![MSCHE — MIDDLE STATES COMMISSION ON HIGHER EDUCATION]

University of Puerto Rico
Mayagüez Campus

Self-Study Design
SPRING 2023

I. Institutional Overview

The University of Puerto Rico was created by an act of the Legislative Assembly on March 12, 1903. It emerged as an outgrowth of the Normal School, established three years earlier to train teachers for the Puerto Rican school system. In 1908, the benefits of the Morill-Nelson Act were declared applicable to the island, thus fostering the growth of the University. An essential part of that growth was the creation of the College of Agriculture at Mayagüez in 1911. The UPR Mayagüez Campus, as we know it today, originated in the College of Agriculture. Credit for establishing the College is given to the joint effort of D. W. May (Director of the Federal Experiment Station), José de Diego, and Carmelo Alemar. A year later, the school received the name it had used for over 30 years: The College of Agriculture and Mechanical Arts.

The strengthening and diversification of the academic programs at Mayagüez were recognized years later when, in 1942, as a result of the university reform, the Campus was organized with a considerable degree of autonomy into the Colleges of Agriculture, Engineering, and Science under the direction of a vice-chancellor. The expansion continued through the 1950s when many programs flourished in the University. At Mayagüez, the College of Arts and Sciences and the Nuclear Center were established. At Río Piedras, the Colleges of Humanities, Natural Sciences, Social Sciences, and Business Administration emerged. The Schools of Medicine, Odontology, and Tropical Medicine were established at San Juan. In 1966, the Legislative Assembly reorganized the University of Puerto Rico into a system of autonomous campuses, each under the direction of a chancellor. The College of Agriculture and Mechanic Arts became the University of Puerto Rico, Mayagüez Campus.

Today, the Mayagüez Campus of the University of Puerto Rico continues its development in the best tradition of a Land, Space, and Sea Grant institution. It is a coeducational, bilingual, and non-sectarian school. It comprises the Colleges of Agricultural Sciences, Arts and Sciences, Business Administration, Engineering, and the Division of Continuing Education and Professional Studies. The College of Agricultural Sciences also encompasses the Agricultural Experiment Station and the Agricultural Extension Service.

As of Fall 2022, the Campus has 491 instructional faculty (442 full-time and 49 part-time), which includes those who are tenured, on tenure track, and not on tenure track. In terms of student enrollment, 10,949 students were enrolled (10,094 undergraduates and 819 graduates).

University of Puerto Rico – Mission Statement

The University of Puerto Rico, as a public institution of higher education, is bound by law to serve the people of Puerto Rico in accordance with the ideals of a democratic society such as ours.

The current UPRM's vision is as follows:

> To be a leading institution in higher education and research, transforming society through the pursuit of knowledge in an environment of ethics, justice, and peace.

The mission is the following:

> To excel in our service to Puerto Rico and the world by

- Forming citizens who are well-educated, cultivated, and critical thinkers, professionally prepared in the fields of agricultural sciences, engineering, arts, sciences, and business administration so they may contribute to the educational, cultural, social, technological, and economic development.
- Performing creative work, research, and service to meet society's needs and to make available the results of these activities to everyone.

> We provide our students with the skills and sensitivity needed to effectively address today's problems and to exemplify the values and attitudes that should prevail in a democratic society that treasures and respects diversity.
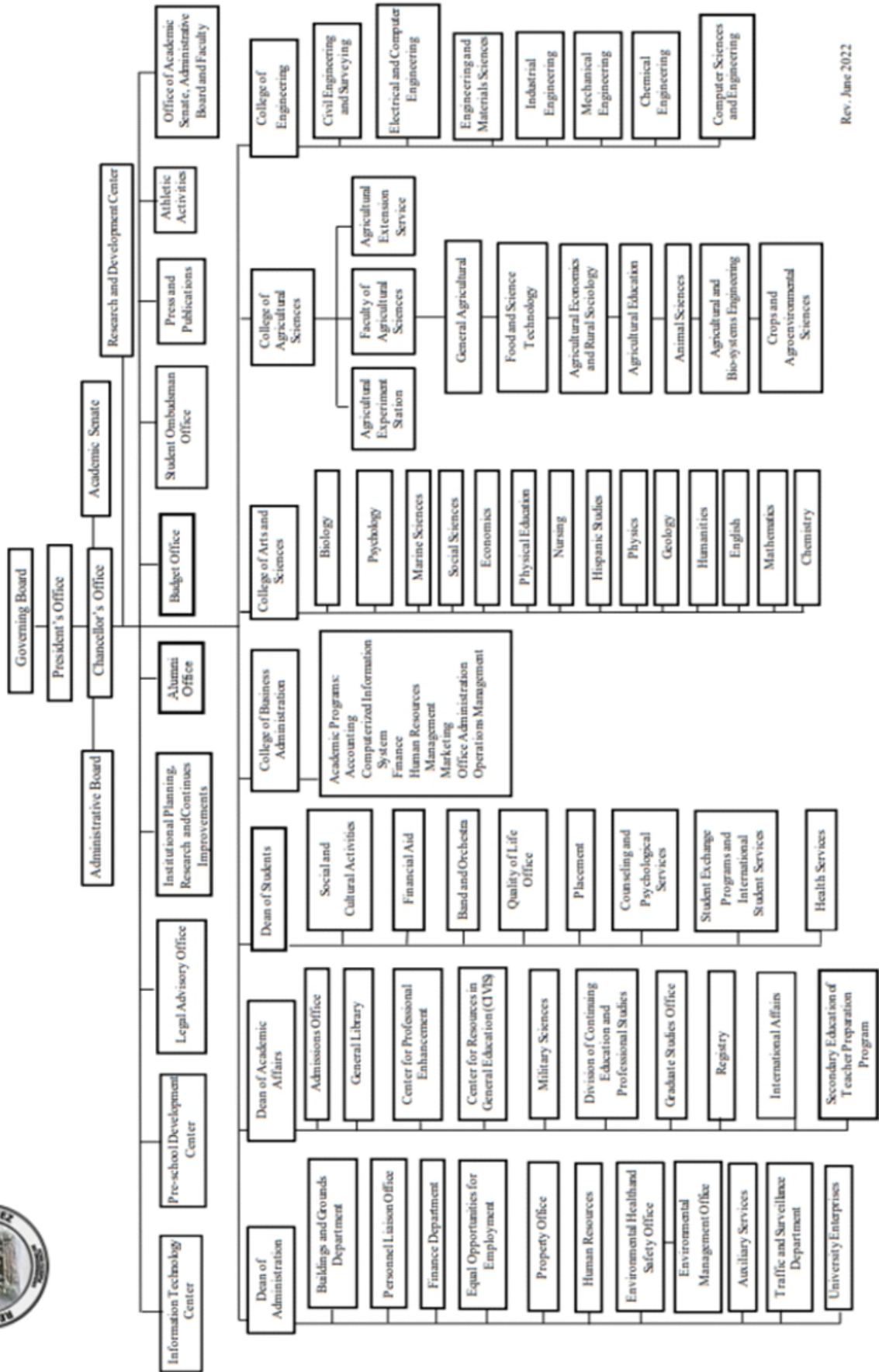
The UPRM's strategic plan highlights seven objectives:

- To institutionalize a culture of strategic planning and assessment.
- To lead higher education throughout Puerto Rico while guaranteeing the best education for our students.
- To increase and diversify the Institution's sources of revenue.
- To adopt efficient and expedient administrative procedures.
- To strengthen research and competitive creative endeavors.
- To impact our Puerto Rican society.
- To strengthen school spirit, pride, and identity.

UPRM has a student, an administrative, and an academic affairs deanship, and four academic colleges. The following organizational chart shows our structure.

University of Puerto Rico. Mayagüez Campus.
Organizational Structure

Rev. June 2022

Governing Board

President´s Office

Chancellor´s Office

- Academic Senate
- Administrative Board

Research and Development Center
- Athletic Activities
- Press and Publications
- Student Ombudsman Office
- Budget Office

Office of Academic Senate, Administrative Board and Faculty

Alumni Office

Institutional Planning, Research and Continues Improvements

Legal Advisory Office

Pre-school Development Center

Information Technology Center

College of Engineering
- Civil Engineering and Surveying
- Electrical and Computer Engineering
- Engineering and Materials Sciences
- Industrial Engineering
- Mechanical Engineering
- Chemical Engineering
- Computer Sciences and Engineering

College of Agricultural Sciences
- Agricultural Extension Service
- Faculty of Agricultural Sciences
- Agricultural Experiment Station
- General Agricultural
- Food and Science Technology
- Agricultural Economics and Rural Sociology
- Agricultural Education
- Animal Sciences
- Agricultural and Bio-systems Engineering
- Crops and Agroenvironmental Sciences

College of Arts and Sciences
- Biology
- Psychology
- Marine Sciences
- Social Sciences
- Economics
- Physical Education
- Nursing
- Hispanic Studies
- Physics
- Geology
- Humanities
- English
- Mathematics
- Chemistry

College of Business Administration
- Academic Programs: Accounting, Computerized Information System, Finance, Human Resources Management, Marketing, Office Administration, Operations Management

Dean of Students
- Social and Cultural Activities
- Financial Aid
- Band and Orchestra
- Quality of Life Office
- Placement
- Counseling and Psychological Services
- Student Exchange Programs and International Student Services
- Health Services

Dean of Academic Affairs
- Admissions Office
- General Library
- Center for Professional Enhancement
- Center for Resources in General Education (CIVIS)
- Military Sciences
- Division of Continuing Education and Professional Studies
- Graduate Studies Office
- Registry
- International Affairs
- Secondary Education of Teacher Preparation Program

Dean of Administration
- Buildings and Grounds Department
- Personnel Liaison Office
- Finance Department
- Equal Opportunities for Employment
- Property Office
- Human Resources
- Environmental Health and Safety Office
- Environmental Management Office
- Auxiliary Services
- Traffic and Surveillance Department
- University Enterprises

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Academic Programs within each Academic Unit

The University of Puerto Rico at Mayagüez has four academic colleges: College of Agricultural Sciences, College of Arts & Sciences, College of Business Administration, and College of Engineering. College of Agricultural Sciences has twelve Bachelor's degrees and ten Master's degree programs. This College created two academic programs in the last ten years.

The College of Business Administration has seven Bachelor's programs and four Master's degree programs. Two of its Bachelor programs changed names in the last ten years.

The College of Engineering has nine Bachelor's degrees in Science, eight Master's degrees in Science, eight Master's degrees in Engineering, and six Ph.D. programs. In the last ten years, this College created two Bachelor's degrees, two Master's in Science, two Master's in engineering degrees, and three Ph.D. programs.

The College of Arts and Sciences has fifteen Bachelor's in Arts Programs, twelve Bachelor's in Science degrees, eleven Master's in Science degrees, five Master's in Arts degrees, and three (3) Ph.D. programs. This College created one Master's of Science and one Ph.D. program in the last ten years. Currently, there is one Master of Science program waiting for approval from the UPR Governing Board.

UPRM Recent Events

The past seven years have posed significant challenges for the University of Puerto Rico at Mayagüez (UPRM) and Puerto Rico. Since 2016, Puerto Rico's debt has been deemed unpayable, leading to the appointment of the Oversight Fiscal Board by the US Congress. This Board was tasked with monitoring and devising fiscal plans to manage the allocation of public funds, negotiate debt, and reduce costs to overcome the crisis.

As a state university, the Oversight Fiscal Board required UPR to develop a fiscal plan as part of this process. This plan involved a reduction of approximately 40% in state appropriations over six years. It is essential to recognize that an important part of the reduction has been mitigated with increases in tuition and fees, among other initiatives such as expense controls and a hiring freeze. The actual reduction for the UPRM operational budget is approximately 16.7%. The table below shows the actual UPRM annual operational budgets.

Year	Operational Budget (in millions)
2017-2018	$150.6
2018-2019	$134.6
2019-2020	$122.7
2020-2021	$129.6
2021-2022	$116.6
2022-2023	$124.6

In addition to the challenge of a new fiscal reality, since 2017, the people on the island have faced major geohazards such as hurricanes Irma and María in 2017, the 6.4 and its aftershocks of Punta

Montalva Earthquake in the southwest region of the island on January 7, 2020, and most recently, Hurricane Fiona on September 28, 2022. These natural geohazards caused extensive damage across the island's infrastructure, with thousands of homes lost or severely damaged, extended interruption of vital services, including electrical power, potable water, and communications, and difficulties in reaching medical services. As a result, PR experienced massive emigration, deepening the demographic reduction that started near the year 2000. The force of Hurricane Maria considerably damaged the infrastructure of UPRM, and the overall consequences of each natural disaster caused the interruption of normal operations on the island, which ranged from weeks to months. Among all these challenges, we also faced the COVID-19 pandemic, as did the rest of the world.

All these events have revealed and reinforced UPRM's solid resiliency and commitment to excellence. Even though enrolment numbers have been slightly reducing during the last years, the reduction experienced by UPRM is the smallest among all public and most private institutions in PR. For the spring semester 2022-2023, UPRM's total enrolment was 10,949, of which 10,097 were undergraduates, 45% were female, and over 65% received Pell Grant. Other critical indicators, such as number of graduates and graduation rates, have significantly improved during the last six years.

Enrollment Trends
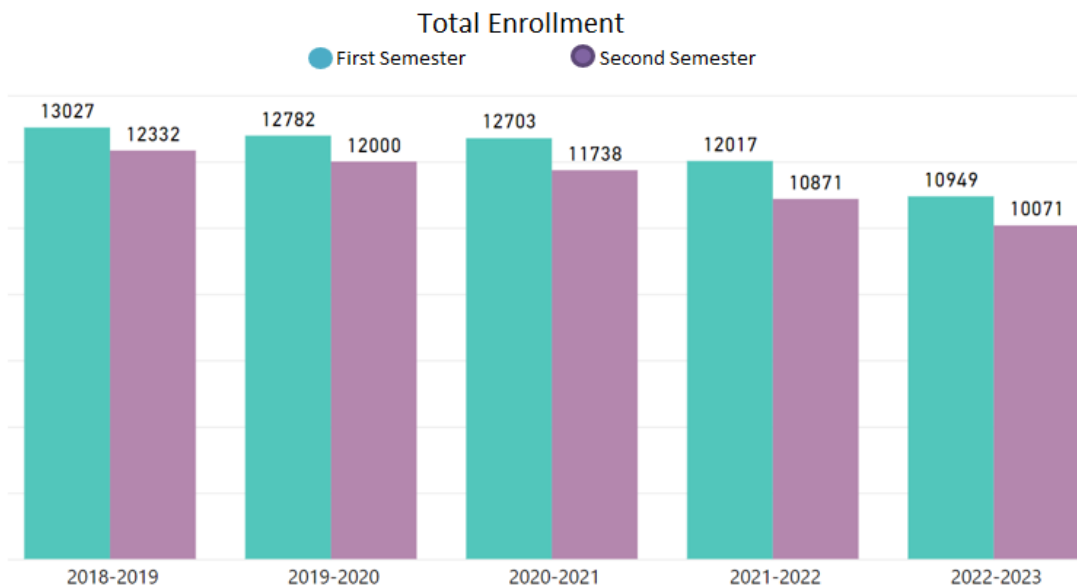
UPRM has experienced a reduction in instructional faculty due to the hiring restrictions imposed by the fiscal plan. As of spring 2022, UPRM has 491 instructional faculty (442 full-time and 49 part-time), from which 78.6% are tenure or tenure-track, 90% are full-time, and 83.5% have a Ph.D. degree or equivalent. Amid the difficulties in hiring and retaining faculty and non-teaching personnel due to budget cuts, UPRM has persisted in sustaining our commitment to providing students with sufficient quantity and proven quality academic offerings.

II. Institutional Priorities to be Addressed in the Self-Study

Given the challenges faced during the past years, described in detail in the previous section, UPRM had to develop strategies to identify the priorities to address with the reduced resources. Decisions throughout the years have been consistently aligned with the following four priorities:

- Maintain quality of academic course offerings sufficient in quantity to support student academic progress.
- Sustain enrollment and admissions.
- Support and improve infrastructure.
- Sustain financial stability.

These priorities have been the spearhead of the UPRM Administration efforts, and they were formalized on January 27, 2023, when the MSCHE Co-Chairs, professors Mercedes Ferrer and Betsy Morales, met with the Chancellor and the deans to launch the self-study process. These priorities were shared with the Working Groups and aligned the Standards for Accreditation as follows:

Priorities	Standards
Maintain quality of academic course offerings sufficient in quantity to support student academic progress.	3, 5, 6
Sustain enrollment and admissions	4
Support and improve infrastructure	6
Sustain financial stability	2, 6, 7

III. Intended Outcomes of the Self-Study

UPRM anticipates the following four outcomes from the Self Study:

1. Demonstrate how UPRM meets the Commission's Standards for Accreditation and Requirements of Affiliation
2. Focus on continuous improvement in attaining the UPRM mission and its institutional priorities.
3. Engage the UPRM community in an inclusive and transparent evaluation process to strengthen program assessment and increase the number of STEM programs seeking accreditation from external agencies.
4. Improve and innovate the services offered to the UPRM community.

IV. Inquiry Questions

After analyzing the UPRM priorities and outcomes, Working Groups for Standards 3, 4, 5, and 6 created and will discuss the inquiry questions included below. Standards 2 and 7 will complement the discussion of inquiry questions related to other standards. the discussion of Standards 2 and 7.

Standards and RoA	Institutional Priorities	Inquiry Questions	Sources of Data
Standard I: Mission and Goals RoA 7, 10			• Documents generated by UPRM Administrative • Board, UPR University Board, and UPR Board of • Governors • Academic Senate proceedings/records. • Annual reports (at different levels: department, college, and institution) • Reports from the Office of Institutional Research and Planning • UPRM, College's, and Department's Strategic Plans. • UPRM Website & UPRM Catalogue • Surveys • UPRM Annual Reports
Standard II: Ethics and Integrity	Sustain financial stability	What has the Institution done to balance financial stability with the goal of a public university to provide availability and accessibility to students? How does UPRM promote affordability and accessibility as appropriate to its mission, services, or programs?	• UPR law, UPRM Catalogue, UPRM Professor's Manual, UPR Student Manual, UPRM Student Manual • Research and Development Center, Research Integrity Officer • Surveys and interviews • UPRM Office of Legal Affairs, Student Ombudsperson, Student with Disabilities Office, Office of the Dean of Academic Affairs • Human Resources Office • Financial Aid Office

Standards and RoA	Institutional Priorities	Inquiry Questions	Sources of Data
Standard III: Design and Delivery of the Student Learning Experience RoA 8,9,10,14	Maintain quality of academic course offerings sufficient in quantity to support student academic progress	To what extent does UPRM guarantee that its undergraduate and graduate programs: a. Provide a high-quality student learning experience? b. Develop technical and general education skills? c. Address future societal needs? d. Meet institutional goals and policies? How has our academic offering been transformed in the last five years to promote student academic progress?	• Academic Catalogue and program Curriculums • Academic Senate and Curriculum Committees • UPRM By-Laws-New programs • Five-Year Program Assessment • Curricular Revisions Bylaws • Course Syllabi • Curriculum Committees • Bylaws for the creation of new courses and programs • Assessment Committees • Course evaluation questionnaires • Surveys and interviews • Personnel Committees • UPR Law • Academic Senate • Institutional Recruitment Plan • General Education Committee • UPRM Strategic Plan • UPRM Recruitment Plan • Graduate School Office
Standard IV: Support of the Student Experience RoA 8, 10	Sustain enrollment and admissions	What services and initiatives are offered to UPRM students to sustain enrollment? How effective have they been?	• Registrar's Office • Student Aid Office, Budget Office • Math Programs, R2Deep • DCSP; Departmental Advisors • Dean of Academic Affairs • Athletic Activities • Office Institutional Research and Planning • Dean of Students

Standards and RoA	Institutional Priorities	Inquiry Questions	Sources of Data
Standard V: Educational Effectiveness RoA 8, 9, 10	Maintain quality of academic course offerings sufficient in quantity to support student academic progress	How effective has the culture of assessment at UPRM been among accredited and non-accredited academic programs, and how has it impacted academic programs, services, and processes?	• Dean of Academic Affairs • Deans of Academic Colleges • Chairs of Academic Departments/Programs • Accreditation Self Studies (coordinators) • Academic Catalogue • Academic Senate • Dean of Academic Affairs/Deans of Academic Colleges/Chairs of Academic Departments/Programs • Office Institutional Research and Planning • Advisory Boards and External Reviewers • Program Accreditation • Five-Year Program Assessment • Alumni and Employer Surveys • Faculty Surveys • Office Institutional Research and Planning • Registrar • Center for Professional Development (CEP) • Program/College Advisory Boards • Budget Office

Standards and RoA	Institutional Priorities	Inquiry Questions	Sources of Data
Standard VI: Planning, Resources, and Institutional Improvement RoA 8, 10, 11	Maintain quality of academic course offerings sufficient in quantity to support student academic progress. Support and improve infrastructure. Sustain financial stability.	What efforts have been made to prioritize academic offerings over other uses of resources? What resources have been allocated to provide adequate infrastructure support? How effective have these efforts been? What actions or processes have been implemented to use the reduced budget to address institutional priorities appropriately? What has the Institution done to balance financial stability with the goal of a public university to provide availability and accessibility to students?	• Budget Office • Office Institutional Research and Planning • Deanships • Administrative/Services Units, • Department and Program Directors • Planning Committees • Strategic Planning Process • Administrative Board • Surveys to students and employees • Regulations, relevant Certifications and Circular Letters • Academic Senate • Deanship of Administration • Financial Office

Standards and RoA	Institutional Priorities	Inquiry Questions	Sources of Data
Standard VII: Governance, Leadership, and Administration RoA 12, 13	Sustain financial stability.	What has the Institution done to balance financial stability with the goal of a public university to provide availability and accessibility to students?	• UPR law, bylaws, and Certifications • UPR Board of Trustees • Certified UPR Fiscal Plan • UPR Financial Statements • Budget certifications • UPRM Senate Certifications • Evaluations of the UPR President and UPRM Chancellor • Surveys to UPRM Senate members and department directors. • UPRM Academic Senate & Administrative Board • Chancellor's and Deans' Resumes • Institutional data (OPIMI's databases, dashboards, and webpages)

V. Self-Study Approach

Identify one of the following self-study approaches to be used to organize the Self-Study Report:

- ☒ Standards-Based Approach
- ☐ Priorities-Based Approach

The UPRM's Steering Committee evaluated both approaches, selected the Standard Based Approach, and created committees and Team Leaders for each Standard, a procedure the committee has prior knowledge and experience carrying out; furthermore, the standards-based approach will most effectively provide constructive feedback for institutional assessment.

VI. Organizational Structure of the Steering Committee and Working Groups

Dr. Morales, as the Accreditation Liaison Officer (ALO), and Professor Mercedes Ferrer, Director of the Planning Office, both Co-Chairs, met with the Chancellor to request the creation of the Steering Committee. The Chancellor officially established the Steering Committee on May 2, 2022, by sending letters to each Standard Team Leader; subsequently, on October 26, 2022, the Chancellor announced the Committee and its Working Groups to the community.

The Steering Committee is composed of seven members. Each member was chosen based on their experience either working with MSCHE or related to the Standard as such. Creating a Steering Team has always worked for UPRM. Therefore, we followed the same model in the past three MSCHE visits. The model also allows each Steering Committee Leader to create their committees or Working Groups. The Leaders chose these members from different Colleges and invited those with experience with the criteria for each Standard. The Steering Committee met on October 19, 2022, and agreed that each Team Leader would create its Working Groups. Currently, the Working Groups meet to discuss their assigned Standards, and the Team Leader presents any questions and concerns to the Steering Committee, which meets weekly. The Steering Committee and the Working Groups participated in creating the Inquiry Questions aligned to the Priorities, Outcomes, Strategic Plan Objectives, and Standards.

The Steering Team, which consists of seven Working Groups to address the standards outlined by MSCHE, is responsible for assuring that UPRM complies with each Standard. The Steering Team leaders of Standards 3, 4, 5, and 6 are responsible for answering the main Inquiry Questions. The remaining groups will provide any information to these standards to assist in responding to the Inquiry Questions. All groups will assist in the self-study process and provide oversight to ensure that Working Groups receive appropriate support for evaluating and assessing the Standards. This Team oversees the development of the Self-Study Design for the Self-Study Report in preparation for the MSCHE visit during Spring 2025. The UPRM-MSCHE Institutional Steering Team comprises seven Working Groups with their respective Leaders. Although the organizational structure of the Steering Committee remains the same, a new Steering Committee and working groups were appointed in fall 2023. The tables below include the names and contact information of previous and current committee members.

Steering Committee Members (Fall 2021-Summer 2023)

Committee Members	Department	Email
Standard I - Mission and Goals **Dr. Betsy Morales Caro, betsy.morales@upr.edu**		
Dr. Edwin Asencio	Department of Social Sciences	edwin.ascencio@upr.edu
Dr. Pedro Vasquez Urbano	Department of Mathematical Sciences	pedro.vasquez@upr.edu
Standard II - Ethics and Integrity **Dr. Halley D. Sánchez, halley.sanchez@upr.edu**		
Dra. Dana Collins	Department of Humanities	d.collins@upr.edu
Mrs. Keyla Ruiz Candelaria	Office Institutional Research and Planning	keyla.ruiz3@upr.edu
Standard III - Design and Delivery of Student Learning Experience **Dr. Nancy V. Vicente Vélez, nancyv.vicente@upr.edu**		
Dr. María L. Plaza Delestre	Food and Science Technology	maria.plaza@upr.edu
Prof. Héctor López	Office of Graduate Studies	hector.lopez12@upr.edu
Dr. Mayra I. Méndez Piñero	Industrial Engineering	mayra.mendez@upr.edu
Dr. Roberto L. Seijo Vidal	Industrial Management	roberto.seijo@upr.edu
Mr. Kevin J. de Armas Buchhorst	English (Student)	kevin.dearmas@upr.edu
Dr. Frances J. Santiago Torres	Humanities Department	francesj.santiago@upr.edu
Standard IV - Support of Student Experiences **Dr. Alesandra Morales, alessandra.morales@upr.edu**		
Dr. Jonathan Muñoz Barreto	Dean of Students	jonathan.munoz@upr.edu
Dr. Mayra González Ornes	Associate Director Department of Counseling and Psychological Services	mayra.gonzalez1@upr.edu
Mrs. Enid Mora Horta	Economic Assistance Director	enid.mora@upr.edu
Mrs. Margarita Carlo Cuebas	Acting Placement Director	margarita.carlo@upr.edu
Mrs. Xenia Ramirez Colón	Director of Registrar and Admissions	xenia.ramirez@upr.edu
Standard V - Educational Effectiveness Assessment **Dr. Cristina D. Pomales García, cristina.pomales@upr.edu**		
Dr. Edly Santiago Andino	Agricultural Education Department - College of Agricultural Sciences	edly.santiago@upr.edu
Dr. Rosita Rivera	English Department - College of Arts and Sciences	rosita.rivera1@upr.edu
Dr. Angela Ramos Perez	Dean for Research and Graduate Affairs for the College of Business Administration	angela.ramos3@upr.edu
Ms. Wanda Colón	Administrative Assistant - College of Business Administration	wanda.colon6@upr.edu

Standard VI - Budgeting, Resources, and Institutional Improvement **Prof. Mercedes Ferrer, mercedes.ferrer@upr.edu**		
Mr. Wilson Crespo	UPR Budget Director	wilson.crespo1@upr.edu
Dr. Salvador Acuña Guzmán	Engineering Agricultural and Biosystems	Salvador.acuna@upr.edu
Dr. Betzabe Rodríguez Alamo	Industrial Engineering	betzabe.rodriguez@upr.edu
Dr. Douglas Santos Sánchez	Department of Psychology	douglas.santos@upr.edu
Standard VII - Governance, Leadership, and Administration **Dr. Noel Artiles-Leon, noel.artiles@upr.edu**		
Dr. Hilton Alers Valentín	Hispanic Studies	hilton.alers@upr.edu
Dr. Aidsa I. Santiago Román	Assistant Dean of Academic Affairs	aidsa.santiago@upr.edu

Steering Committee Members (Fall 2023-Present)

Committee Members	Department	Email
Standard I - Mission and Goals **Dr. Nancy V. Vicente Vélez, Interim Dean of Academic Affairs** **nancyv.vicente@upr.edu**		
Dr. Edwin J. Asencio Pagán	Department of Social Sciences	edwin.ascencio@upr.edu
Dr. Pedro M. Vásquez Urbano	Department of Mathematical Sciences	pedro.vasquez@upr.edu
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Dr. Luz I. Gracia Morales	College of Business Administration	luz.gracia1@upr.edu
Standard III - Design and Delivery of Student Learning Experience **Dr. Francisco M. Monroig Saltar, Director Agricultural and Biosystems Engineering** **Franciscom.monroig@upr.edu**		
Dr. Frances J. Santiago Torres	Humanities Department	francesj.santiago@upr.edu
Dr. María L. Plaza Delestre	Food and Science Technology	maria.plaza@upr.edu
Dr. Mayra I. Méndez Piñero	Industrial Engineering	mayra.mendez@upr.edu
Miss Giomarie M. Pérez Agostini	Animal Science (Student)	giomarie.perez@upr.edu
Prof. Wanda I. Negrón Ríos	College of Business Administration	wandai.negron@upr.edu

Standard IV - Support of Student Experiences Dr. Jonathan Muñoz Barreto, Dean of Students jonathan.munoz@upr.edu		
Dr. Gloribell Ortiz Ríos	Associate Dean of Students	gloribell.ortiz@upr.edu
Dr. Mayra González Ornes	Associate Director Department of Counseling and Psychological Services	mayra.gonzalez1@upr.edu
Mr. Alvin A. Vélez Acevedo	Accounting (Student)	alvin.velez1@upr.edu
Mrs. Enid Mora Horta	Economic Assistance Director	enid.mora@upr.edu
Mrs. Margarita Carlo Cuebas	Acting Placement Director	margarita.carlo@upr.edu
Mrs. Xenia Ramírez Colón	Director of Registrar and Admissions	xenia.ramirez@upr.edu
Standard V - Educational Effectiveness Assessment **Dr. Rosita L. Rivera Rodríguez, Assessment Coordinator College of Arts and Sciences** **rosita.rivera1@upr.edu**		
Dr. Edly Santiago Andino	Agricultural Education Department - College of Agricultural Sciences	edly.santiago@upr.edu
Dr. Lourdes Méndez Cruz	Department of Nursing College of Arts and Sciences	lourdes.mendez1@upr.edu
Dr. Luz I. Gracia Morales	College of Business Administration	luz.gracia1@upr.edu
Standard VI - Budgeting, Resources, and Institutional Improvement **Dr. Edly Santiago Andino, Assessment Coordinator College of Agriculture** **edly.santiago@upr.edu** **Mrs. María I. Fernández González, Office of Institutional Research** **maria.fernandez11@upr.edu**		
Arch. Jorge D. Méndez Hernández	Special Advisor to the Dean of Administration	jorged.mendez@upr.edu
Dr. Salvador Acuña Guzmán	Engineering Agricultural and Biosystems	salvador.acuna@upr.edu
Mr. Edwin A. González Arcelay	College of Business Administration	edwin.gonzalez7@upr.edu
Mrs. Bárbara Romero Segarra	Budget Interim Associate Director	barbara.romero1@upr.edu
Mrs. Daisy Guevara Santiago	OPIMI Interim Associate Director	daisy.guevara@upr.edu
Ms. Jeannette Y. Rosado Pérez	UPR Budget Interim Director	jy.rosado@upr.edu
Ms. Rocío Zapata Medina	Special Advisor - Chancellor	rocio.zapata@upr.edu
Standard VII - Governance, Leadership, and Administration **Dr. José R. Ferrer López, CREAD Coordinator** **jose.ferrer2@upr.edu** **Dr. Nancy V. Vicente Vélez, Interim Dean of Academic Affairs** **nancyv.vicente@upr.edu**		
Dr. Anderson Brown	Department of Humanities	anderson.brown@upr.edu
Dr. Marco A. De Jesús Ruiz	Chemistry Department	marco.dejesus@upr.edu

Roles and Responsibilities of the Institutional Steering Team

The roles and responsibilities of the institutional steering team include:

1. Developing logistics strategies and carrying out the self-study process for the accreditation visit in 2024-25, including coordinating the evaluation visit and preparing the institutional responses.

2. Meeting regularly, as often as necessary, to discuss and approve tasks assigned to each Working Group, such as elaborating inquiry questions for each of the seven *Standards of Excellence* and the Requirements of Affiliation and designing questionnaires for campus-wide distribution to obtain thorough and optimal feedback.

3. Administering the questionnaires campus-wide, analyzing all responses, recommending corrective actions, and redesigning elements of the questionnaires to receive the most effective input as a measure of our self-study and continuous improvement assessment.

4. Interviewing all external and internal community constituents as a complementary means for answering our self-study inquiry questions and determining additional opportunities for our continuous improvement.

5. Providing campus-wide orientations to the four UPRM academic colleges and other administrative units regarding the impending accreditation visit and, more importantly, incorporating and consolidating assessment methods for continuous quality improvement and promoting active collaboration and feedback opportunities from the academic community throughout the self-study process.

6. Studying and developing plans for institutional and educational effectiveness.

7. Analyzing all data accumulated for the self-study report.

8. Creating self-study reports by Standard; highlighting their findings, strengths, areas of improvement, and commendations.

9. Maintaining an updated website for public access comprised of accurate and appropriate information concerning the institutional self-study efforts.

Formation of the Working Groups
Working Group leaders select the members and exercise ultimate discretion in forming their teams. However, they ensure that the UPRM community is well-represented in the process.

Roles and Responsibilities of The Working Groups

1. All Working Groups will meet when necessary. Leaders will maintain the minutes of each meeting.

2. All Working Group members will familiarize themselves with the Standards, earlier self-study reports and their findings, any modifications in criteria, and suggested recommendations proposed in the 2014 Self Study.

3. All Working Groups will receive preliminary input from the various campus units regarding the questionnaires to be administered; they will analyze their overall results and integrate revisions to the questionnaires, if necessary, before distributing them again the following semester. These tasks are carried out each semester and discussed in each Working Group's report. The individual Working Group reports form the backbone of the Campus Self-Study Report submitted to MSCHE.

4. All Working Groups may interview external and internal community constituents for additional perspectives and feedback regarding the inquiry questions if necessary.

5. Working Groups will identify and analyze all available data sources necessary for answering the inquiry questions.

VII. Guidelines for Reporting

The UPRM-MSCHE Institutional Steering Team agreed to utilize the following outline for the individual Working Group reports. Since the Self Study Report should not exceed 100 pages, the committee requests that each Standard Report not exceed six pages. Standards 3, 4, 5, and 6 will address in more detail Inquiry Questions; therefore, they will submit up to 19 pages per standard. Each report must follow the structure outlined in the following template. The reports will be written in Microsoft WORD using Times New Roman font Size 12.

UPRM Self-Study Report

Template for UPRM Self-Study Reports per Standard

Standard #- Title

A. **Executive Summary**. This section must provide a concise report overview, capturing key findings, recommendations, and insights on opportunities for institutional improvement. It should be a standalone section that effectively communicates the report's main points to executives and decision-makers who may not have the time to read the entire report.

B. **Introduction**. This section sets the stage for the document, providing essential context and capturing the reader's attention. It should clearly outline the report's purpose, briefly discuss the process used to show compliance with all standard criteria, establish the report's relevance, and provide an overview of what the reader can expect to find within the document. Conclude the introduction by smoothly transitioning into the main body of the report, setting the stage for the subsequent sections, and emphasizing the importance of the information to follow.

C. **Discussion of standard.** A good discussion should present an overview of the standard, its purpose, and its significance in evaluating UPRM performance. It should be an analytically based inquiry and include a reflection. Explain how UPRM ensures that it meets MSCHE standard criteria and how their compliance contributes to advancing one or more of the

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UPRM's priorities (*maintain quality of academic course offerings sufficient in quantity to support student academic progress; sustain enrollment and admissions; support and improve infrastructure; or sustain financial stability*). Highlight the importance of the Self-Study process in promoting institutional improvement and ensuring high-quality educational standards, demonstrating a commitment to continuous improvement, and maintaining accountability to students and the public.

D. **Conclusion**- There should be a summary of how UPRM complies with the standard and how this compliance has helped the institution advance one or more of its priorities. Include strengths and challenges referring to appropriate criteria. Identify opportunities for ongoing institutional improvement and innovation.

VIII. Organization of the Final Self-Study Report

The Final Self-Study Report will include the following sections:

1. An **Executive Summary** featuring a brief description of significant findings and opportunities for improvement and innovation identified in the self-study.

2. An **Introduction** presenting the Institution's history, profile, and significant developments within our Institution; a brief discussion of processes used to choose its institutional priorities; a description of the approach the Institution has chosen for self-study; and a paragraph describing how the organization of the document and how the Evidence Inventory is used.

3. Each of the standards will be addressed using the individual reports described in the abovementioned format and include:
   - A heading indicating the Standard or priority under consideration
   - Cross-references to relevant materials in other parts of the report and within the Evidence Inventory
   - Analytically based inquiry and reflection
   - Conclusions, including strengths and challenges, with references to appropriate Criteria
   - Opportunities for ongoing institutional improvement and innovation

4. The Conclusion will summarize how the Institution complies with the Standards and where there is a need for continued improvements. The Conclusion will outline initial plans for the institutional initiatives that will address opportunities and observations on how this process will be used to continuously improve student achievement and the Institution's mission and goals.

IX. Strategy for Verification of Compliance with Applicable Federal Regulatory Requirements

To meet and fulfill the verification of compliance with applicable federal regulatory requirements, the ALO, together with the Dean of Students, will use the MSCHE Institutional Federal Compliance Report and respond to each item individually. The Associate Dean of Students, the Team Leader for Standard 4, will assist in carrying out the process and will collaborate, communicate, and share information regularly with the Dean of Students, the ALO, and the MSCHE Steering Committee. The document will be discussed with the Steering Committee as soon as it has been completed (May 2023).

X. Self-Study Timetable

Task	Time	On Task	
		YES	NO
Create UPRM Steering Committee	Jun/2/2022 to Jun/29/2022	✓	
Create timeline for Steering Committee	Sep/15/2022 to Oct/31/2022	✓	
Attend Self-Study Institute	Oct/3/2022 to Nov/15/2022	✓	
Develop draft for the self-study design: Begin Data development	Nov/1/2022 to Dec/19/2022	✓	
Video Conference with VP Liaison	Jan/18/2023	✓	
Polish self-study design	Feb/14/2023 to Mar/21/2023	✓	
Submit the design for the self-study	Mar/22/2023 to Mar/28/2023	✓	
Survey design and preparation	Mar/29/2023 to May/9/2023	✓	
Self-Study Design Visit by VP Liaison	Apr/11/2023	✓	
Questionnaire Workshops for Deans and Department Directors	Apr/14/2023 to May/5/2023	✓	
Revise and rewrite the design for the self-study	May/10/2023 to May/26/2023	✓	
Data gathering for Self-Study (part 1)	May/22/2023 to Jun/22/2023	✓	
Summer 2023 Break	Jul/3/2023 to Aug/31/2023	✓	
Data gathering for Self-Study (part 2)	Sep/1/2023 to Dec/1/2023	✓	
Work in groups: Data analysis and reflection	Dec/2/2023 to Dec/15/2023		
MSCHE Team Chair selection	Jan/15/2024 to Mar/30/2024		

Task	Time	On Task	
		YES	**NO**
Work in Groups: Data Analysis and Reflection	Jan/16/2024 to Mar/15/2024		
Develop task-force Self-Study Draft Reports by Standard	Mar/20/2024 to Apr/30/2024		
UPRM-Steering Committee completes DRAFT of Self Study Report	May/5/2024 to Jul/3/2024		
UPRM-Steering Committee submits DRAFT Self-Study Report to UPRM Community	Sep/5/2024 to Oct/11/2024		
UPRM-Steering Committee integrates comments into Final Institutional Report	Oct/14/2024 to Nov/8/2024		
UPRM- Steering Committee edits Final Institutional Report	Nov/11/2024 to Dec/13/2024		
UPRM Institutional Report document submitted to a professional editor	Dec/16/2024 to Jan/31/2025		
MSCHE Team Chair preliminary visit	Apr/1/2025 to Apr/5/2025		
UPRM Institutional Report document submitted to Chancellor	Feb/3/2025 to Feb/11/2025		
UPRM Institutional Report submitted to MSCHE	Feb/12/2025 to Feb/25/2025		
MSCHE Team on-site visit	Spring 2025		
MSCHE Action Response	Jun/2/2025 to Jun/27/2025		

Communication Plan

What	To whom	Strategies	When
Onset of the Self-Study process for reaccreditation	UPRM Community in General	General communication from the Chancellor	Oct 2022
Self-Study process, priorities, outcomes, timeline, and progress	Specific details to governance bodies (Chancellor, Deans, Staff, and Academic Senate)	MSCHE Steering Committee presentation	Oct 2022, December 2022, and January 2023
Description of the Self-Study process and presentation of Self-study Design draft for feedback	UPRM Community Details to faculty and administrators	General communication from MSCHE Steering Committee. Presentations in Faculty meetings	March 2023
Workshops for Deans and Directors	Deans and Directors	MSCHE Steering Committee presentation	April and May 2023
Results of the April 2023 visit	UPRM community	General communication from the MSCHE -SC	May 2023

What	To whom	Strategies	When
Continuous communication with stakeholders to follow up on questionnaires; collection of any other evidence	UPRM Community	General communication from the MSCHE -SC	As frequently as needed
Self-study report draft	UPRM Community, Faculty, Students, and Non-teaching personnel	General communication from Chancellor. Special meetings to present the draft to UPRM Community and invite feedback	Sept 2024
Pre-visit	Faculty, Students, and Non-teaching personnel	Special meetings to discuss the process	Fall 2024
Exit Report	All Community Members	Open invitation via email	Spring 2025

XI. Evaluation Team Profile

The Steering Committee considers that the Team Chair should be a President or CEO of a public university system, has experience in STEM institutions and values liberal arts. It is also important to highlight that team members from institutions in Puerto Rico would present a conflict. Members of the evaluation team who will be visiting our Institution during Spring 2025 should be thoroughly familiar with the following characteristics:

1. Program offerings and enrollment sizes similar to ours.

2. Spanish and English language knowledge (bilingual and bicultural).

3. Research emphasis balanced with a commitment to maintaining a robust instructional program.

4. The Office of Research and Planning conducted a study to determine universities comparable to UPRM; the following are considered Peer Institutions:
   a. CUNY Bernard M Baruch College
   b. CUNY Brooklyn College
   c. CUNY City College
   d. CUNY Queens College

XIII. Evidence Inventory Strategy

UPRM MSCHE Steering Committee, with proper administrative support, will arrange existing documentation gathered for the self-study in a well-organized and referenced repository of documents by Standard, Criterion, and Requirement of Affiliation. The leaders of our seven Working Groups will define strategies to populate and refine the Evidence Inventory; they will identify and interact with crucial UPRM personnel who will help with the documentation process.

The UPRM Evidence Inventory will explain and help evaluate processes and procedures for

institutional community members, the Evaluation Team, and Commissioners. This document repository will help the Self-Study Steering Committee and Working Groups organize data and information to evidence the assertions made in their reports and the Self-Study Report.

The UPRM Working Groups have identified the essential documents and sources of information and have organized them by Standard (see **Inquiry Questions** documentation). At this general level, no gaps in the documentation have been identified. The UPRM Evidence Inventory will be developed in stages while preparing the Working-Group reports and the final Self Study.

- **Stage 1. Collection of initial evidence:** Working Groups will identify documentation and information that is adequate and appropriate for initiating the preparation of their reports. The UPRM, a centenary institution, has a very well-defined collection of regulations, certifications, and documents that describe policies and procedures, which will be used as a starting point in the Evidence Inventory, many of which have already been identified by our Working Groups. However, during the report-preparation process, Working Groups will also ask for feedback from staff, faculty, and administrators regarding available supplementary documentation.

- **Stage 2. Refine the documentation and reference the evidence:** Discuss and decide which documentation is highly relevant, eliminate duplicate documents (several Working Groups will likely reference the same document), and, if possible, summarize lengthy processes and procedures using charts and outlines. The Steering Committee and Working Groups will continue to refine the Evidence Inventory to ensure that the information provided is representative of the Institution and comprehensive enough to enable evaluator access to meaningful information.

- **Stage 3. Use the Evidence Inventory in the Self-Study preparation:** The Steering Committee and the Working Groups will discuss the effectiveness of the Evidence Inventory platform for referencing in their final reports and make any necessary adjustments; for example, if the Steering Committee considers it problematic to provide appropriate documentation, it may want to consider providing the information within the Self-Study Report itself.

- **Stage 4. Upload the reports and** the Evidence Inventory to the MSCHE portal following its guidelines.

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