan. • General information: library, CID, computer center, academic technology needs, academic space and facilities. • Computational and communications policy. 	F6
7.		F7

Inquiry Questions	Sources of Data	Elements
<ul style="list-style-type: none"> a) What policies and procedures exist to address various academic department needs? b) What is the university policy for acquisition and replacement of equipment? c) What measures are in place to assess whether needs are being met? d) Does the plan prioritize needs? How? e) Is this plan part of the strategic plan of the University? f) What models, if any, currently exist for making projections for future technology and equipment needs? g) What special concerns does (the replacement of) technology present in the budgeting process? How are such concerns dealt with? h) At what level are technology needs budgeted? Who is responsible for the replacement plan? i) Is there any office or department participating in the determination of future technology needs? How effective is the department/office in this role? 	<ul style="list-style-type: none"> • Strategic plan. • Review plans and policies for equipment acquisition. • Review technology support services for academic departments. • Show how equipment plans are developed and how they match goals to priorities. • General information: computer center, academic technology needs, and academic space and facilities. 	
<p>8.</p> <ul style="list-style-type: none"> a) Are internal audits conducted in addition to independent audit? b) Who evaluates the findings of the internal audit? c) Have any changes been made as a result of the internal audit? Provide evidence. d) What is the Purchasing/Acquisition Policy? e) How are auxiliary services evaluated? f) How does the budget process provide institutional control? g) What plans are in place to address unforeseen expenses? h) Who is responsible for budget oversight at each level? i) Is there evidence that these processes work effectively? 	<ul style="list-style-type: none"> • Evidence of policies concerning the control on expenditures, hiring, purchasing, and commitment of university resources. • Internal audit procedures. • Purchasing/acquisition policies. • General information about auxiliary services. 	F8

Inquiry Questions	Sources of Data	Elements
<p>9.</p> <p>a) Does the institution undertake an annual independent audit?</p> <p>b) How is the audit conducted?</p> <p>c) Who is responsible for reviewing the findings?</p> <p>d) How are the findings reported?</p> <p>e) Who receives the management letter?</p> <p>f) How is the independent auditor selected?</p> <p>g) What evidence exists that remedial action was taken to address concerns listed in the auditor's management letter?</p>	<ul style="list-style-type: none"> • Review documents issued by independent auditor. Administrative Board documents indicating review and acceptance of outcome of audit and administration response to management comments. 	<p>F9</p>
<p>10.</p> <p>a) What assessment process is in place to review the effective and efficient use of institutional resources? Is this assessment effective?</p> <p>b) Have any changes been made with regards to institutional resources as a result of the assessment?</p> <p>c) What areas are assessed for efficient use of institutional resources?</p> <p>d) How often are these areas assessed?</p> <p>e) What actions are taken as a result of such internal assessment?</p>	<ul style="list-style-type: none"> • Review last Middle States PRR. 	<p>F10</p>
<p>11.</p> <p>a) What revenue streams have been developed?</p> <p>b) What support and/or challenges are there in developing new revenue?</p> <p>c) What is the process by which current resources are redirected?</p> <p>d) How does the institution assure that resources are directed to its mission?</p>	<ul style="list-style-type: none"> • External funds information. • Financial statements. • Strategic plan. 	<p>O1</p>
<p>12.</p> <p>a) What is the level of annual fundraising?</p> <p>b) What are the typical capital gifts?</p>	<ul style="list-style-type: none"> • University reports on gifts, pledges, costs, etc. • Athletics and other 	<p>O2</p>

Inquiry Questions	Sources of Data	Elements
c) When was the last capital campaign and when is the next one? d) Describe the restricted gifts, proportion to specific units (e.g. academic programs, athletics, arts, etc.) e) What are the outstanding gift pledges to the University?	fundraising reports.	
13. a) How are new policies adopted? b) What new policies have been adopted in the last 5 years? c) How is the effectiveness of institutional policy measured?	<ul style="list-style-type: none"> • Administrative Board Certifications • Senate Certifications 	O3

TASK FORCE III - 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.

Coordinator: Andrés Calderón, Ph.D., Professor, General / Electrical and Computer Engineering Departments, UPRM

Purpose:

The primary goal of governance is to enable an educational entity to realize fully its stated mission and goals and to achieve these in the most effective and efficient manner to benefit the institution and its students. The governing body should not manage, micromanage, or interfere in the day-to-day operation of the institution. In financial affairs, the members of the governing body should confine themselves, as they do in academic matters, to a basic policy-making role, ensuring strong financial management by holding the chancellor responsible and accountable for internal operation.

Element Numbering System: Items were numbered consecutively in the order listed in the *Characteristics of Excellence in Higher Education (2002)* and coded with an "F" to indicate a fundamental element or an "O" to indicate an applicable optional analysis item. The bulleted items under the fundamental elements were designated as F1[a], F1[b] and so on. This system provided evidence of alignment between the inquiry questions and the standards.

Inquiry Questions	Sources of Data	Elements
1. Does the UPRM have evidence of a well-defined system of collegial governance including written policies outlining governance responsibilities of all constituencies: faculty, administration, staff, students and governing board (Board of Trustees, University Board and Administrative Board) members; readily available to the campus community?	<ul style="list-style-type: none"> • UPR law and bylaws • Bylaws, Certifications and Minutes • UPR Board of Trustees • UPRM • Academic Senate 	F1

Inquiry Questions	Sources of Data	Elements
	<ul style="list-style-type: none"> • Administrative Board 	
<p>2. Does the UPRM have evidence of effective participation of each major constituent, at its appropriate level, in the decision-making by, and revision of, written governing documents, such as a constitution, by-laws, enabling legislation, charter, or other similar documents which:</p> <p>a) Delineate the structure and provide for collegial governance, the structure’s composition, duties and responsibilities. In proprietary, corporate and similar types of institutions, a separate governing body may establish the duties and responsibilities of the governing body as well as the selection process;</p> <p>b) Assign authority and accountability for policy development and decision making, including a process for the involvement of appropriate institutional constituencies in policy development and decision making;</p> <p>c) Provide for the selection process for governing body members?</p>	<ul style="list-style-type: none"> • UPR law and bylaws • Bylaws, Certifications and Minutes • UPR Board of Trustees • UPRM • Academic Senate • Administrative Board 	F2
<p>3. Does the UPRM have evidence of student input regarding decisions that affect them?</p>	<ul style="list-style-type: none"> • Bylaws, Certifications and Minutes • UPR Board of Trustees • UPRM • Academic Senate • Administrative Board 	F3
<p>4. Does the UPRM have evidence of the effectiveness of the governing body reflecting constituent and public interest, and of an appropriate size to fulfill all its responsibilities?</p> <p>5. Does the UPRM include members with sufficient expertise to assure that the body’s fiduciary responsibilities be fulfilled?</p>	<ul style="list-style-type: none"> • UPR law and bylaws • Bylaws, Certifications and Minutes • UPR Board of Trustees • UPRM • Academic Senate • Administrative Board • Advisory Board by-laws and minutes. 	F4

Inquiry Questions	Sources of Data	Elements
6. Does the UPRM have a governing body not chaired by the chancellor?	<ul style="list-style-type: none"> • UPR law and bylaws • Bylaws, Certifications and Minutes • UPR Board of Trustees • UPRM • Academic Senate • Administrative Board 	F5
7. Does the UPRM have evidence that the governing body can effectively certify to the Commission that the institution is in compliance with eligibility requirements, accreditation standards and accrediting agencies? 8. Does UPRM communicate any changes in its accredited status and its accrediting responsibilities?	<ul style="list-style-type: none"> • Bylaws, Certifications and Minutes • UPR Board of Trustees • UPRM • Academic Senate • Administrative Board 	F6
9. Does the UPRM have evidence of any conflict of interest policy for the governing body (and fiduciary body members, if such a body exists), which addresses matters such as remuneration, contractual relationships, employment, family, financial or other interests that could pose conflicts of interest, and that assures that those interests are disclosed and do not interfere with the impartiality of governing body members that supercede the greater duty to secure and ensure the academic and fiscal integrity of the institution?	<ul style="list-style-type: none"> • UPR law • Board of Trustees bylaws and certifications. 	F7
10. Does the UPRM have evidence of effective governing body support in generating resources needed to sustain and improve the institution?	<ul style="list-style-type: none"> • UPR law and Bylaws • Bylaws, Certifications and Minutes • UPR Board of Trustees • UPRM • Academic Senate • Administrative Board 	F8

Inquiry Questions	Sources of Data	Elements
11. Does the UPRM have evidence of an effective process for guiding new members and providing continuing updates for current members of the governing body on the institution's mission, organization, and academic programs and objectives?	<ul style="list-style-type: none"> • UPR law and bylaws • Bylaws, Certifications and Minutes • UPR Board of Trustees • UPRM • Academic Senate • Administrative Board 	F9
12. Does the UPRM have evidence of an effective procedure in place for the periodic objective assessment of the governing body in meeting its stated objectives?	<ul style="list-style-type: none"> • UPR law and bylaws • Bylaws, Certifications and Minutes • UPR Board of Trustees • UPRM • Academic Senate • Administrative Board • Advisory Board by-laws and minutes 	F10
13. Does the UPRM have evidence of an effective procedure of evaluation of the chancellor?	<ul style="list-style-type: none"> • UPR law and Bylaws • Bylaws, Certifications and Minutes • UPR Board of Trustees • UPRM • Academic Senate • Administrative Board 	F11
14. Does the UPRM have evidence of a periodic assessment of the effectiveness of institutional leadership and governance?	<ul style="list-style-type: none"> • UPR law and bylaws • Bylaws, Certifications and Minutes 	F12

Inquiry Questions	Sources of Data	Elements
	<ul style="list-style-type: none"> • UPR Board of Trustees • UPRM • Academic Senate • Administrative Board 	
<p>15. Does the UPRM have evidence that there are student representatives who participate in the institution's governance structure?</p>	<ul style="list-style-type: none"> • UPR law and bylaws • Bylaws, Certifications and Minutes • UPR Board of Trustees • UPRM • Academic Senate • Administrative Board • Student Body 	O7
<p>16. Does the UPRM have evidence that meetings of internal bodies, such as the faculty senate, receive periodic updates on mission, resources management, and academic issues?</p>	<ul style="list-style-type: none"> • Minutes • Academic Senate • Administrative Board • Faculty 	O8

TASK FORCE III - 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.

Coordinator: Andrés Calderón, Ph.D., Professor, General / Electrical and Computer Engineering Departments, UPRM

Purpose:

The administration should be organized with clearly defined roles and responsibilities and should have a thorough understanding of institutional mission, goals and objectives. The chief executive officer reports to the governing body and is responsible for providing institutional vision and leadership. Administrators should have the skills, time, assistance, technology, and information systems necessary to enable them to discharge their duties effectively. Administrators need close enough contact with current operations and faculty thinking to be effective in assisting the faculty and advancing the institution's goals and objectives.

Element Numbering System: Items were numbered consecutively in the order listed in the *Characteristics of Excellence in Higher Education (2002)* and coded with an "F" to indicate a fundamental element or an "O" to indicate an applicable optional analysis item. The bulleted items under the fundamental elements were designated as F1[a], F1[b] and so on. This system provided evidence of alignment between the inquiry questions and the standards.

Inquiry Questions	Sources of Data	Elements
1. Does the UPRM have evidence of the effectiveness of the chancellor's compliance with his primary responsibilities of leading and administering the institution in the realization of its goals?	<ul style="list-style-type: none"> • UPR law and bylaws • Bylaws, Certifications and Minutes • UPR Board of Trustees • UPRM • Academic Senate • Administrative Board 	F1

Inquiry Questions	Sources of Data	Elements
	<ul style="list-style-type: none"> • Survey • Faculty • Students 	
<p>2. Does the UPRM have evidence of having a chancellor with the combination of academic background, professional training, and/or other qualities appropriate to the institution's mission?</p>	<ul style="list-style-type: none"> • Chancellor's search committee report • Chancellor's curriculum vitae • Survey • Faculty • Students 	F2
<p>3. Does the UPRM have evidence of administrative leaders with appropriate skills, academic degrees and training to carry out their responsibilities and functions?</p>	<ul style="list-style-type: none"> • Deans' search committee reports • Deans' curriculum vitae • Administrative Board minutes • Chancellor's office memoranda. • Survey • Faculty • Students 	F3
<p>4. Does the UPRM have evidence of qualified staffing appropriate to the goals, type, size, and complexity of the institution?</p>	<ul style="list-style-type: none"> • Administrative Board certifications and minutes • Advisory Board by-laws and minutes • Chancellor's and deans' memoranda • Survey • Faculty • Students 	F4

Inquiry Questions	Sources of Data	Elements
5. Does the UPRM have evidence of adequate information and decision-making systems to support the work of administrative leaders?	<ul style="list-style-type: none"> • By-laws, certifications and minutes • Academic Senate • Administrative Board • Survey • Faculty • Students 	F5
6. Does the UPRM have evidence of a clear documentation of the lines of organization and authority?	<ul style="list-style-type: none"> • UPR law and bylaws • Bylaws, Certifications • UPR Board of Trustees • UPRM • Academic Senate • Administrative Board • Survey • Faculty • Students 	F6
7. Does the UPRM have evidence of a periodic assessment on the effectiveness of its administrative structures and services?	<ul style="list-style-type: none"> • UPR law and bylaws • Bylaws, Certifications and minutes • UPR Board of Trustees • UPRM • Academic Senate • Administrative Board • Survey • Faculty • Students 	F7

Inquiry Questions	Sources of Data	Elements
8. Does the UPRM have evidence of written public statements to faculty, students and other constituencies on the chancellor's vision for the institution?	<ul style="list-style-type: none"> • Chancellor's and deans' memoranda • Advisory Board's minutes • Faculty and students survey. 	O1
9. Does the UPRM have documented evidence on the effectiveness of clerical, technological, and other administrative support?	<ul style="list-style-type: none"> • Memoranda • President • Chancellor • Deans • Survey • Faculty • Students 	O3

TASK FORCE IV - 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 to academic and intellectual freedom.

Coordinator: Halley D. Sanchez, Professor, Humanities Department, UPRM

Purpose:

To assess the institution’s adherence to ethical standards, its own stated policies, and its support of academic and intellectual freedom.

Element Numbering System: Items were numbered consecutively in the order listed in the *Characteristics of Excellence in Higher Education (2002)* and coded with an "F" to indicate a fundamental element or an "O" to indicate an applicable optional analysis item. The bulleted items under the fundamental elements were designated as F1[a], F1[b] and so on. This system provided evidence of alignment between the inquiry questions and the standards.

Inquiry Questions	Sources of Data	Elements
1. Determine the extent to which the institution complies with the right of its stakeholders to free and informed consent and has been truthful in how it represents itself to them. <ul style="list-style-type: none"> a) Is the information disseminated by the university consistent with its stated mission, goals, and objectives? b) Are students provided with accurate information regarding programs of study, the average real time taken by students to complete their programs, their possibilities for success in their studies, and prospects for future employment? c) Are students properly informed about assessment, grievance, and disciplinary procedures? d) Are faculty and non-teaching personnel duly informed about regulations 	<ul style="list-style-type: none"> • University Law • General UPR Regulations (“Reglamento de la Universidad de Puerto Rico”) • Catalog • Descriptive Pamphlets (Brochures) • Information packet sent or presented to students • Faculty Handbook 	F1, F5, F8-F14, O5

Inquiry Questions	Sources of Data	Elements
<p>regarding student assessment, grievance, and disciplinary procedures?</p> <p>e) Is faculty provided with accurate information regarding what is expected of them, requirements and procedures for tenure and promotion, evaluation procedures, deadlines, discipline and dismissal procedures?</p> <p>f) Are non-teaching employees provided with accurate information regarding what is expected of them, evaluation procedures, discipline, and dismissal procedures?</p> <p>g) Are accreditation agencies, funding agencies, and the public in general provided with accurate information regarding the institution?</p> <p>h) Are faculty, non-teaching personnel and students informed of the rules and regulations dealing with intellectual property rights?</p> <p>i) Are faculty, non-teaching personnel and students informed of the rules and regulations dealing with conflict of interest?</p>	<ul style="list-style-type: none"> • Student Regulations • Student Handbook • Staff/Administrative Handbooks (if they exist) • Administrative Board Certifications • Academic Senate Certifications • Other materials sent to students and/or to Faculty, as provided by: <ul style="list-style-type: none"> • Dean of Students • Dean of Academic Affairs • Dean of Administration • Admissions Office • Questionnaires sent to: <ul style="list-style-type: none"> • Deans • Chairs • Presidents of non-teaching employees unions • Dialogue Committee • Student Organizations • Student Ombudsman • Guidance Counselors • Surveys • Faculty 	

Inquiry Questions	Sources of Data	Elements
	<ul style="list-style-type: none"> • Randomly selected students • Randomly selected employees • Past reports sent to: MSCHE, ABET, CES 	
<p>2. Assess the extent to which the institution’s procedures and practices exhibit fairness, due process, and respect for individuals.</p> <ol style="list-style-type: none"> a) Do administration officials and other personnel in the bureaucracy treat students, faculty, and employees with respect? b) Are the procedures used to recruit (i) faculty, and (ii) non-teaching personnel fair and non-discriminatory? c) Are the procedures used to recruit and admit students non-discriminatory and in accord with ethical standards? d) Are the procedures and practices used to evaluate (assess) and discipline students fair, respectful, and in accordance with due process? e) Is there an institutional policy for dealing with cheating and plagiarism? If so, is it fair and in accordance with due process? f) Is there an institutional procedure for dealing with student grievances? If so, is this procedure fair and in accordance with due process? g) Are the procedures and practices used to evaluate, tenure, promote, and discipline faculty fairly and in accordance with due process and respect for the individual? h) Is there an institutional procedure for dealing with faculty grievances? If so, is this procedure fair and in accordance with due process? i) Are the procedures and practices used to evaluate, promote, and discipline non-teaching personnel fair and in accordance with due process and respect for the individual? j) Is there an institutional procedure for dealing with grievances by non-teaching personnel? If so, is this procedure fair and in accordance with due process? k) Are non-tenure track, adjunct, and part time faculty treated fairly and with 	<ul style="list-style-type: none"> • University Law • General UPR Regulations (“Reglamento de la Universidad de Puerto Rico”) • Administrative Board Certifications • Academic Senate Certifications • Catalog • Descriptive Pamphlets (Brochures) • Information packet sent or presented to students • Student Regulations • Student Handbook • Faculty Handbook • Staff/Administrative Handbooks (if they exist) • Other materials sent to students and/or to Faculty, as provided by: 	<p>F1, F2, F3, F4, F6, F7</p>

Inquiry Questions	Sources of Data	Elements
<p>respect?</p> <p>l) Are the practices connected with compensation fair?</p> <p>m) Is there an institutional policy for dealing with intellectual property rights of faculty? If so, is it fair and in accordance with due process and respect for the individual?</p> <p>n) Is there an institutional policy to avoid and deal with conflict of interest? If so, is it fair and in accordance with due process and respect for the individual?</p> <p>o) Is there an institutional policy for dealing with intellectual honesty? If so, is it fair and in accordance with due process?</p> <p>p) Is there an institutional policy for dealing with research integrity? If so, is it fair and in accordance with due process?</p>	<ul style="list-style-type: none"> • Dean of Students • Dean of Academic Affairs • Dean of Administration • Admissions Office • Secretary of the Senate Office • Questionnaires sent to: • Deans • Chairs • Presidents of non-teaching employees unions • Dialogue Committee • Student Organizations • Student Ombudsman • Surveys • Faculty • Randomly selected students • Randomly selected employees • University Lawyer 	
<p>3. Determine whether the members of the institution at all the different organizational levels are aware of their specific responsibilities for the implementation of the institution's mission, goals, and objectives.</p> <p>a) Does the institution possess a specific initiative to familiarize the different members of the institution, at all levels, of the mission, goals, and objectives?</p>	<ul style="list-style-type: none"> • Interviews with and questionnaires for the Chancellor • Dean of Academic Affairs 	<p>F1-F15, especially F5, F15</p>

Inquiry Questions	Sources of Data	Elements
<p>b) Has the institution created a community environment in which its members are encouraged to and supported in carrying out its overall mission, goals, and objectives?</p> <p>c) Does there exist the means to attempt to overcome obstacles, which may arise in the process of implementing the mission, goals, and objectives?</p>	<ul style="list-style-type: none"> • Office of Institutional Research and Planning • Questionnaires and Surveys for Administrators • Faculty • Randomly selected employees • Randomly selected students 	
<p>4. In light of its stated mission, goals, and objectives, assess the extent to which the institution carries out its policies in a consistent, fair, respectful, and non-discriminatory manner.</p> <p>a) Does the institution carry out its policies and practices in a manner consistent with its stated mission, goals, and objectives?</p> <p>b) Does the institution carry out its policies and practices consistent with the way they are written?</p> <p>c) Does the institution carry out its policies and practices in a manner that fosters a climate of adherence to ethical standards, human dignity, and respect among individuals?</p> <p>d) Does the institution carry out its policies and practices in a manner that fosters a climate of academic inquiry and intellectual and academic freedom?</p> <p>e) Does the institution carry out its policies and practices in a manner that avoids undue political influence?</p>	<ul style="list-style-type: none"> • Questionnaires or Surveys sent to: • Faculty • Randomly selected students • Randomly selected employees • Student Organizations • Professor Organizations • Employee Organizations (unions) • Student Ombudsman • Dialogue Committee 	<p>F1 – F15, especially F5</p>

Inquiry Questions	Sources of Data	Elements
<p>5. Identify if there exists a procedure to assess institutional integrity and to foster continuous improvement.</p> <p>a) Does the institution have a procedure for the periodic assessment of institutional integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented?</p> <p>b) Does the institution have a periodic procedure to review, for integrity, the policies and procedures related to:</p> <p>i. accuracy and consistency (both internal and in relationship to the stated mission, goals and objects) of information reported in faculty, staff and student handbooks, catalogues, and other official notifications distributed to either faculty, staff, or students?</p> <p>ii. news releases and public announcements in accordance with institutional integrity?</p> <p>iii. conflict of interest?</p> <p>iv. intellectual property issues?</p> <p>v. academic honesty?</p> <p>vi. research integrity?</p> <p>vii. promotions and tenure statistics?</p> <p>viii. student assessment and retention statistics?</p> <p>ix. student grievance and disciplinary policy and procedures, as well as resulting actions and outcomes?</p>	<ul style="list-style-type: none"> • General UPR Regulations • Administrative Board Certifications • Academic Senate Certifications • Dean of Academic Affairs • Office of Institutional Research and • Planning 	F15, O1-05
<p>6. Identify areas where policies and practices may be changed or enforcement strengthened to better comply with the above notions of fairness, truthfulness, due process, and respect for individuals.</p>	<ul style="list-style-type: none"> • Questionnaires or Surveys sent to (or interviews with, where appropriate): • Chancellor • Dean of Academic Affairs • Dean of Students • Dean of Administration • Director, Office of Institutional Research and 	F15, O1 – O5

Inquiry Questions	Sources of Data	Elements
	Planning <ul style="list-style-type: none"> • Student Ombudsman • Other Administrators • Faculty • Professor Organizations • Randomly selected students • Student Organizations • Randomly selected employees • Employee Organizations 	

TASK FORCE V - STANDARD 7

Institutional Assessment

The institution has developed and implemented an assessment plan and process that evaluated its overall effectiveness in: achieving its mission, goals and objectives; implementing, planning, resource allocation, and institutional renewal processes; using institutional resources efficiently; providing leadership and governance; providing administrative structures and services; demonstrating institutional integrity; and assuring that institutional processes and resources support appropriate learning and other outcomes for its students and graduates.

Coordinator: Jayanta Banerjee, Ph.D., P.E., M.Ed., Professor, Mechanical Engineering Department, UPRM

Purpose:

The main purpose of the Institutional Assessment task force is to design and implement methodology and tools to measure and document the overall effectiveness of the institution periodically and to suggest the methods of improvement in a continuous way. The assessment should include addressing all the fundamental elements as well as the optional elements whenever necessary for the excellence of the institution and its diffusion into the local, national and international society. The overall outcomes assessment of the institution must satisfy the mission and the goals of the institution, qualitatively and quantitatively, in a measurable fashion.

Element Numbering System: Items were numbered consecutively in the order listed in the *Characteristics of Excellence in Higher Education (2002)* and coded with an "F" to indicate a fundamental element or an "O" to indicate an applicable optional analysis item. The bulleted items under the fundamental elements were designated as F1[a], F1[b] and so on. This system provided evidence of alignment between the inquiry questions and the standards.

Inquiry Questions	Sources of Data	Elements
1. Mission, goals and objectives of UPRM: a) How can the overall outcomes be assessed in terms of the mission, goals, and objectives of the University of Puerto Rico at Mayagüez (UPRM)? b) Is assessment conducted and registered in all areas of the institution? c) Which measuring techniques and tools are implemented?	<ul style="list-style-type: none"> • Master Plan of UPR and UPRM • UPRM archives • UPRM statistical data analysis center 	F1[a], F1[d], O1, O2, O5

Inquiry Questions	Sources of Data	Elements
d) What validity and reliability exists of such measurements? e) What kind of measuring techniques and tools are implemented?	<ul style="list-style-type: none"> • Other sources of information, such as alumni survey 	
2. Periodic assessment of UPRM's effectiveness: a) What is the periodicity of assessment? How often are the elements assessed? b) Is there a fixed "five-year-plan" type of assessment? c) Does this assessment plan change if there is a policy change in the central administration of UPR or a change in the government? d) How does the periodicity of assessment affect and/or change the short and the long term plans of UPRM? e) How often does the institution incorporate these assessments in its future plans? f) Does the periodic assessment of UPRM share its results with the central administration of UPR and /or with other campuses of UPR?	<ul style="list-style-type: none"> • Planning Committee • Task Force Committee review and analysis • Archives of the central administration of UPR • Documents of other campuses of UPR with similar mission, goals, and objectives. 	F1[b], F1[g],O2
3. Support and collaboration of faculty and administration: a) How do we assess faculty support? Is the institution assessing only teaching, research, and service? Which other factors should be assessed (e.g., high school recruitment, enhancement of community awareness on higher education, involvement of ex-alumni)? How can these data be processed adequately? b) How does the UPRM administration effectively deliver its services for meeting the mission, goals and objectives of the institution? c) How can the outcomes assessment of faculty and administration be measured and quantified? Which tools and techniques are utilized for such measurements? d) When a conflict of interest arises between faculty and administration how should it be resolved harmoniously and successfully? e) Does the UPRM administration share information with other UPR campuses with similar mission, goals, and objectives and with the UPR's central	<ul style="list-style-type: none"> • Records of faculty evaluation (e.g., tenure, promotion, awards, etc.) • Records of the evaluation of the administrative staff • Records of the different Alumni Associations and survey of individual alumnus • Survey of opinion from retired faculty and administrative staff as well as from Professors Emeriti • Survey of opinion from the surrounding community, other local institutions who render 	F1[c], F1[d],O8, O9, O10

Inquiry Questions	Sources of Data	Elements
<p>administration?</p> <p>f) Do the examples from other UPR campuses and/or from other institutions play any significant role in our assessment process?</p> <p>g) Is there evidence of improvement by using this data sharing process?</p> <p>h) What is the role of a faculty member in the support and collaboration process?</p> <p>i) What is the role of the administrative personnel in the support and collaboration process?</p>	<p>and receive services from the UPRM</p> <ul style="list-style-type: none"> • Local industries where UPRM graduates are employed • Other employers of the UPRM graduates: local, national, and international • Service institutions such as; Red Cross of PR, American Cancer Society, Rotary Club, etc. 	
<p>4. Realistic goals and a timetable:</p> <p>a) Has a proper timetable (i.e., a Gantt chart) showing the investment of resources versus time being prepared?</p> <p>b) Is this timetable realistically flexible? How often does it change?</p> <p>c) How does the UPRM administration establish priorities in resource allocation?</p>	<ul style="list-style-type: none"> • Planning Committee • Dept. of Human Resources • Statistical archives of UPRM • Computer Center 	F1[e],F1[f],O2
<p>5. Use of assessment results to improve and gain efficiencies:</p> <p>a) Can UPRM improve its own assessment process?</p> <p>b) How do the results of institutional assessment feed back to the future progress of UPRM?</p> <p>c) Is there a Master Plan for UPRM?</p> <p>d) What are the procedural steps to improve the Master Plan (if such exists) as a result of the periodic institutional assessment?</p> <p>e) Can a Gantt chart be developed for institutional assessment implementation? Taking into consideration previous policy changes at the UPR central administration, how flexible can this plan be?</p>	<ul style="list-style-type: none"> • Task Force Committee review and analysis • Planning Committee • Archives for any Master Plan • Chancellor's office 	F1[d],F[2],O10

Inquiry Questions	Sources of Data	Elements
<p>6. An institutional (strategic) plan:</p> <ul style="list-style-type: none"> a) How are the data from assessment analyzed and synthesized? b) Which qualitative and quantitative research methods applied? c) How are conclusions drawn from the results of assessment in order to furnish the institutional (strategic) plan? d) Which are the probable errors in the analyses of data that can affect the strategic plan? e) Can UPRM as an institution improve its own assessment process? 	<ul style="list-style-type: none"> • Archives of the Computer Center • Planning Committee • Dept. of Human Resources • Task Force Committee review and analysis • Dept. of Statistical Data processing 	<p>F1[b],F1[c],F1[e], F3,O2,O5</p>
<p>7. Evidence of continuous improvement:</p> <ul style="list-style-type: none"> a) How is evidence documented? Qualitative vis-à-vis quantitative research tools and methods? b) Which are the plans and procedures for professional development of faculty and staff? How often are they implemented? c) In which way does the Division of Extension of UPRM contribute to the continuous improvement of the institution and the community that surrounds the institution? How is it documented? 	<ul style="list-style-type: none"> • Records available from Chancellor's office • Division of Extension, UPRM • Records of each College and Department • Records from the Dean of Administration • Other institutions and service associations in the community 	<p>F1[a],F1[d],O1, O4, O5</p>
<p>8. Assessments of campus climate:</p> <ul style="list-style-type: none"> a) In which way can a climate of harmony within the campus among students, faculty and staff be assessed objectively? How can it be documented? b) When there is a conflict on campus, such as a student strike, which steps can be taken realistically, and in which way should they be documented? c) Which steps are taken to improve campus climate? Cultural awareness? d) How objectively and frequently can the recommendations for improvement be implemented? 	<ul style="list-style-type: none"> • Association of Professors (APRUM) • Association of Staff (HEEND) • Records from each College and Department • Alumni Associations of UPRM • Task Force Committee review and analysis • Planning Committee 	<p>F1[a],F1[b],O2, O8, O9</p>

Inquiry Questions	Sources of Data	Elements
<p>9. Assessments of student advising and service program: Note: This issue is to be dealt within details of Standard 14 (Assessment of student learning). However, it should be a domain - surveyed and summarized in the institutional assessment report.</p> <ul style="list-style-type: none"> a) Which programs for student mentoring/advising function properly? b) What type of documentation can be designed, implemented, and produced as an effective evidence of mentoring undergraduate and graduate students as well as new faculty? c) In which ways should student mentoring/advising programs be improved? 	<ul style="list-style-type: none"> • Student mentors and advisors of each department and college • Inquiry from the ex-students • Records of Alumni Associations • Office of the Dean of Students 	F1[b],F1[c],O4, O5, O7
<p>10. Analysis of how the assessment infrastructure supports the evaluation process:</p> <ul style="list-style-type: none"> a) How can the methodology used in assessment be justified as adequate for the overall evaluation of UPRM? b) How should this methodology be improved for future evaluations? c) Which are present limitations and how can they be overcome? 	<ul style="list-style-type: none"> • Chancellor's office • Offices of the Deans • Planning Committee • Task Force Committee 	F1[a],F1[d],F1[g] O3,O10,O11

TASK FORCE VI – STANDARD 8

Student Admissions

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission

Coordinators: David Padilla, Ph.D., Professor, Agricultural Education Department, UPRM
 Roberto Vargas, Ph.D., Associate Professor, Crop Protection Department, UPRM

Purpose: The purpose of the Student Admissions Task Team is to examine if the university’s admissions policies, procedures, and practices are clearly stated, fully understood, widely communicated, consistently implemented, and periodically reviewed. Also, the task team is going to establish the extent to which these policies, procedures, and practices are consistent with, and contribute to the realization of, the university’s mission, goals, and objectives as part of an overall enrollment strategy.

Element Numbering System: Items were numbered consecutively in the order listed in the *Characteristics of Excellence in Higher Education (2002)* and coded with an "F" to indicate a fundamental element or an "O" to indicate an applicable optional analysis item. The bulleted items under the fundamental elements were designated as F1[a], F1[b] and so on. This system provided evidence of alignment between the inquiry questions and the standards.

Inquiry Questions	Sources of Data	Elements
1. Admissions standards a) Which are the current undergraduate admissions standards and how are they implemented? b) Which are the current graduate admissions standards and how are they implemented? c) Are the current admissions standards for undergraduate and graduate students in compliance with the university mission statement? Provide evidence.	<ul style="list-style-type: none"> • Admissions office • Director of Admissions • Admissions Counselors • Office of Graduate Studies • Catalogs (graduate and undergraduate) • Graduate applications • Mission statements and goals 	F1

Inquiry Questions	Sources of Data	Elements
	for individual programs <ul style="list-style-type: none"> • University mission statement 	
2. Admissions information <ol style="list-style-type: none"> a) Does the university make prospective undergraduate and graduate students aware of admissions policies and standards to make informed decisions? Provide evidence. b) Are prospective undergraduate and graduate students informed academic program offerings? Provide evidence. c) Which type of entrance, placement or other special testing is required of prospective undergraduate and graduate students? What do these results determine? d) In which ways are student learning outcomes made available to prospective students? e) Are these ways effective? Provide evidence. f) Does the university provide financial aid advice to its prospective undergraduate and graduate students? Provide evidence. g) Is information on scholarships, grants, loans, and refunds provided? Provide evidence. 	<ul style="list-style-type: none"> • Admissions office • Director of Admissions • Admissions Counselors • Office of Graduate Studies • Catalogs (graduate and undergraduate) • Applications (graduate and undergraduate) • University Web Site • Course descriptions-catalogs • Orientation material • Mission statements and goals for individual programs • Student survey • Academic unit response • Director of Financial Aid • Registrar 	F2, F3, F4, F5

Inquiry Questions	Sources of Data	Elements
<p>3. Transfer information</p> <p>a) Does the university publish and implement policies about transferring credits? Provide evidence.</p> <p>b) In what ways does the university inform prospective transfer or current students who attempt to complete some credits elsewhere during the summers?</p>	<ul style="list-style-type: none"> • Undergraduate catalog • University Web Site • Admissions office • Registrar 	F6
<p>4. Assessment of Student Success</p> <p>a) In which ways does the university provide ongoing assessment of student success?</p> <p>b) Does the university assess retention of undergraduate and graduate students? If so, how?</p> <p>c) To what extent is there an assessment of the match between admitted students' attributes and the institution's mission and programs?</p> <p>d) Do the assessment data influence the admittance of certain students based on their attributes? If so, how?</p>	<ul style="list-style-type: none"> • Dean of Academic Affairs • Retention Statistics 	F7
<p>5. Does the university regularly review the information it publishes regarding university admissions standards (i.e., catalogs, view books, websites, recruiting, and other relevant materials) for accuracy and effectiveness? Provide evidence.</p>	<ul style="list-style-type: none"> • Admission office • Director of Admissions • Dean of Academic Affairs 	O1
<p>6. Does the university review the procedures and policies that guide the admissions program, especially regarding the type of information that it makes known to potential students and the general public? How?</p>	<ul style="list-style-type: none"> • Admissions office • Director of Admissions • Dean of Academic Affairs 	O2
<p>7. Does the university have evidence of periodic review of the accuracy and effectiveness of financial aid information, scholarship material, and academic advising materials? Provide evidence.</p>	<ul style="list-style-type: none"> • Director of Financial Aid • Director of Admissions 	O3

Inquiry Questions	Sources of Data	Elements
8. Does the university have evidence of the utilization of information appropriate to the review of financial aid practices to reflect whether they adequately support admission and retention efforts? Provide evidence.	<ul style="list-style-type: none"> • Director of Financial Aid • Director of Admissions 	O4
9. Does the university have evidence of the utilization of information appropriate to the review of student retention, persistence and attrition that reflects whether these are consistent with student and institutional expectations? Provide evidence.	<ul style="list-style-type: none"> • Registrar • Dean of Academic Affairs 	O5

TASK FORCE VI – 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.

Coordinators: Roberto Vargas, Ph.D., Associate Professor, Crop Protection Department, UPRM
David Padilla, Ph.D., Professor, Agricultural Education Department, UPRM

Purpose:

The purpose of the student support services task force is to examine if the student support services at the University of Puerto Rico-Mayagüez Campus are: (1) complying with their purpose of the enrichment of student's quality of life; (2) contributing to student development and learning; and (3) congruent with the university's mission, goals, and objectives.

Element Numbering System: Items were numbered consecutively in the order listed in the *Characteristics of Excellence in Higher Education (2002)* and coded with an "F" to indicate a fundamental element or an "O" to indicate an applicable optional analysis item. The bulleted items under the fundamental elements were designated as F1[a], F1[b] and so on. This system provided evidence of alignment between the inquiry questions and the standards.

Inquiry Questions	Sources of Data	Elements
1. Overview of support services: a) Which programs constitute support services at the university? b) Do the mission, goals, and objectives of the support programs align with the institutional mission and goals statements? Provide examples. c) Are the programs consistent with student learning expectations? Provide evidence. d) Are the programs appropriate to meeting the student's personal, academic, and social strengths and needs? Examples. e) Are the programs effective in meeting these diverse student strengths and needs? Provide evidence.	<ul style="list-style-type: none"> • Governing Documents • Units providing support services: • Social and Cultural Activities • Residence and Career Office • Enrollment Management • Administration Office • Registrar • Library 	F1, O1, O2, O3

Inquiry Questions	Sources of Data	Elements
f) Are the programs readily available regardless of place or method of delivery? g) What evidence exists that the support services are frequently reviewed, assessed and analyzed to their availability and distinctions among physical sites or modes of delivery and the particular support services those sites/modes require? h) Do support service units review and analyze their printed and electronic materials that provide information concerning the explanation and availability of their services for students? i) How often does this review occur? j) In what ways are these services integrated and congruent with each other?	<ul style="list-style-type: none"> • Medical Services • Teaching/Learning Center • Financial Aid • Athletics Activities • Orientation • Computer Center • Mission, goals, and objectives of the above units • Institution mission, goals, objectives, and value statements • Unit printed or electronic announcements • Student Survey • Student Focus Groups • Senior Exit Interviews • Unit Assessment • Unit Responses 	
2. Support Service personnel: a) Which evidence shows that support service programs are administered, supervised, and conducted by qualified professionals? b) How effective is the personnel in fulfilling their responsibilities?	<ul style="list-style-type: none"> • Unit job descriptions • Unit printed announcements • Self/Peer evaluations • Chair/Dean/Directors evaluations • Student surveys 	F2, O2

Inquiry Questions	Sources of Data	Elements
<p>3. Support Services procedures:</p> <p>a) Are procedures in place which addresses the diverse student population in their academic and other needs? Provide evidence.</p> <p>b) Are these procedures conducted in an equitable, supportive, and sensitive manner? Are those services dealt with directly or by referral?</p> <p>c) Are these procedures communicated to the students? Provide evidence.</p>	<ul style="list-style-type: none"> • Unit printed or electronic announcements 	F3, O2
<p>4. Advisement procedures and policies:</p> <p>a) Do all support programs provide appropriate advisement procedures and policies? Provide evidence.</p> <p>b) Are these advisement procedures and policies delineated and disseminated to students? Provide evidence.</p> <p>c) Are students being advised and mentored in their major academic programs? Provide evidence.</p> <p>d) How effective are these advisement and mentoring procedures and policies?</p>	<ul style="list-style-type: none"> • Unit printed or electronic announcements • Unit evaluation • Student survey • Deans and directors • Faculty reports 	F7, O4
<p>5. Student complaints:</p> <p>a) Are procedures in place for addressing student complaints or grievances?</p> <p>b) Are these procedures coordinated, reasonable, and equitable?</p> <p>c) Are these procedures in a published form and widely disseminated?</p> <p>d) Are accurate and complete records kept of student complaints or grievances?</p> <p>e) How often are these records reviewed to determine where noteworthy patterns exist?</p>	<ul style="list-style-type: none"> • Unit printed or electronic announcements • Student survey • Deans and directors 	F7, O4
<p>6. Student Records</p> <p>a) Are policies and procedures in place for the safety and security of student records?</p> <p>b) Are policies published and implemented concerning the release of student information?</p> <p>c) Is appropriate access available to those who need such data while simultaneously preserving student privacy?</p> <p>d) Are academic records processed in a timely and accurate manner?</p>	<ul style="list-style-type: none"> • Governing Documents • Student Handbooks • Unit policies • Registrar response • Student survey 	F8, F9

Inquiry Questions	Sources of Data	Elements
<p>7. Sport programs, Intercollegiate:</p> <p>a) Are the athletic programs regulated by the same academic administrative principles and procedures that govern other institutional programs?</p> <p>b) In what ways are the LAI standards for minimum expectations of student athletes monitored, enforced and systematically reviewed?</p> <p>c) In what ways are these expectations made known to student athletes?</p>	<ul style="list-style-type: none"> • Governing Documents • Director of Athletic Activities response • LAI regulations • Student survey 	<p>F5, O1, O3</p>
<p>8. Sport Programs, Intramural:</p> <p>a) Is there a varied program of intramural competition for all students based on their interests/needs?</p> <p>b) In what ways are program activities communicated to all students?</p> <p>c) Do resource allocations (facilities, equipment) commensurate with student needs?</p>	<ul style="list-style-type: none"> • Director of Athletic Activities response • Student survey • Unit printed or electronic announcements 	<p>F5, O1, O2</p>
<p>9. Assessment:</p> <p>a) In what ways do the support service units conduct ongoing assessment?</p> <p>b) How often does this assessment take place?</p> <p>c) In what ways have the results of the assessment data analysis been used to improve the varied support services for students?</p>	<ul style="list-style-type: none"> • Unit assessment procedures • Unit response • Campus Planning Office 	<p>F10, O1</p>

TASK FORCE VII - STANDARD 10

Faculty

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

Coordinator: Betsy Morales, Ph.D., Associate Professor, English Department, UPRM

Purpose:

The purpose of the Faculty Team is to determine if the institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals. The task force will present a document analysis of these areas and provide recommendations for improvement.

Element Numbering System: Items were numbered consecutively **in the order listed** in the *Characteristics of Excellence in Higher Education (2002)* and coded with an "F" to indicate a fundamental element or an "O" to indicate an **applicable** optional analysis item. The bulleted items under the fundamental elements were designated as F1[a], F1[b] and so on. This system provided evidence of alignment between the inquiry questions and the standards.

Inquiry Questions	Sources of Data	Elements
1. How effectively does UPRM communicate to the university its missions and goals as well as expectations regarding teaching, research, advising, and service for all levels of instructional personnel?	<ul style="list-style-type: none"> • Reglamento General de la UPR • Professor's Manual • Faculty Survey • School Deans 	F1, F4, F6, F8
2. Are the academic programs staffed by qualified instructors, with roles and responsibilities clearly defined and sufficiently numerous to fulfill those roles appropriately?	<ul style="list-style-type: none"> • Curriculum vitae • Reglamento General de la UPR • Professor's Manual 	F1

Inquiry Questions	Sources of Data	Elements
3. What role does faculty play in designing, maintaining, and updating curricula?	<ul style="list-style-type: none"> • Curricula (Course Syllabi) • Syllabi (Instructors) • Faculty Curriculum Committee Report 	F2
4. To what extent does the faculty demonstrate excellence in teaching?	<ul style="list-style-type: none"> • Student Evaluations/Student Survey? • Deans and Directors Survey 	F3
5. How does the university provide for the enhancement of the teaching skills of its faculty?	<ul style="list-style-type: none"> • CEP • CID • School Deans 	F3
6. How well does the UPRM provide for faculty advancement and professional development, both in and out of the classroom? To what degree does the faculty take advantage of these opportunities?	<ul style="list-style-type: none"> • CEP • Conference travel and publications data • School Deans 	F4, F3
7. How well does the UPRM clearly define and communicate the necessary academic qualifications of faculty (e.g. degrees)? How successful is the UPRM in hiring and retaining faculty who match these profiles?	<ul style="list-style-type: none"> • Certifications (Junta) • Reglamento General de la UPR 	F5, F1
8. What are the hiring, tenure, promotion, and salary decision procedures at the UPRM? How well do all instructional personnel perceive these procedures?	<ul style="list-style-type: none"> • Institutional Policies (Certifications-Junta) 	F1, F5, F6, F7, F8

Inquiry Questions	Sources of Data	Elements
9. To what extent does the UPRM promote diversity among the faculty?	<ul style="list-style-type: none"> • Human Resources • Analysis of recent applications, interviewees, and hires • Faculty Survey 	F6
10. How effectively does the UPRM protect academic freedom for every member of the faculty, regardless of status or rank?	<ul style="list-style-type: none"> • Professor's Manual • Dialog Committee • Grievance Process 	F9
11. In what ways is the relationship between faculty characteristics and performance and student learning outcomes reviewed and analyzed? Do the results lead to changes in faculty performance and to more appropriately articulated learner outcomes?	<ul style="list-style-type: none"> • Faculty Summative Evaluation • Faculty Survey • School Deans 	O1

TASK FORCE VIII - STANDARD 11

Educational Offerings

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

Coordinator: Sonia Bartolomei, Ph.D., Associate Professor, Industrial Engineering Department, UPRM

Purpose:

Teaching and learning are the primary purposes of any institution of higher education. The Educational Offerings Task Team will judge the success of the educational programs at the undergraduate and graduate levels, looking at the breadth and depth of the offerings, the ability of students to integrate knowledge, the ability of the programs to develop in its students, professional competence. It will examine expected student learning outcomes and the coherent student learning experience that lead to these outcomes. It will look for coherence between curricular offerings and co-curricular activities. Individual programs will be reviewed to ensure that they provide a means to facilitate a student's progress without compromising institutional integrity or quality of its degree. The team will review the effectiveness of learning resources, including the library, and information technology to adequately support student learning.

Element Numbering System: Items were numbered consecutively in the order listed in the *Characteristics of Excellence in Higher Education (2002)* and coded with an "F" to indicate a fundamental element or an "O" to indicate an applicable optional analysis item. The bulleted items under the fundamental elements were designated as F1[a], F1[b] and so on. This system provided evidence of alignment between the inquiry questions and the standards.

Inquiry Questions	Sources of Data	Elements
1. What are the mission, goals, and objectives of the programs? How do they serve the UPRM's mission, goals, and objective? 2. How clearly and effectively are these goals and outcomes made available to students and faculty?	<ul style="list-style-type: none"> • Task Force Team 1 • Deans, Chairs and Program Directors • Catalog descriptions of programs 	F1

Inquiry Questions	Sources of Data	Elements
<p>3. Is the design of each specific course, program, and learning activity linked to the mission of UPRM?</p> <p>4. How consistently are new programs evaluated and proposed in accordance with UPRM's mission and strategic plans?</p>	<p>and courses</p> <ul style="list-style-type: none"> • Course syllabus 	
<p>5. How effectively do we assess the content, depth, scope of knowledge, and student learning of each academic program?</p> <p>6. Which are the expected student learning outcomes for each program? Are these stated in the course syllabus? How are courses designed to achieve these outcomes?</p> <p>7. How is student achievement assessed?</p> <p>8. In what way and to what extent do the programs develop professional competence?</p> <p>9. In what ways and to what extent are the educational programs designed to foster coherent student learning?</p> <p>10. In what ways and to what extent do the programs promote synthesis of learning?</p> <p>11. Are there extracurricular or co curricular experiences that contribute to the total educational environment? (e.g. out-of-class lectures, exhibitions, civic involvement, community service)</p> <p>12. In what way and to what extent do programs and the extra- or co-curricular experiences foster student integration of knowledge?</p>	<ul style="list-style-type: none"> • Deans, Chairs, Program Directors • History of program curriculum development & change • Course syllabus • Capstone courses or other comprehensive senior project • Oral and written exams • Industry projects, Seminars • Theses or research projects • Portfolios, Presentations or posters • Internship evaluations • GRE scores • ETS field examination scores 	F2, F3, F12
<p>13. Provide a description and diagram showing the assessment cycle for each program, and show how the data is used to make adjustments in a program.</p> <p>14. Are policies and procedures regarding degree requirements established? Are these procedures and policies used in measuring students' performance?</p>	<ul style="list-style-type: none"> • Deans, Chairs, Program Directors • Assessment plans (programs, departments, colleges, etc.) • Assessment of senior capstone projects by faculty and on-site 	F4, F13

Inquiry Questions	Sources of Data	Elements
	<ul style="list-style-type: none"> supervisors (if applied) • Assessment of internship experiences by faculty and on-site supervisors • Student surveys • Employers surveys • Alumni surveys • Student grading system 	
<p>15. What are UPRM's means to facilitate student's progress?</p> <p>16. What are UPRM's policies and publications about transferring credits at both undergraduate and graduate levels?</p> <p>17. How does each program apply the transfer policies in its programs so that student learning outcomes and course equivalencies are considered?</p>	<ul style="list-style-type: none"> • Deans, Chairs, Program Directors • Admissions office • Registrar • Counseling Department • Professional Counselors 	F5, F9
<p>18. Which facilities, instructional equipment, and instructional resources are available to support programs?</p> <p>19. Which interactions take place between faculty and librarian to assist students with information literacy skills?</p> <p>20. Describe the resources available to students for acquiring information and students' ease of access to these resources (library, internet, computer labs).</p>	<ul style="list-style-type: none"> • Deans, Chairs, Program Directors • Library • Computer Center • Faculty and student surveys 	F5, F6, F7
<p>21. Provide a list of the faculty with degree, preparation areas, credentials/certificates, current research, and experience in the area.</p> <p>22. Does UPRM have any graduate assistants to provide instruction? List and describe the roles and responsibilities of the graduate teaching assistants and the ways in which they are monitored, supervised and evaluated?</p>	<ul style="list-style-type: none"> • Deans, Chairs, Program Directors • Catalogs • CEP 	F15, O14, O15

Inquiry Questions	Sources of Data	Elements
<p>23. In what ways does the graduate curricula provide for experiences and expectations that develop student expertise in research and independent thinking?</p> <p>24. How effective is this process in developing expertise in research and independent thinking?</p>	<ul style="list-style-type: none"> • Deans, Chairs, Program Directors • Graduate Studies Director • Analysis of Student Research Samples 	<p>F14</p>

TASK FORCE IX - 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 oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy.

Coordinator: Mabel Ortiz, M.A., Instructor, Department of English, UPRM

Purpose:

The purpose of the General Education Task Force is to determine if the university's general education program is purposeful, coherent, engaging and rigorous. The task force will examine if the institution's general education courses incorporate essential knowledge, cognitive abilities and understanding of values and ethics. The task force will determine if the general education requirements effectively draw students into new areas of intellectual experience, expand their cultural awareness, and prepare them to make enlightened judgments outside and within their academic specialty. This task force will present a documented analysis of these areas and provide recommendations for improvement.

Element Numbering System: Items were numbered consecutively in the order listed in the *Characteristics of Excellence in Higher Education (2002)* and coded with an "F" to indicate a fundamental element or an "O" to indicate an applicable optional analysis item. The bulleted items under the fundamental elements were designated as F1[a], F1[b] and so on. This system provided evidence of alignment between the inquiry questions and the standards.

Inquiry Questions	Sources of Data	Elements
1. Evaluate the scope of the General Education Program a) What is the structure of the institutional general education program? b) Identify the general education distribution requirements at UPRM. c) Which are the strategies used by the university to familiarize its members with its mission and goals and its link to general education standards?	<ul style="list-style-type: none"> • Academic Deans • Registrar • Archival records • UPRM catalogues 	F1, O2

Inquiry Questions	Sources of Data	Elements
<p>2. Specify the program's application of skills and abilities to the major or study in depth</p> <ol style="list-style-type: none"> a) How well the skills and abilities are developed in general education applied in the major or study in depth? b) Which methods of implementation have been successful? Which ones are weak? c) How does the general education program ensure continuing support for faculty? How does faculty lend support to the general education program? d) Who provides strong administrative and faculty leadership to the general education program? e) How does the general education program reach beyond the classroom to the broad range of student co-curricular experience? 	<ul style="list-style-type: none"> • Faculty survey • Department Directors • Departmental Curriculum Committees • Performance appraisals • Extracurricular Organization Survey • Interviews • Registrar • Office of Academic Affairs • Activities Director 	<p>F2</p>
<p>3. Establish a parallel between the General Education Program's and the institutional mission in their incorporation of the study of values, ethics, and diverse perspectives.</p> <ol style="list-style-type: none"> a) How does the general education program contribute to the realization of the general mission and goal of UPRM? b) How are the statements of the institutional mission, goals, and objectives linked to core knowledge or general skills? c) How well does the general education program at UPRM incorporate the study of values, ethics, and diverse perspectives consistent with the institutional mission? d) Is there evidence of educational coherence in the general education program? e) Is the general education program based on values? Which ones does it emphasize? f) How does the general education program teach social responsibility? g) To what extent has the university committed sufficient resources to support the general education program? 	<ul style="list-style-type: none"> • Guidance Department • Faculty Surveys • Dean of Students • Quality of Life Office • Dean of Academic Affairs • Interviews • Official catalogs and publications • UPRM's Strategic Plan • Finance Department 	<p>F3, O4, O3</p>

Inquiry Questions	Sources of Data	Elements
<p>4. Determine if students who complete their degree achieve proficiency in general education requirements and skills.</p> <p>a) To what extent do general education courses enable students to acquire, develop, and utilize core knowledge and skills, such as: communication skills, quantitative and scientific analysis, technological competencies, critical analysis, and reasoning?</p> <p>b) How does each department assure that, upon degree completion, students are proficient in corresponding areas?</p> <p>c) To what extent is the general education requirement consistently implemented across the various faculties and academic units of the university?</p>	<ul style="list-style-type: none"> • Faculty surveys • Student portfolios • Assessments • Deans • Departmental Directors • Curriculum committees • Interviews • Student-self evaluations • Departmental research • Departmental Strategic Plans 	F4
<p>5. Identify official descriptions of general education requirements and evaluate their degree of accuracy and clarity.</p> <p>a) Are general education requirements clearly and accurately described in official publications of the institution?</p> <p>b) How do applicants and students enrolled at the university learn about its general education requirements?</p> <p>c) How is this information shared with students, parents, advisors, employers, and other constituencies?</p>	<ul style="list-style-type: none"> • Dean of Academic Affairs • Survey of official publications • Catalog Division • Academic Counselors survey • Orientation Department • Interviews • Archival records 	F5,O1
<p>6. Assess general education outcomes and examine evidence of their utilization.</p> <p>a) What is the institutional process for the assessment of general education outcomes within the institutional overall plan for assessing student learning?</p> <p>b) How have assessment results been utilized for curricular improvement?</p> <p>c) Do general education course requirement goals achieve student-learning outcomes?</p> <p>d) How frequently do professors engage in formative assessment and feedback?</p> <p>e) How does the design of the general education program guarantee possibilities for evolution?</p> <p>f) How have assessment results led to improvements within each department?</p>	<ul style="list-style-type: none"> • Department directors • Departmental assessment teams • Deans • Written student surveys • Written questionnaires • Institutional Strategic Plan • Institutional Overall Assessment Plan • Interviews 	F6, O5

Inquiry Questions	Sources of Data	Elements
	<ul style="list-style-type: none">• Commercial, standardized or locally developed exams and essays• Archival records• Departmental research	

TASK FORCE 10 - STANDARD 13

Related Educational Activities

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

Coordinator: Pedro M. Vasquez, D.Sc., Associate Professor, Mathematics Department, UPRM

Purpose:

The purpose of the Related Educational Activities team is to evaluate and examine all Basic Skills, Certificate Programs, Experiential Learning, Non-Credit Offerings, Distance or Distributed Learning and Contractual Relationships and Affiliated Providers carried out by the University of Puerto Rico at Mayagüez (UPRM) by exploring its mission statements along with its goals and objectives. This team will review programs and courses to see if they are preparing students for success in achieving their educational goals. Also, the team will be evaluating the existence of the appropriate assessment tools in order to perform the evaluation of the student learning outcomes, and if they are designed, approved, administered and periodically evaluated in order to strengthen each program.

The team will prepare a set of questions to be answered by the different offices that are in charged of the programs listed above. Next, we will study the questions submitted in order to prepare a documented analysis of all the programs. Finally, we will provide recommendations to improve the actual programs.

Questions

Based on the Characteristics of Excellence in Higher Education and based on the programs offered by UPRM the following questions have been developed to be answered by the team with the support from the different offices to allow the team performs its research.

Element Numbering System: items were numbered consecutively in the order listed in the *Characteristics of Excellence in Higher Education (2002)* and coded with an "F" to indicate a fundamental element or an "O" to indicate an applicable optional analysis item. The bulleted items under the fundamental elements were designated as F1[a], F1[b] and so on. This system provided evidence of alignment between the inquiry questions and the standards.

1. Basic Skills

During recent years, the UPRM began to introduce remedial non-credit courses in mathematics and English to assist students who are accepted with deficiencies.

Inquiry Questions	Sources of Data	Elements
1 How are students who need remedial courses identified at UPRM?	<ul style="list-style-type: none"> • Chair of Math Department 	F1
2 Which programs are available for students who need developmental courses?	<ul style="list-style-type: none"> • Chair of English Departments 	F2
3 Is there evidence that supports the effectiveness of the Teaching and Learning Center for students with deficiencies?	<ul style="list-style-type: none"> • Chair of Admissions office • Dean of Academic Affairs 	F2
4 How did UPRM decide that remedial courses do not carry academic degree credit?	<ul style="list-style-type: none"> • Registrar’s Office 	F3
5 Which evidence do we have that the course UNIV0066 is effective in preparing students for college?	<ul style="list-style-type: none"> • Computer Center • Institutional Research Office • Orientation Office 	F2, O3
6 Have there been any studies at UPRM regarding the academic success for those students who have completed the math and English remedial courses? Which are the results?		F2
7 What evidence exists to shows the procedure for referring under-prepared students into remedial courses is effective?		F2, O1
8 Which policy guides UPRM in allowing students in remedial courses to register for regular courses?		F3
9 What data/evidence do we have to support and validate our findings?		F2, O2, O3
10 What evidence is there that the mathematics and English remedial courses are effectively preparing students for their first university course? How is the impact of remedial/development programs assessed?		O1, O2

2. Certificate Programs

These include a sequential program of study that leads to a professional license or certificate rather than a degree usually given for credit. The programs and courses must follow the UPRM’s development, approval, review and assessment processes.

Inquiry Questions	Sources of Data	Elements
1 Which continuing education, extension programs and certification courses does UPRM offer?	<ul style="list-style-type: none"> • Chair of Continuing Education • Dean of Academic Affairs, • Director of Institutional Research Office 	F1
2 Which evidence shows that the expectations of student learning are clearly articulated in the programs listed above?		F1
3 What is the current review process utilized to evaluate the effectiveness of these programs?		F1
4 What are the criteria used to approve the programs offered by UPRM?		O1
5 What evidence exists to demonstrate that the criteria utilized are effective?		O1
6 What are their objectives, requirements and curricular sequences?		O4
7 What is the process for reviewing the goals and objectives for certificate program? What are the results?		O1
8 How do our student and course evaluations lead to improvement on our program?		
9 Which evidence supports faculty involvement in design, delivery, and ongoing evaluation of these programs?		O2
10 Which policy states that courses completed within these programs are applicable to a degree offered by UPRM?		O6
		O5

Inquiry Questions	Sources of Data	Elements
11 How do UPRM's certificate programs relate to the university's mission and goals?		
12 What is the evidence that our certificate program complies with national and industry standards?		O9
13 What data/evidence do we have to support and validate our findings?		O3
14 Do graduates use the institution's certificate program? How do they benefit from this program?		O7 O8

3. Experiential Learning

Experience learning involves credit awarded for learning outside the university. At UPRM, all experiential learning occurs in conjunction with programs, such as, internships, co-operative education, clinical practice.

Inquiry Questions	Sources of Data	Elements
1 How is credit awarded for previous learning supported by written evidence? If so, which forms of proof are required/analyzed?	<ul style="list-style-type: none"> • Chair of continuing education • Chair of Nursery Department 	F1
2 Has UPRM established and implemented procedures regarding the recording of evaluated prior learning by the awarding institution? If so, what is the evidence of those findings?	<ul style="list-style-type: none"> • Registrar's Office • Co-operative Office • Chair of Institutional Research Office 	F4
3 Which written policies has UPRM established where prior learning is acknowledged and compensated? If so, how are those policies applied to award credit?		F2
4 Which documents contain information about credit for learning derived outside the classroom?		F3

Inquiry Questions	Sources of Data	Elements
5 Which criteria utilized to determine if the credit awarded is appropriate to the subject?		F5
6 Which evidence exists to assure that evaluators of experiential learning are adequately qualified?		F6
7 How does UPRM meet credit criteria in offering experiential learning courses?		F6
8 Which assessment processes are in place to determine the effectiveness of the program?		O1
9 Based on that assessment, does the program show improvement? How can those improvements be quantified?		O2
10 What evidence exists that faculty members and other qualified academic professionals have been involved in the design, delivery, and ongoing evaluation of the program?		O3
11 How are student portfolios used to demonstrate college level learning?		O4
12 What data/evidence do we have to support and validate our findings?		O7
13 What is the experience of those who evaluate experiential learning for college credit?		O8
14 How adequately trained are faculty and other qualified academic professionals? What evidence exists of this training?		O7
15 What evidence exists to show that UPRM's continuing education program sets goals in accordance with the university's mission?		O2

4. Non-Credit Offerings

Non-credit offerings are available on-site and through distance learning and must meet standards of quality and mission that are congruent with UPRM’s other programs. The team will identify non-credit offerings and work with their directors to evaluate the program. Offerings could be internally or externally developed. It is important to evaluate those cases in which the non-credit courses are used for credit-programs at the UPRM.

Inquiry Questions	Sources of Data	Elements
1. How are non-credit offerings effectively administered?	<ul style="list-style-type: none"> • Dean of Academic Affairs • Continuing Education • Associate Dean of the College of Agriculture • Chair of Institutional Research Office 	F1
2. Which procedures are followed at UPRM for designing and approving non-credit offerings?		F1
3. How are non-credit offerings evaluated? Which procedures are followed?		F1
4. Which evidence exists of articulated student knowledge, skills, and/or competency levels for non-credit offerings?		O2
5. What is the evidence that the UPRM’s non-credit offerings align and fulfill its mission and goals’ statement?		O1, O6
6. What is the evidence that the faculty has been involved in the design, delivery, evaluation, and assessment of these programs?		O3
7. How is the impact of non-credit programs on institution’s resources measured?		O6
8. How do areas identified within “special emphasis” impact non-credit offerings?		O5
9. What data/evidence do we have to support and validate our findings?		O4

Inquiry Questions	Sources of Data	Elements
10. Does UPRM consider non-credit courses for a degree program? Which is the established procedure for this consideration		O5

5. Distance or Distributed Learning

Distance or distributed learning is a formal educational process in which some or all of the instruction occurs when the learner and the instructor are not in the same place at the same time. Programs delivered through the internet, television, video-conference, or other means should meet academic and learning support standards, comparable to traditional university programs.

Inquiry Questions	Sources of Data	Elements
1. Does UPRM offer courses via distance learning? Distributed learning? If so, which courses?	<ul style="list-style-type: none"> • Dean of Academic Affairs • Continuing Education • Academic Deans • Department chairs • Chair of Institutional Research Office 	F1
2. If offered, how are the goals and objectives of those courses consistent with UPRM's mission and goals?		F2
3. What is the evidence that UPRM's distance/distribute learning meet legal and regulatory requirements?		F3
4. What evidence exists to demonstrate program coherence?		F4
5. What evidence do we have that UPRM has a commitment to enable admitted students to complete the degree or certificate awarded within a reasonable time frame?		F5
6. What evidence do we have that UPRM has an ongoing program of appropriate orientation, training, and support for faculty participating in electronically delivered courses? Which programs are available?		F9
7. What evidence exists that UPRM's faculty validates course materials or technology-based resources outside the institution?		F7

Inquiry Questions	Sources of Data	Elements
8. What is the process followed by the faculty of UPRM to validate courses material or technology-based resources developed outside the institution?		F8
9. Which resources does the UPRM have available to offering distance courses?		F8
10. Does UPRM have adequate technical and physical plant facilities, including appropriate staffing and technical assistance, to support electronic offerings?		F10
11. What kind of arrangements does UPRM have with consortia partners or contractors? Do they compromise the institution's integrity or its educational offerings?		F6
12. Does UPRM have agreements of partnership with other institutions to offer or accept offerings at a distance, to ensure consistency with the institution's general policies regarding such partnerships or consortia and to assure the integrity of the degree-granting institution? Which evidence details the effectiveness of such partnerships?		O2
13. Which future role will distance/distributed learning play at UPRM?		O9
14. Which impact does distance learning have on the institution's resources (human, fiscal, physical) and on its ability to fulfill its institutional mission and goals?		O11
15. How areas identified as "special emphasis" impact contractual relationships?		O2
16. What data/evidence do we have to support and validate our findings?		O3, O4, O5, O6
17. Which evidence demonstrates that academic and learning support standards are the same for courses are similar to traditionally courses where the faculty and students are at the same location at the same time?		O1, O4

6. Contractual Relationships and Affiliated Providers

UPRM has agreements with other institutions and organizations to provide educational experience such as, faculty exchanges, student recruitment, and course/program development. Our university is responsible for all activities implemented in the institution's name, including outcomes assessment, advertising, and recruitment. Contractual relations with non-profit firms or other institutions require diligent care to protect the institution's integrity.

Inquiry Questions	Sources of Data	Elements
1. Does UPRM have contractual relationships with other institutions or organizations to provide certain aspects of the educational experience? Who are they?	<ul style="list-style-type: none"> • Dean of Academic Affairs 	F1
2. What is the nature of the affiliation?	<ul style="list-style-type: none"> • Exchange Program Office 	F1
3. How is work delegated?	<ul style="list-style-type: none"> • Chair of Institutional Research Office 	F1
4. How is course content reviewed to assure quality standards?	<ul style="list-style-type: none"> • Registrar's Office 	O1
5. Which assessment procedures are in place to assure the effectiveness of student learning provided by the affiliated entity and the providing institution?		O10
6. Which procedures are in place to determine the quality of the courses and protect the integrity of UPRM?		O2
7. Does the UPRM Mission Statement address this area?		O12
8. How is the evaluation of the students participating in the program carried out?		O7
9. Which evidence exists to demonstrate that faculty and other qualified academic professionals of UPRM validate the quality and content of course materials and technology-based resources developed outside the institution?		O9
10. Does UPRM have available analysis on the impact of the contractual arrangements on the institution's resources (such as libraries or other information resources) and		O12

Inquiry Questions	Sources of Data	Elements
<p>their ability to fulfill its institutional mission and goals?</p> <p>11. How are faculty and other qualified academic professionals at UPRM validating and reviewing the curriculum offered through contractual arrangements?</p> <p>12. What data/evidence do we have to support and validate our findings?</p> <p>13. Which written material is in place that clearly defines the contractual relationship between UPRM and its contractual providers?</p>		<p>O8, O9</p> <p>O1, O4, O6</p> <p>O2, O6</p>

TASK FORCE XI - STANDARD 14

Assessment of Student Learning

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

Coordinator: Hiram González, MSCE, P.E., Associate Professor, Civil Engineering Department, UPRM

Purpose:

To examine the process by which UPRM assesses (gathers information and evaluates) the learning outcomes of its courses and programs to demonstrate that its students have knowledge, skills, and competencies consistent with the mission and goals of the institution and the educational objectives of its programs and academic units. This will include a review of current programs and processes, the degree to which UPRM uses the assessment results to make improvements in its programs, and the benefits derived from such assessment activities. The Task Force will present a documented analysis and provide recommendations for improvement.

Element Numbering System: items were numbered consecutively in the order listed in the *Characteristics of Excellence in Higher Education (2002)* and coded with an "F" to indicate a fundamental element or an "O" to indicate an applicable optional analysis item. The bulleted items under the fundamental elements were designated as F1[a], F1[b] and so on. This system provided evidence of alignment between the inquiry questions and the standards.

Inquiry Questions	Sources of Data	Elements
1. Are there clearly articulated expectations of student learning outcomes at various levels of the institution, faculties/schools, degrees/programs, and individual courses? Are these consonant with the institution's mission and with the standards of higher education and of the relevant disciplines? a) Have all courses and academic programs clearly identified their student learning outcomes (<i>exit-level knowledge, skills, and competencies that students must meet in order to complete the course or program successfully</i>)? b) How were these developed?	<ul style="list-style-type: none"> • Dean of Academic Affairs • Deans of Academic Colleges • Chairs of Academic Departments • Director of Graduate Studies • Director of Continuing Education 	F1; F2; O1; 06

Inquiry Questions	Sources of Data	Elements
c) When were they established? d) Is there evidence of intentional connections between learning outcomes at all levels (institution, program, and course)?	<ul style="list-style-type: none"> • Office Institutional Research • Registrar 	
2. Is there an implemented plan or process for the assessment of student learning outcomes? a) How frequently is the process conducted? Is there a timetable? Is it followed? b) Who implements the assessment of student learning outcomes? c) Which specific methods and tools are used to validate student learning outcomes and objectives? d) Are these methods used consistently across the institution? e) Which type of information does the institution gather on student learning outcomes and expectations? f) How appropriate are they? g) How is the information analyzed? By whom? How is it reported? h) What are the metrics? Benchmarks? Criteria for success? i) What are the indicators of achievement? j) Do these assessment measures demonstrate that students have achieved the stated learning outcomes at both course and program levels? k) Do these assessment measures demonstrate that actual learning outcomes of our courses, programs, and activities are consistent with the institution's mission, goals, and objectives? l) What evidence does UPRM hold and maintain which sustained all of the above?	<ul style="list-style-type: none"> • Dean of Academic Affairs • Deans of Academic Colleges • Chairs of Academic Departments • Director of Graduate Studies • Director of Continuing Education • Office Institutional Research • Registrar • Course Portfolios/Binders/Files • Grading Rates/Stats+ • Retention Rates • Graduation Rates • Student/Alumni/Employer Surveys • License Exam Results/Stats • Samples of Student Works • Exams • Quizzes • Projects 	F1; F2; O1; O2; O3; O4; O5; O6

Inquiry Questions	Sources of Data	Elements
<p>3. How, and to what extent, are the student learning outcomes assessment results or findings used to improve student learning, teaching, curricula, educational programs, and other instructional activities?</p> <p>a) How are modifications in courses and programs decided, monitored, and communicated?</p> <p>b) What evidence does UPRM have/maintain to prove this?</p>	<ul style="list-style-type: none"> • Dean of Academic Affairs • Deans of Academic Colleges • Chairs of Academic Departments • Director of Graduate Studies • Director of Continuing Education • Office Institutional Research • Registrar 	<p>F3; F4; O3; O4; O5; O6</p>
<p>4. How are student learning outcomes assessment results used as part of institutional assessment?</p> <p>a) How, and to what extent, are the actual student learning outcomes linked to the process of the institution's ongoing planning and resource allocation to improve institutional quality, effectiveness, and accountability?</p> <p>b) What evidence does UPRM hold and maintain to prove this?</p>	<ul style="list-style-type: none"> • Dean of Academic Affairs • Deans of Academic Colleges • Chairs of Academic Departments • Director of Graduate Studies • Director of Continuing Education • Office Institutional Research • Registrar 	<p>F3; F4; O1; O2; O6</p>
<p>5. Are student learning outcomes made available to our main constituencies?</p> <p>a) Are the student learning outcomes assessment results made available to our main constituencies?</p> <p>b) Are they clear and understandable?</p> <p>c) What evidence does UPRM hold and maintain to prove this?</p>	<ul style="list-style-type: none"> • Dean of Academic Affairs • Deans of Academic Colleges • Chairs of Academic Departments • Director of Graduate Studies • Director of Continuing Education • Office Institutional Research 	<p>F2; F3; F4</p>

APPENDIX II

**CHARGE QUESTIONS FOR THE
COUNCIL OF HIGHER EDUCATION OF
PUERTO RICO
CESPR**

CHARGE QUESTIONS:

1. Physical plant

- a) Is the Institution operating under the Laws and Regulations of the Government of Puerto Rico? (*Decanato de Administración –Oficina de Salud, Seguridad Ocupacional y Protección Ambiental*)
- b) Who can provide documentation regarding new buildings and any significant changes to existing ones? (*Edificios y Terrenos*)
- c) Who prepares the drawings and specifications for new buildings? (*Edificios y Terrenos* for small projects) (External contractors for large projects)
- d) Are the proposed construction projects in accordance to the Strategic Plan and the Master Plan for the Institution? (*Oficina Planificación*)
- e) Who approves modifications to existing facilities? (*Edificios y Terrenos, Oficina de Planificación*)
- f) How are the new building sites selected? (*Oficina Planificación*)
- g) Who is responsible for compliance with ADA? (*Edificios y Terrenos*)
- h) Is there an inventory on the use of space for each facility? (*Comité Costos Indirectos*)
- i) Do we have, on file, the authorization from ARPE and from the *Junta de Planificación* for new facilities and for those which have been modified? (*Edificios y Terrenos*)
- j) Can we provide evidence of the inspection by the Fire Department for new facilities (*Oficina de Salud y Seguridad, Decanato de Administración*), of permits from the Department of Health for use, handling, and disposing of biological or chemical substances and explosives? (*Oficina de Seguridad, Decanato de Administración, Comités CPSHI y IBC*).
- k) Do we have permits for operating research vessels for the Marine Sciences Department? (Department of Marine Sciences)

2. Financial Capability

- a) Can we provide the actual budget and our projections for the next five years? (*Oficina de Finanzas*)
- b) Who prepares the annual financial report for the institution (UPR)? (Office of the President)
- c) What type of information does UPRM submit for the UPR financial report? Who reviews the information? (*Oficina de Finanzas*)
- d) Who controls access to the FRS at UPRM? (*Oficina de Finanzas*)

3. Adequacy and level of study programs

- a) Is there an Academic Plan for the institution that includes its philosophy, mission, and objectives? (*Decanato de Asuntos Académicos*)
- b) Does the “mission” and “vision” of the programs of study adjust to the Academic Plan of UPRM? (*Decanato de Asuntos Académicos, Decanatos Académicos*)

- c) Is there an institutional policy regarding course equivalencies which facilitates transfer of students to and from other institutions? (*Certificación Junta Universitaria, Decanato de Asuntos Académicos*)
- d) In those instances where programs have been eliminated, does the institution provide the mechanism by which students can complete degree requirements? (*Departamentos, Colegio, Decanato de Asuntos Académicos*)
- e) Is academic counseling provided according to the students' needs? (*Decanato de Estudiantes, Colegios*)
- f) Does the institution have operational and financial plans for recruiting and employing professors and other personnel needed to establish its academic programs? (*Departamentos, Junta de Síndicos*)
- g) Is there institutional policy which guarantees that courses will be offered so students can comply with degree requirements? (*Departamentos, Decanato de Asuntos Académicos*)
- h) Does the academic program provide for student development according to student profile? (*Departamentos*)
- i) Who is in charge of complying with existing policy for curricular revisions? (*Decanato de Asuntos Académicos*)
- j) Are there any programs under moratorium or eliminated? (*Decanato de Asuntos Académicos*)