

UNIVERSITY OF PUERTO RICO AT MAYAGUEZ

SELF-STUDY

REPORT



2025



Middle States
Comission for Higher
Education

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LIST OF ABBREVIATIONS

ABET	Formerly known as the Accreditation Board for Engineering and Technology. ABET is the official name since 2005.
ACEN	Accreditation Commission for Education in Nursing
ACBSP	Accreditation Council for Business Schools and Programs
BSBA	Bachelor of Science in Business Administration
BWC	Bilingual Writing Center
CAEP	Council for the Accreditation of Educator Preparation
CAS	College of Agricultural Sciences
CBA	College of Business Administration
CEDIBI	Center for the Development of Bibliographic Research and Information Skills
CEP	Center for Professional Enrichment
CEPR	Council of Higher Education of Puerto Rico
CID	Center of Research and Development
CIEG	Institutional General Education Committee
CIVIS	Language Writing Center
COE	Student Opinion Questionnaire
CoE	College of Engineering
COPLEA	Strategic Planning and Assessment Committee (College of Agricultural Sciences)
CREAD	Center for Resources for Distance Education
CTI	Information Technologies Center

DCSP	Department of Counseling and Psychological Services
DECEP	Division of Continuing Education and Professional Studies
EEA	Agricultural Experimental Station
FCA	Faculty of Agricultural Sciences
FEMA	Federal Emergency Management Agency
FOMB	Financial Oversight and Management Board
GE	General Education
GRIC	Graduate Research and Innovation Center
IACS	International Association of Counseling Services
ISEP	International Student Education Exchange Program
JIP	Board of Postsecondary Institutions of Puerto Rico
KPI	Key Performance Indicator
LAI	Intercollegiate Athletic League
MUSA	Museum of Art and Academic Senate
OAACI	Office of Accreditation, Assessment and Continuous Improvement
OIIP	Office of Institutional Research and Planning
OMCA	Office of Continuous Improvement and Assessment
OPIMI	Office of Planning, Institutional Research and Improvement
PEOs	Program Educational Objectives
PLOs	Program Learning Outcomes
PPM	Teacher Preparation Program
PROMESA	Puerto Rico Oversight, Management, and Economic Stability Act

RoA	Requirement of Affiliation
RUMNET	University of Puerto Rico at Mayagüez Network
SEA	Agricultural Extension Service
SLOs	Student Learning Outcomes
SWOT	Strength, Weaknesses, Opportunities and Threats Analysis
UNIV	First-year Orientation Course
UPR	University of Puerto Rico
UPR-BT	University of Puerto Rico - Board of Trustees
UPR-GB	University of Puerto Rico - Governing Board
UPRM	University of Puerto Rico at Mayagüez
UPRM-AB	University of Puerto Rico at Mayagüez Administrative Board
UPRM-AS	University of Puerto Rico at Mayagüez Academic Senate
UPR-UB	University of Puerto Rico - University Board

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Dr. Marco A. De Jesús Ruiz , Chemistry

CHANCELLOR'S MESSAGE


At the University of Puerto Rico at Mayagüez (UPRM) we take great pride in our tradition of academic excellence, research, and service. As Chancellor, I am honored to lead an institution that has shaped generations of professionals, researchers, and leaders who continue to make a lasting impact in Puerto Rico and beyond. This Self-Study Report reaffirms our commitment to quality, innovation, and continuous improvement as we move forward in the Middle States Commission on Higher Education (MSCHE) reaccreditation process.

UPRM remains a cornerstone of higher education, distinguished by the quality of its academic programs, faculty, and students. Our graduates continue to excel in their fields, demonstrating the value of a UPRM education in an ever-changing world. Through academic innovation, research, and strong industry and community partnerships, we ensure that our students receive a rigorous, relevant, and transformative educational experience.

One of our most significant recent achievements is UPRM's designation as an R2: High Research Activity institution by the Carnegie Classification of Institutions of Higher Education. This distinction affirms our growing research capabilities, commitment to graduate education, and increased doctoral degree production. It also reflects the dedication of our faculty and students, whose research and creative work drive innovation, generate new knowledge, and contribute to Puerto Rico's development.

Throughout the years, UPRM has successfully navigated challenges while remaining focused on its mission. Through strategic planning, academic excellence, and institutional resilience, we continue to strengthen our academic offerings, research infrastructure, and student success initiatives. Our university stands ready to embrace the future, expand opportunities, and reinforce its role as a leader in higher education.

As we undertake this reaccreditation process, we reaffirm our unwavering commitment to continuous improvement and institutional excellence. I invite our entire university community to take pride in our accomplishments and to continue working together to advance UPRM's mission of education, research, and service for the benefit of Puerto Rico and the world.


Dr. Agustín Rullán Toro
Chancellor



EXECUTIVE SUMMARY

The University of Puerto Rico at Mayagüez (UPRM) conducted a self-study to evaluate its compliance with the Middle States Commission on Higher Education (MSCHE) Standards. The self-study follows the Standards-Based Approach, addressing each MSCHE Standard for Accreditation and Requirement of Affiliation (RoA). The findings highlight key achievements, challenges, and opportunities for improvement across standards. Findings and recommendations are also aligned with UPRM's institutional priorities.

Standard I: Mission and Goals

UPRM's mission and goals are defined and developed through a collaborative process involving faculty, staff, students, and external stakeholders. The mission aligns with both internal and external contexts, addressing regional economic needs and institutional strengths. The institution's strategic planning integrates goals for academic and institutional effectiveness, ensuring alignment with its mission. UPRM regularly reviews and updates its mission and goals to reflect evolving educational and societal needs.

Standard II: Ethics and Integrity

UPRM adheres to clear policies and procedures for grievances, conflicts of interest, and fair practices in hiring and promotion. The institution fosters a climate of respect and inclusion. Surveys indicate a generally positive perception of ethical practices among students, faculty, and staff, though there are opportunities to enhance communication and transparency, particularly in promotion and disciplinary processes. UPRM is committed to upholding academic freedom and integrity in all its operations, ensuring that ethical principles guide decision-making at all levels.

Standard III: Design and Delivery of the Student Learning Experience

UPRM offers a range of academic programs across various disciplines, ensuring they foster coherence and promote synthesis of learning. Despite financial constraints affecting faculty numbers, UPRM has implemented measures to address these challenges, ensuring the continuity and coherence of academic programs. The institution offers bachelor's, master's, and doctoral programs, designed to meet specific educational objectives and align with international standards. Faculty members are well-qualified, with a high percentage holding doctoral degrees. The institution supports faculty development through initiatives such as the Center for Professional Enrichment (CEP) and the Center for Resources for Distance Education (CREAD). The institution follows policies for creating and modifying academic programs, ensuring they remain relevant and aligned with institutional goals. The curriculum includes practical experiences like laboratory work, practicums, and capstone projects to reinforce learning. UPRM has introduced new programs, including the first online master's program, reflecting its commitment to expanding educational opportunities.

Standard IV: Support of the Student Experience

Student services at UPRM enhance learning outcomes and retention rates. Effective support systems are in place, though unifying data collection processes across colleges remains a challenge. Plans to implement benchmarking tools like OLAS aim to address this issue, aligning with institutional priorities to support student progress and sustain enrollment. The Office of Planning, Institutional Research and Improvement (OPIMI) provides data collection and dashboards that facilitate informed decision-making as it relates to student data. UPRM's student

services and retention initiatives, supported by various funding sources, play a crucial role in enhancing student learning outcomes.

Standard V: Educational Effectiveness Assessment

UPRM has clear policies and procedures for evaluating programs and learning outcomes aligned with the institution's mission. All programs go through one of two evaluation processes: (1) accreditation through external agencies and (2) Five-Year Program Review. Assessment practices inform program development and improvement. The institution's approach to revising and enhancing programs based on assessment results ensures educational quality and relevance. There is room for improvement in disseminating assessment findings to all stakeholders. The approach to program development and revision based on assessment results demonstrates UPRM's commitment to meeting student needs and interests. Assessment committees and coordinators at the college level, coupled with clear and aligned learning outcomes, ensure that programs remain relevant and effective.

Standard VI: Planning, Resources, and Institutional Improvement

UPRM has faced financial challenges due to reduced state appropriations and natural disasters. Despite this, the institution remains committed to quality education through budget management and resource allocation. UPRM has developed a comprehensive financial plan to address these challenges, which includes measures to diversify revenue sources through grants, partnerships, and fundraising efforts. Infrastructure improvement projects are prioritized to enhance the learning environment and support academic programs. Additionally, UPRM has implemented cost-saving initiatives and seeks to optimize resource allocation to ensure financial stability and sustainability.

Standard VII: Governance, Leadership, and Administration

UPRM's governance and leadership structures are effective, with clear processes supporting institutional goals. The Board of Trustees and the administrative leadership collaborate to establish policies and strategic directions that align with UPRM's mission and goals. The institution promotes transparency and accountability in its decision-making processes, involving stakeholders through various councils and committees. UPRM has a strong shared governance model that includes faculty, staff, and student participation, ensuring that diverse perspectives are considered. Leadership development programs are in place to prepare future leaders within the institution. There are opportunities to increase stakeholder engagement in governance activities and further streamline decision-making processes to enhance efficiency.

Institutional Priorities

The self-study process identified key institutional priorities:

- Maintain the quality and quantity of academic course offerings.
- Sustain enrollment and admissions.
- Support and improve infrastructure.
- Sustain financial stability.

UPRM's alignment with MSCHE Standards and RoA demonstrates its commitment to providing quality education and continuous improvement. The institution's approach to addressing challenges, strategic planning, and assessment practices supports academic excellence. Moving forward, UPRM will focus on enhancing communication, unifying data collection, and diversifying revenue sources to ensure sustainable growth and success, in line with its institutional

priorities. These efforts will reinforce UPRM's mission to serve Puerto Rico and the world by forming well-educated, critical-thinking citizens prepared to address contemporary challenges.

INTRODUCTION

History and Profile

The University of Puerto Rico (UPR) was established by an act of the Legislative Assembly on March 12, 1903. It originated from the Normal School, founded three years earlier to train teachers for Puerto Rico's school system. In 1908, the Morrill-Nelson Act's benefits were extended to Puerto Rico, contributing to the University's growth. The College of Agriculture at Mayagüez was created in 1911, thanks to the efforts of D. W. May, José de Diego, and Carmelo Alemar. A year later, the institution adopted the name "The College of Agriculture and Mechanical Arts," which it retained for over 30 years.

In 1942, the university reform recognized the strengthening and diversification of academic programs at Mayagüez, organizing the Campus into the Colleges of Agriculture, Engineering, and Science, each under a vice-chancellor's direction. The 1950s saw further expansion, including the establishment of the College of Arts and Sciences and the Nuclear Center at Mayagüez. In 1966, the Legislative Assembly reorganized the UPR into a system of autonomous campuses, with the College of Agriculture and Mechanical Arts becoming the University of Puerto Rico, Mayagüez Campus (UPRM).

Today, UPRM is a coeducational, bilingual, nonsectarian institution recognized as a Land, Space, and Sea Grant university. It consists of the Colleges of Agricultural Sciences, Arts and Sciences, Business Administration, and Engineering, along with the Division of Continuing Education and Professional Studies (DECEP). As of Spring semester 2024-2025, UPRM's total enrollment was 10,042, of which 9,183 were undergraduates. On February 13, 2025, UPRM received the R2: High Research Activity classification from the Carnegie Classification of Institutions of Higher Education, recognizing its strong commitment to academic excellence and research.

Institutional Mission and Vision

UPR's mission is to serve the people of Puerto Rico in accordance with the ideals of a democratic society.

Vision

"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."

Mission

"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."

Strategic Objectives (from the 2012-2022 Strategic Plan):

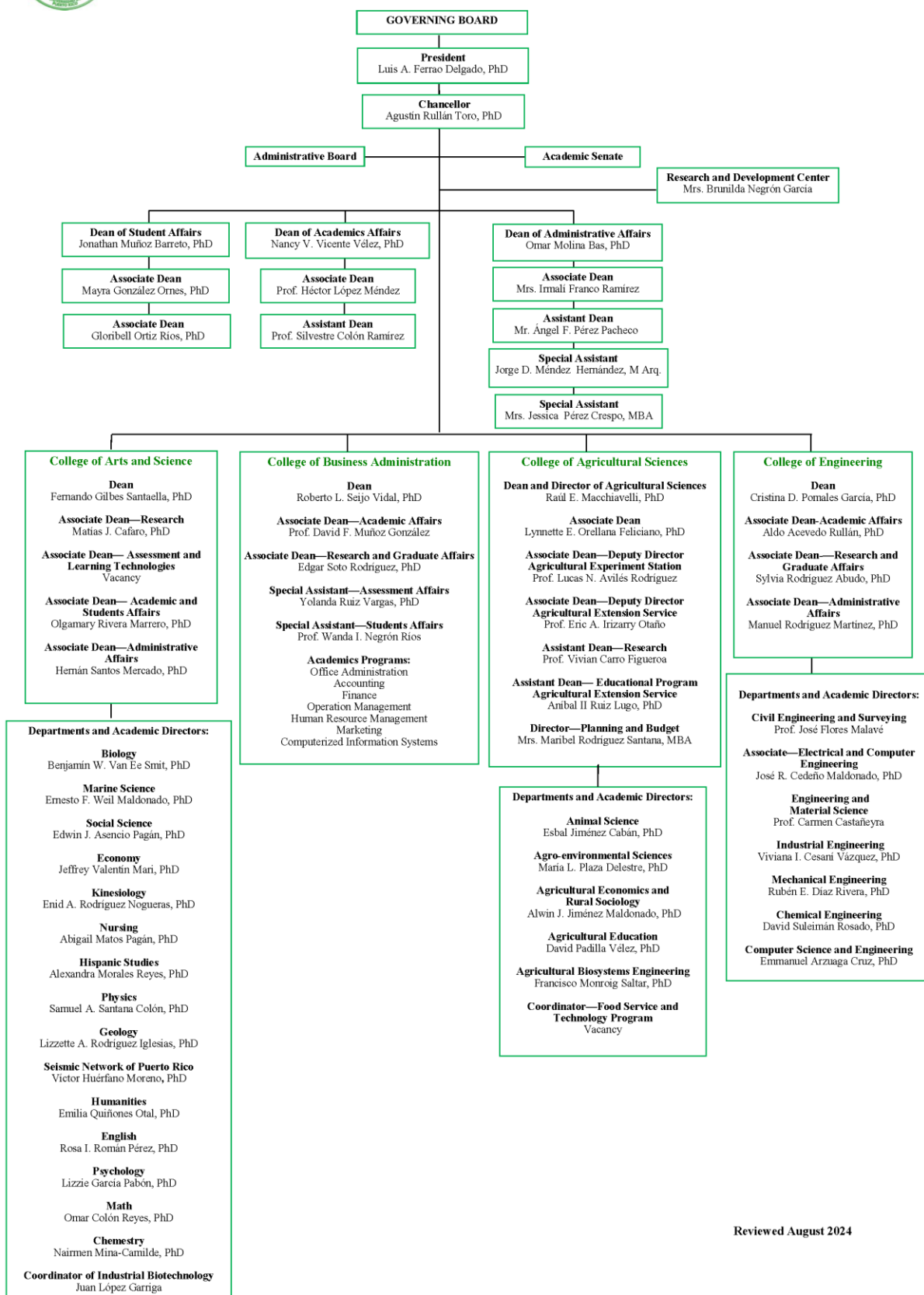
- To institutionalize a culture of strategic planning and assessment.
- To lead higher education throughout Puerto Rico while guaranteeing the best education for our students.
- To increase and diversify the Institution's sources of revenue.
- To adopt efficient and expedient administrative procedures.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

Disclaimer: The strategic objectives used for this self-study report correspond to the 2012-2022 Strategic Plan. With the approval of the UPR's new Strategic Plan 2023-2028 in August 2023, UPRM started the process to align and update the Campus Strategic Plan. The 2012-2022 Strategic Plan was extended by the UPRM Administrative Board until June 2025 to allow time for the new strategic plan's approval and implementation.

UPRM has a student, an administrative, and an academic affairs deanship, and four academic colleges. The organizational structure of UPRM is shown in the following figure.



University of Puerto Rico
Mayagüez Campus
Organizational Structure
Fiscal Year - 2024-2025



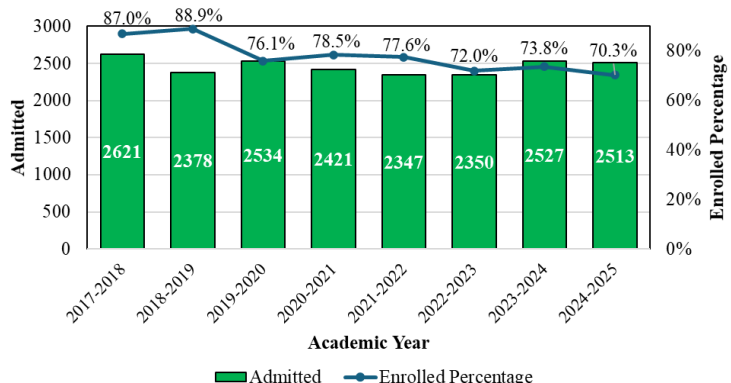
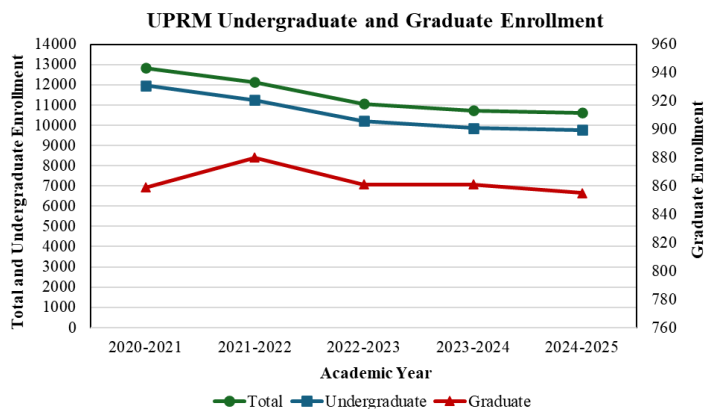
Reviewed August 2024

Profile

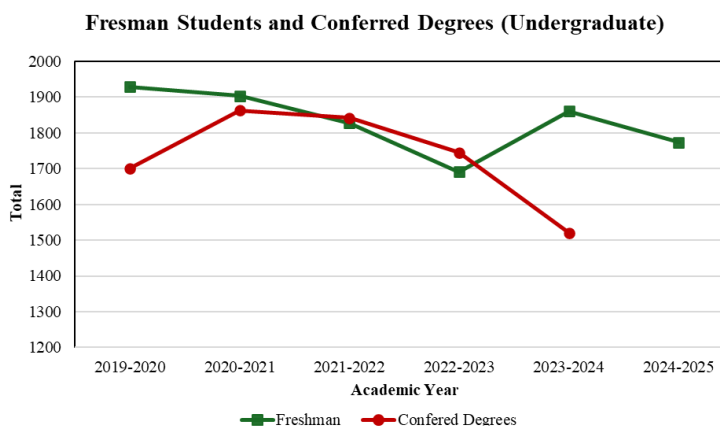
Enrollment and Conferred Degree Trends

Over the past five academic years, UPRM has experienced a gradual decline in total enrollment, from 12,825 students in 2020-2021 to 10,616 in 2024-2025. Undergraduate enrollment decreased from 11,966 to 9,761, while graduate enrollment remained steady at around 860 students. This trend reflects the impact of the COVID-19 pandemic, demographic shifts, and increased tuition costs.

Despite these challenges, UPRM continues to attract a strong pool of applicants, reaffirming its position as a leading institution in higher education. The Institutional Minimum Index (IMI) required for admission remains the highest in the UPR system, underscoring its academic excellence. While the percentage of admitted students who enroll has fluctuated, overall numbers have remained relatively stable, with 70.31% enrolling in 2024-2025.



First year student enrollment has fluctuated over the past seven years, decreasing from 2,114 in 2018-2019 to 1,691 in 2022-2023, before increasing to 1,864 in 2023-2024 and 1,767 in 2024-2025. These variations reflect broader demographic and economic trends but also demonstrate UPRM's continued efforts to attract new students. Despite external challenges, the university remains committed to strategic recruitment initiatives to sustain enrollment and maintain its strong academic profile.



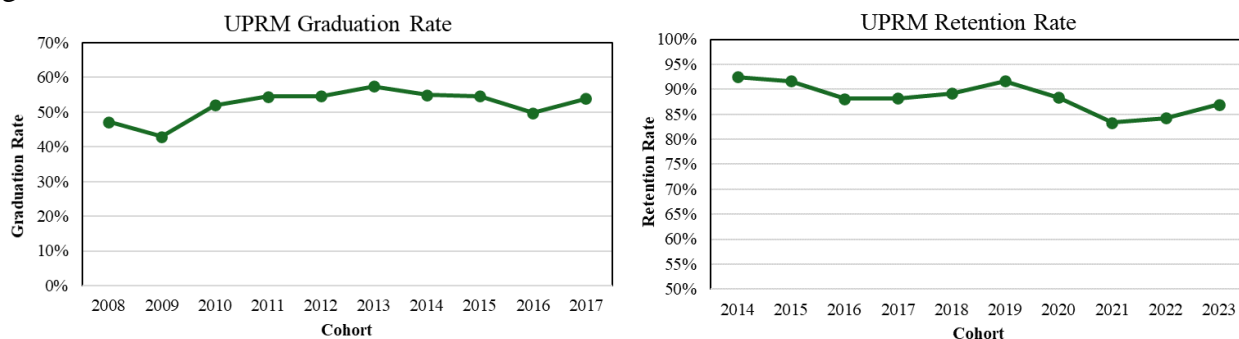
Additionally, UPRM consistently awards a significant number of degrees, averaging 1,734 undergraduate and 180 graduate degrees annually. In 2023-2024, the university conferred 1,729 degrees, maintaining an average of 1,914 total degrees per year over

the past five years. The accompanying charts illustrate these trends in admissions, enrollment, and degree conferrals.

In June 2024, UPRM celebrated its 111th commencement, conferring 1,729 degrees, including 1,521 bachelor's degrees, 185 master's degrees, and 23 doctoral degrees. The class of 2023-2024 included 870 honor students, with 15 receiving the prestigious Luis Stefani Raffucci award for maintaining a perfect GPA. Representing 74 of Puerto Rico's 78 municipalities and 60 international students from various countries, the graduating class consisted of 891 males (52%) and 838 females (48%).

Graduation and Retention Rates

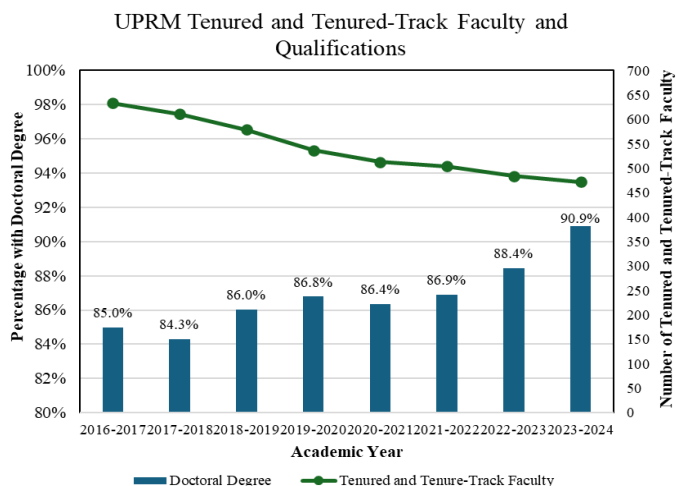
Over the past ten years, UPRM's graduation rates have varied, reflecting differences in cohort performance. The graduation rate for the 2017 cohort was 53.83%, with an average of approximately 52% over this period. Retention rates also fluctuated, reaching 86.94% for 2023 cohort and averaging around 88.4% over the last decade. These trends, illustrated in the accompanying charts, underscore the institution's ongoing efforts to enhance student retention and graduation outcomes.



UPRM offers both 4-year and 5-year degree programs, a distinguishing characteristic compared to institutions with predominantly 4-year programs. Nationally, the full-time retention rate in postsecondary institutions was 77.5% in fall 2023, according to the National Center for Education Statistics (NCES). The national graduation rate within 150% of the normal time at 4-year institutions for the 2017 cohort was 61%. Although UPRM's retention rate surpasses the national average, the university remains committed to improving both retention and graduation rates.

Faculty

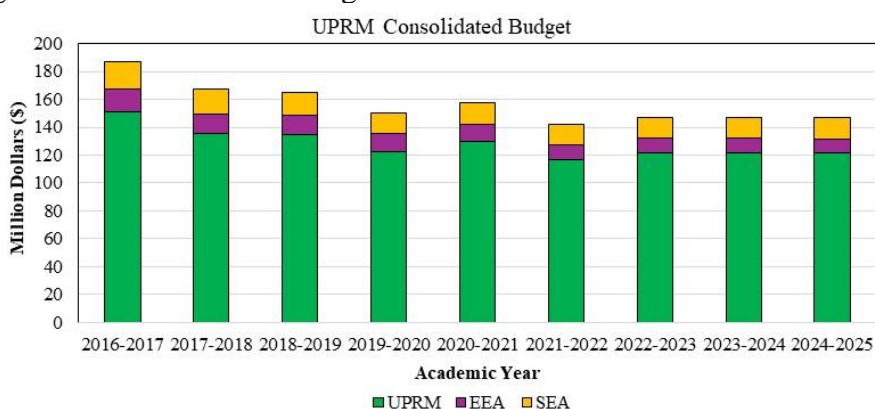
Over the past eight academic years, the total number of faculty members at UPRM has decreased from 758 in 2016-2017 to 541 in 2023-2024. This reduction includes a decrease in the tenure and tenure-track faculty from 633 to 472 members, as well as in the non-tenured faculty from 119 to 67 members. Despite these challenges, UPRM has successfully increased the proportion of tenured faculty holding doctoral degrees from



85.0% to 90.9% during this period. Tenured faculty consistently comprised most of the total faculty, ranging from 83.5% to 87.3%. These improvements underscore the institution's commitment to maintaining a highly qualified faculty. The accompanying chart illustrates these trends in faculty qualifications and numbers.

UPRM Budget

The operational budget of UPRM has been significantly reduced over the past eight years. The budget was reduced from \$150.65 million in 2016-2017 to \$121.4 million projected for 2024-2025. This change reflects the financial constraints faced by the institution. The budgets for the Agricultural Experimental Station (EEA) and the Agricultural Extension Service (SEA) have also experienced reductions over the same period. Despite these challenges, UPRM continues to prioritize the allocation of resources to maintain its educational and research mission. The accompanying chart illustrates these budget trends.



Recent Developments and Challenges

In recent years, the UPRM has faced significant challenges. Since 2016, Puerto Rico's debt has been deemed unpayable, leading to the appointment of the Financial Oversight & Management Board for Puerto Rico 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. As mentioned earlier, the budget data for UPRM shows a reduction from \$150.65 million in the 2016-2017 academic year to \$121.4 million projected for 2024-2025. This represents a reduction of approximately 19.4%.

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 magnitude earthquake and its aftershocks 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 such as electrical power, potable water, communications, and medical assistance. As a result, PR experienced massive emigration, deepening the demographic reduction

that started around the year 2000. Hurricane María damaged the UPRM's infrastructure. The impact of these natural disasters caused the interruption of normal operations on the island, which lasted a few months. Besides these challenges, we also faced the COVID-19 pandemic.

All these events have shown and reinforced UPRM's resilience and commitment to excellence. Even though enrollment numbers have dropped, the reduction experienced by UPRM is the smallest among all public and most private institutions in PR. For the fall semester 2024-2025, UPRM's total enrollment was 10,616, of which 9,761 were undergraduates. Indicators such as graduation rates show UPRM's recruitment and retention efforts. As of Spring 2025, UPRM total enrollment is 10,042 registered students.

Process for Choosing Institutional Priorities

The process of identifying institutional priorities was strategically aligned with the challenges faced and the resources available. These priorities were formalized on January 27, 2023, during a meeting with the MSCHE Co-Chairs, Chancellor, and deans. The priorities are:

- Maintain quality of academic course offering sufficient in quantity to support student academic progress (Standards III, V, VI)
- Sustain enrollment and admissions (Standard IV).
- Support and improve infrastructure (Standard VI).
- Sustain financial stability (Standards II, VI, VII).

These priorities were shared with the Working Groups and aligned with MSCHE Standards for Accreditation.

Approach to Self-Study

The UPRM's Steering Committee evaluated both the Standards-Based Approach and the Priorities-Based Approach, ultimately selecting the Standards-Based Approach. This approach involves creating committees and appointing Team Leaders for each Standard, leveraging the committee's prior knowledge and experience. The Standards-Based Approach is expected to provide constructive feedback for institutional assessment and ensure comprehensive coverage of all accreditation standards.

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.

Organization of the Document and Evidence Inventory

The self-study report is organized to systematically address each MSCHE Standard for Accreditation and Requirement of Affiliation (RoA) from the 13th Edition, with each chapter dedicated to a specific standard. Detailed narratives are supported by evidence from the Evidence

Inventory, which includes documentation, data, and other materials substantiating the claims and analyses presented in the report. This inventory is indexed and cross-referenced within the report, allowing for easy access to supporting documents. The Standards-Based Approach was chosen to leverage the committee's experience and provide constructive feedback for institutional assessment. Throughout the report, the institutional priorities are addressed within each standard, ensuring a comprehensive evaluation of UPRM's adherence to MSCHE standards. Each standard concludes with an Analysis and Recommendations section, which includes areas of strength, opportunities for improvement and innovation, and initial strategies on continuous quality improvement. Additionally, the lines of inquiry were addressed in the corresponding standards, ensuring a comprehensive and transparent self-assessment of UPRM's adherence to MSCHE standards.

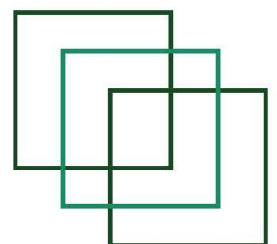
Self-Study Report 2025

Standard I

Mission and Goals



University of Puerto Rico
Mayaguez



STANDARD I: MISSION AND GOALS

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Requirements of Affiliation 7: The institution has a mission statement and related goals, approved by its governing board that defines its purposes within the context of higher education.

Requirements of Affiliation 10: Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

I. Overview of Working Group Charge

The Working Group for Standard I was responsible for evaluating and demonstrating UPRM's alignment between its mission, goals, and institutional priorities. This involved ensuring that the mission defined UPRM's purpose in higher education, served its students, and outlined its intended accomplishments. The group's tasks included documenting the collaborative process of developing the mission and goals, analyzing external and internal influences, reviewing governing body support, and assessing public awareness and periodic evaluation of the mission and goals. Additionally, the Working Group ensured compliance with RoA 7 and 10, confirming that institutional planning integrated goals for academic and institutional effectiveness, student achievement, and assessment results.

II. Collaboration, Connections, and Evidence Inventory Approach

The Working Group collaborated with those refining the Evidence Inventory and the Verification of Compliance process. This ensured the inclusion of relevant documentation such as meeting minutes, survey results, strategic plans, and governing body approvals in the Evidence Inventory. The coordinator of the Working Group also engaged with the coordinators of other Working Groups to align efforts and avoid duplication. Strategies included joint meetings, shared documentation repositories, and coordinated review sessions to maintain consistency and comprehensiveness in addressing the standards and requirements.

III. Assessment Information Utilized

The assessment utilized included various data and documents to ensure thorough analysis aligned with the mission and goals of UPRM. Key sources included faculty and staff survey results on mission awareness and engagement, meeting minutes documenting the collaborative process of mission and goal development, and external and internal context analyses influencing the mission. Additionally, governing body approval records, strategic planning documents, and periodic mission evaluation reports were reviewed.

IV. Analytical Report

The following analysis provides evidence, and a detailed examination of each criterion outlined in the standard, ensuring comprehensive coverage of the institution's mission, goals, and their alignment with institutional planning and effectiveness. Additionally, it addresses RoA 7 and 10, demonstrating how UPRM integrates goals for academic and institutional effectiveness, student achievement, and assessment results into its planning processes.

Criterion 1. Clearly defined mission and goals that:

a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement.

UPRM's mission and goals are developed collaboratively with input from faculty, staff, and administration at all levels. This process is documented through minutes and reports from Strategic Planning Committees. For example, the brainstorming session for the new Strategic Plan 2023-2028 was presented to the Senate and the MSCHE Steering Committee to gather feedback.

The Strategic Plan 2012-2022 ([E1.01](#)), developed with contributions from the UPRM community, was extended to June 2025 to maintain continuity while the new Strategic Plan is being developed ([E1.02](#)). The revision process includes gathering feedback from faculty and the broader UPRM community through interviews and other methods. The new Strategic Plan is expected to be completed by May 2025 and will align with UPR's Strategic Plan 2023-2028 ([E1.03](#)), ensuring consistency with institutional objectives.

b. address external as well as internal contexts and constituencies.

The mission and goals address both internal and external contexts. External factors considered include regional economic needs and industry trends, while internal factors include student demographics and institutional strengths. For example, the focus on agricultural sciences, engineering, arts, sciences, and business administration aligns with Puerto Rico's economic and technological development needs. Analyses and reports on these contexts have informed the strategic planning process.

c. are approved and supported by the governing body.

The mission and goals were formally approved by the UPRM governing body, as documented in the minutes ([E1.04](#)) from the Academic Senate (UPRM-AS). Records of governing body meetings and official endorsements confirm their approval and ongoing support, ensuring institutional recognition and leadership backing.

d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes.

Strategic planning documents and decision-making processes, such as the creation of new academic programs and resource distribution initiatives, demonstrate alignment with mission and goals. For example, reports from the Curriculum Committee to the Senate ([E1.05](#)) and Studies by OPIMI, as well as the Chancellor's reports ([E1.06](#)), provide evidence of activities and assessment that guide the decisions on resource allocation. Curricular development is guided by the strategic plan of each college and administrative offices.

e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution.

UPRM's mission emphasizes a commitment to creative work, research, and service that address societal needs. This commitment is supported by policies and programs documented in the Chancellor's reports ([E1.07](#)), which include data on research funding, publications, and creative works. These efforts align with the strategic objective to strengthen research and competitive creative endeavors.

f. are publicized and widely known by the institution's internal stakeholders.

The mission and goals are widely publicized within the UPRM community through various communication strategies. These include publishing the mission on the university website, the academic catalog, and official documents, as well as dissemination through internal communications ([E1.08](#)). Additionally, UPRM's Strategic Plan is shared online, and each college and department publish its Strategic Plan on their website ([E1.09](#)).

g. are periodically evaluated.

The mission and goals are evaluated periodically every 10 years to maintain alignment with the UPR system. This process is documented through schedules, review reports, and records of changes made based on evaluations. Evidence includes minutes from the Strategic Plan Committee ([E1.04](#)), ensuring the mission and goals evolve in response to changing needs and contexts.

Criterion 2. Institutional goals that are realistic, appropriate to higher education, and consistent with mission.

UPRM's institutional goals are realistic, aligned with the mission, and appropriate to higher education. These goals focus on educational excellence and societal impact. Evidence includes strategic planning outcomes, progress reports, and achieved goals, as documented in the Chancellor's report ([E1.10](#)).

Criterion 3. Goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.

UPRM's goals focus on student learning, related outcomes, and institutional improvement, supported by administrative, educational, and student support programs aligned with the institution's mission. Programs such as the CEP, the Bilingual Writing Center (BWC), the Center for University Access (CUA), and the RUMboEx center provide comprehensive services to help students achieve their educational goals. Student Learning Outcomes (SLOs) are reinforced through departmental initiatives and the general education curriculum. The UPRM-AS has approved a General Education (GE) Framework, which is currently being refined for implementation. Evidence includes program reviews, student learning outcomes assessments, and initiatives aimed at improving educational quality and institutional effectiveness, such as College-level assessments ([E1.11](#)). The strategic objective of ensuring high-quality education directly supports this criterion.

Criterion 4. Periodic assessment of mission and goals to ensure they are relevant and achievable.

UPRM periodically assesses its mission and goals through multiple channels, including Strategic Planning Committee meetings, Chancellor's reports, Learning Outcomes assessments, UPRM-AS and Administrative Board (UPRM-AB) meetings, and consultations with stakeholders and the UPR Governing Board (UPR-GB). A perception survey was conducted to gather faculty feedback on the mission and vision of the strategic plan. Currently, the Strategic Planning Committee is revising the mission and vision, incorporating assessments of admission and retention issues and other factors. Feedback from the UPRM community is integrated into these assessments. Evidence includes minutes and reports from the Strategic Planning Committee ([E1.12](#)).

Requirements of Affiliation

Institutional planning at UPRM integrates goals for academic and institutional effectiveness, student achievement, and assessment results, demonstrating compliance with RoA 7 and 10. Strategic planning documents, institutional effectiveness reports, and assessment data show how these goals are embedded into the planning processes, aligning with the institution's mission and goals. This integration ensures that student learning and educational objectives are incorporated into the institutional planning, supporting a comprehensive approach to achieving UPRM's mission.

V. Analysis and Recommendations

Areas of Strength

- The inclusive and collaborative process involving faculty, administration, staff, students, and external stakeholders ensures that the mission and goals reflect diverse perspectives and needs.
- The mission and goals address both external factors, such as regional economic needs and industry trends, and internal factors, including student demographics and institutional strengths. This alignment ensures relevance and responsiveness to changing environments.
- The formal approval and ongoing support from the governing body provide a solid foundation for the mission and goals, ensuring institutional recognition and leadership support.
- The mission and goals effectively guide decision-making in planning, resource allocation, program development, and defining outcomes.
- Policies and programs supporting research and creative activities are robust, with documented evidence of research funding, publications, and creative works.
- The mission and goals are widely publicized within the UPRM community, ensuring awareness among internal stakeholders.
- Periodic evaluation every 10 years ensure alignment with the UPR system and maintain the relevance and achievability of the mission and goals.

Opportunities for Improvement and Innovation:

- While the mission and goals are publicized, communication channels can be improved to ensure broader dissemination and deeper understanding among all stakeholders.
- Increasing stakeholder engagement in periodic evaluations and strategic planning can further enhance the development and refinement of mission and goals.
- Strengthening the rigor and frequency of assessments related to mission and goals can provide more timely data for adjustments and improvements.
- Focused efforts and innovative approaches to diversifying revenue sources can provide additional financial stability and support for institutional goals.
- Expanding funding opportunities, supporting interdisciplinary projects, and promoting collaboration can further strengthen research and creative endeavors, enhancing UPRM's impact and reputation.

Initial Strategies on Continuous Quality Improvement:

- Enhance communication channels to ensure broader dissemination and deeper understanding of the mission and goals among all stakeholders.

- Increase stakeholder engagement in periodic evaluations and strategic planning to further enrich the development and refinement of mission and goals.
- Strengthen rigor and frequency of assessments related to the mission and goals to provide timely data for adjustments and improvements.
- Focus efforts on increasing and diversifying revenue sources to enhance financial stability and support institutional goals.
- Promote research and creative endeavors by expanding funding opportunities, supporting interdisciplinary projects, and fostering collaboration to enhance UPRM's impact and reputation.

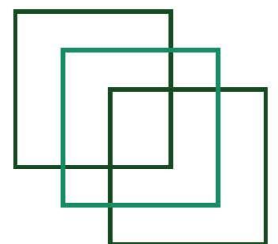
Self-Study Report 2025

Standard II

Ethics and Integrity



University of Puerto Rico
Mayaguez



STANDARD II: ETHICS AND INTEGRITY

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

I. Overview of Working Group Charge

The Working Group for Standard II assessed UPRM's commitment to ethical standards and integrity, ensuring alignment with the institution's mission. The focus was on transparency, accountability, and respect for stakeholders, emphasizing UPRM's commitment to academic freedom, a respectful environment, and fair policies like grievance procedures and conflict of interest protocols. The group also highlighted UPRM's compliance with regulations and the ongoing evaluation of ethics and integrity across institutional policies.

II. Description of the Lines of Inquiry

The Working Group's inquiries focus on evaluating how UPRM balances financial stability with its mission to provide accessible and affordable education. The analysis examines the institution's efforts to maintain this balance while promoting affordability and accessibility for its students.

- 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, service, or programs?

III. Collaboration, Connections, and Evidence Inventory Approach

The Working Group for Standard II collaborated with team leaders, particularly from Standard III, and stakeholders to refine the Evidence Inventory and verification of compliance. This collaboration ensured comprehensive documentation of relevant policies, procedures, and data, enhancing the quality of evidence. The analysis included institutional policies on ethics and integrity, surveys of students, faculty, and staff, and information from the Departments of Financial Aid and Human Resources, the Student Ombudsperson, Title IX Office, and certifications. These efforts enabled a thorough assessment of UPRM's commitment to ethics and integrity.

IV. Assessment Information Utilized

The Working Group used multiple sources for comprehensive analysis, including institutional documents, compliance reports, and data from offices like OPIMI, Human Resources, and the Students Ombudsperson. Interviews with personnel provided insight into grievance policies and HR practices, while questionnaires from students, faculty, and staff offered perspectives on ethics and integrity. This approach ensured the analysis was well-supported and reinforced UPRM's commitment to ethical standards.

V. Analytical Report

The Working Group conducted a comprehensive analysis of UPRM's commitment to ethical standards and institutional integrity, focusing on the university's efforts to foster a respectful and inclusive climate. The evaluation examined UPRM's alignment with MSCHE Standard II criteria, highlighting the institution's dedication to upholding these core principles.

Criterion 1. A commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.

The UPRM demonstrates a strong commitment to upholding academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights through a well-established set of policies and institutional certifications.

According to Article 11 of the UPR General Regulations, faculty are guaranteed the freedom to teach and conduct research with integrity and objectivity, while students receive an education that fosters diverse perspectives and encourages intellectual freedom ([E2.01](#)). Additionally, UPRM emphasizes unrestricted access to information, as outlined in Section 2.31 of the UPR General Student Regulations ([E2.02](#)), and actively supports students' rights to free expression and faculty engagement in open dialogue, as stated in Section 2.7 ([E2.03](#)). To ensure the protection of intellectual property, UPRM enforces policies such as certifications 93-140 of the Council of Higher Education (CEPR), UPR-GB 34-2018-2019, and UPR-GB 48-2019-2020, which safeguard intellectual creations and maintain ethical standards across the institution ([E2.04](#)).

In promoting research ethics and integrity, UPRM ensures that all studies involving human subjects are reviewed by the Committee for the Protection of Human Subjects in Research (CPSHI). Certification 45-2006-2007 of the former UPR Board of Trustees (UPR-BT) provides clear procedures for handling cases of research misconduct ([E2.05](#)), while tools like Turnitin and iThenticate ([E2.06](#)) help to preserve academic integrity by preventing plagiarism. UPRM further reinforces its dedication to ethical research through workshops ([E2.07](#)) and online resources on topics such as academic honesty, data management, and intellectual property. These efforts highlight the institution's commitment to fostering a culture of trust, respect, and ethical academic practices.

Survey data confirms that both faculty and students feel confident in UPRM's protection of academic freedom and its transparency regarding academic integrity. Students also expressed high satisfaction with the accessibility of information related to integrity, demonstrating UPRM's ongoing dedication to upholding these core values.

Criterion 2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.

The UPRM demonstrates a strong commitment to fostering an inclusive and respectful environment for all community members.

- **Students** - Through policies such as Certification UPR-GB 56-2016-2017, which ensures safe spaces for transgender students ([E2.08](#)), Certification UPRM-AB 04-05-351, guaranteeing access for students with disabilities ([E2.09](#)), and Certification UPR-GB 125-2023-2024 ([E2.10](#)) that states the commitment of UPR regarding diversity, equity, and equality, UPRM creates a climate of mutual respect. The UPR General Student Regulations, in Sections 2.3 and 2.4, and the Student Code of Conduct, in Article 2.4, emphasize non-discrimination and respectful behavior across campus ([E2.11](#), [E2.12](#)).
- **Faculty** - Non-discrimination policies, including Certification UPR-GB 58-2004-2005 ([E2.13](#)) and academic freedoms outlined in the Faculty Manual ([E2.14](#)), reinforce a culture

of inclusion, ensuring that our faculty can operate in an environment that values respect and diversity.

- **Staff and Administration** – UPR’s General Regulations, stated in Articles 31 and 79, prohibit discrimination in employment ([E2.15](#)), while Certification UPR-GB 58-2004-2005 ensures staff dignity and rights in the workplace. The administration plays a crucial role in promoting diversity through policies such as Certification UPR-GB 42-2015-2016, which addresses harassment and gender-based discrimination ([E2.16](#)).

To further these efforts, the CEP and the Title IX Office provide workshops and conferences that promote diversity and respect within the academic community ([E2.17](#)).

Survey data indicates that while non-teaching staff express concerns about fair treatment by the administration, faculty and students generally report positive experiences of respect and inclusion, reflecting UPRM’s ongoing efforts to build a supportive environment.

Criterion 3. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution’s policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.

UPRM upholds transparency and fairness through well-defined grievance policies that cover both academic and workplace concerns.

- **System-Wide Policy and Procedures for Responding to Allegations of Research Misconduct** - Certification UPR-GB 45-2006-2007 establishes the procedures for handling research misconduct, ensuring all allegations are directed to the Research Integrity Officer via the Dean of Academic Affairs ([E2.18](#)).
- **Student Complaints and Grievances** - The Office of the Student Ombudsperson (<https://www.uprm.edu/procuraduria>) provides informal mechanisms to address student-related issues, while the Title IX Office offers specific procedures for handling sex-based discrimination complaints (<https://www.uprm.edu/tituloix/forma>).
- **Sexual Harassment Policies and Procedures** - The institution also implements policies to prevent sexual harassment, domestic violence, and campus violence, as outlined in Certifications UPR-GB 130-2014-2015 and UPR-GB 140-2015-2016 ([E2.19](#), [E2.20](#)).
- **Grievances Related to Students with Disabilities** - The OSEI-RUM office provides resources and complaint procedures for students with disabilities, following Certification UPR-GB 133-2015-2016 ([E2.21](#)).
- **Grade Changes** - Certification UPRM-AS 19-75 establishes clear procedures for documenting and processing grade changes ([E2.22](#)).
- **Domestic Violence in the Workplace** - Certification UPR-GB 66-2020-2021 outlines protocols for addressing domestic violence in the workplace ([E2.23](#)).
- **Appealing Financial Aid** - Certification UPR-GB 55-2016-2017 governs the procedures for financial aid appeals ([E2.24](#)).

Complaints involving faculty and staff are addressed following institutional policies and the applicable union agreements, including those established by APRUM, HEEND, and FLEURUM.

While non-teaching staff express concerns about grievance policies not being well-documented or timely, students and faculty generally report being aware of these processes, with mixed feedback on scholarship appeals and the accessibility of complaint information.

Criterion 4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.

UPRM demonstrates its commitment to integrity by adhering to certifications and laws designed to prevent conflicts of interest and uphold ethical standards. These regulations, which apply to faculty, staff, and researchers, emphasize transparency in research and professional activities.

- **Faculty and Staff** - Government employees are required to complete 20 hours of ethics training every two years, as mandated by Article 3.3 of Puerto Rico Government Ethics Office Organic Act ([E2.25](#)). Certification UPR-GB 8-2012-2013 provides guidelines for preventing financial conflicts of interest in research and sponsored programs ([E2.26](#)). Faculty and staff must disclose potential conflicts, through form UPR-REHU-01, reinforcing a culture of transparency and accountability ([E2.27](#)).
- **Research (Applicable to Faculty, Staff, and Students)** - UPRM's CPSHI coordinates Institutional Review Board (IRB) reviews to ensure that all studies involving human subjects adhere to ethical standards. Workshops provided by the CEP offer additional guidance on ethical research, and all researchers are required to obtain CITI certifications before submitting proposals through the IRB platform, ensuring compliance with ethical standards ([E2.28](#)).

Survey data reveal that while faculty generally recognize and acknowledge these conflict-of-interest policies, non-teaching staff express more varied opinions, with some believing that the institution does not fully address these concerns despite the policies in place.

Criterion 5. Fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees.

UPRM is committed to ensuring fair and impartial practices in its hiring, evaluation, promotion, discipline, and separation processes, as outlined in the UPR General Regulations, the Faculty Manual, and other official documents.

- **Staff** - The UPR General Regulations, outlined in Chapter 8, establish guidelines for the recruitment, compensation, and evaluation of personnel ([E2.29](#)). The Department of Human Resources oversees these processes in accordance with Certification 93-110 of the Council of Higher Education of Puerto Rico (CEPR) and union agreements with HEEND and FLEURUM ([E2.30](#)). Resources supporting transparency include presentations on hiring procedures ([E2.31](#)), online submission forms, and the dissemination of job opportunities through various communication channels.
- **Faculty (Professors, Extensionists, Professional Librarians, and Professional Counselors)** - The UPR General Regulations, detailed in Chapter 7, define the requirements for recruitment, tenure, and promotion, which are handled by Faculty Personnel Committees ([E2.32](#)). These committees follow guidelines outlined in Certification UPRM-AB 86-87-476, which is regularly updated to reflect academic needs ([E2.33](#)).

The survey results show that non-teaching staff generally perceive the hiring and retention processes as fair, though concerns remain regarding promotions and disciplinary procedures. Faculty, while well-informed about the processes for evaluation and promotion, express the need for updates that align with modern academic and administrative requirements. In addition, issues related to compensation and workload also highlight the necessity of adjustments.

Criterion 6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.

UPRM maintains credibility by providing accurate and timely information through its official websites and communication platforms. These platforms offer essential details on admission, readmission and transfer procedures ([E2.34](#)), job opportunities ([E2.35](#)), enrollment ([E2.36](#)), orientation events, open houses ([E2.37](#)), financial aid services ([E2.38](#)), and reports on criminal activity ([E2.39](#)).

OPIMI further enhances transparency with publicly accessible dashboards and statistical tables (<https://oiip.uprm.edu/dashboards>) that provide comprehensive data on admissions, enrollment, degrees conferred, and institutional budgeting. In addition, digital communications keep the academic community informed about guidelines related to course modalities and on-campus arrangements, reinforcing the institution's commitment to maintaining academic continuity.

Faculty and staff largely agree that UPRM disseminates information in a timely manner, and faculty members are confident that the institution provides accurate information to the public.

Criterion 7. As appropriate to its mission, services, or programs in place:

a. to promote affordability and accessibility;

UPRM ensures affordability and accessibility for students from diverse backgrounds through resources like the net price calculator ([E2.40](#)) and annual cost reports ([E2.41](#)). The university also provides various financial aid options, including Pell Grants, Federal and Institutional Loans, the Work and Study Program, private scholarships, and state grants (<https://www.uprm.edu/asistenciaeconomica>), ensuring financial challenges don't limit access to education.

b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.

UPRM's Admissions and Financial Aid offices offer clear guidance on scholarships, loans, and policies ([E2.42](#)), while outreach activities inform prospective students about financial resources ([E2.43](#)). These efforts ensure students are well-informed about the value of their education and can make informed financial decisions regarding debt and aid options.

Students at UPRM generally perceive the information provided about financial aid as accurate and helpful, with many expressing their satisfaction with the quality of this guidance.

Criterion 8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:

a. the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;

UPRM ensures transparency by regularly publishing data on assessments, graduation, retention, and licensure rates through the OPIMI website (<https://oiip.uprm.edu/dashboards>). Accredited by several respected agencies such as ABET, the Council for the Accreditation of Educator Preparation (CAEP), and the Accreditation Council for Business Schools and Programs (ACBSP), UPRM provides online access to accreditation statuses and updates, including its ongoing MSCHE reaccreditation process (<https://oiip.uprm.edu/acreditacion>).

b. the institution's compliance with the Commission's Requirements of Affiliation;

UPRM maintains compliance with MSCHE's RoA through continuous accreditation, with its Statement of Accreditation Status available on the MSCHE website (<https://www.msche.org/institution/0618/>). The university's schools and programs are accredited by various associations, reflecting its dedication to upholding the highest standards in academic disciplines.

c. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;

UPRM ensures compliance with policies on substantive changes through a structured process of evaluation, reporting, and stakeholder engagement. Changes such as program modifications, governance updates, or site adjustments are reviewed by the UPRM-AS and UPRM-AB to ensure alignment with institutional goals. The Chancellor's Office oversees timely notifications to MSCHE, fulfilling reporting requirements. Examples include academic offerings during the COVID-19 pandemic and operation adjustments after budget cuts. Documentation, such as meeting minutes and certifications, ensures compliance, while regular reviews improve efficiency.

d. the institution's compliance with the Commission's policies.

UPRM adheres to MSCHE policies by following the guidelines in its Statement of Accreditation Status, ensuring transparency and accountability. The institution submits reports to MSCHE, detailing any significant organizational changes ([E2.44](#)).

Criterion 9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.

UPRM is dedicated to the regular assessment of ethics and integrity through key institutional processes. The CPSHI monitors and reviews research proposals to ensure ethical compliance, while the Center of Research and Development (CID) Office tracks data on funded projects from external agencies, with results shared across academic colleges and OPIMI.

To further support academic integrity, UPRM has implemented tools to prevent plagiarism (<https://libguides.uprm.edu/Academic-Integrity/ServicesTools>), and requires academic integrity clauses in all syllabi, as mandated by Certification UPR-GB 125-23-24 ([E2.45](#)). These initiatives highlight the institution's commitment to maintaining ethics and accountability.

Survey results reveal that a significant portion of the faculty recognizes the existence of formal procedures for the periodic assessment of institutional integrity, further underscoring UPRM's commitment to upholding ethical values across all levels.

Institutional Priority

UPRM has prioritized sustaining financial stability by implementing strategic budget controls, conducting regular audits, and ensuring transparent financial reporting. To maintain both affordability and accessibility, the institution expanded financial aid offerings and adopted cost-control measures, as reflected in financial aid reports and enrollment statistics. Additionally, UPRM's commitment to fairness is evident through its transparent grievance policies, which ensure complaints are handled promptly and equitably.

The university demonstrated compliance with Standard II through its commitment to academic and intellectual freedom, respect for intellectual property rights, and fostering a climate of respect and diversity. These principles are supported by comprehensive policies in the UPR General Regulations, as well as faculty and student manuals. The CPSHI and RIO oversee ethical research practices, while public relations ensure accurate and honest communication. These efforts collectively affirm UPRM's adherence to high ethical standards and integrity across all institutional activities.

Lines of Inquiry

Inquiry Question 1: What has the institution done to balance financial stability with the goal of a public university to provide availability and accessibility to students?

UPRM balances financial stability with its mission to ensure availability and accessibility by offering a range of financial aid options, including federal, state, and institutional aid, supported by transparent scholarship and loan processes. Tools like the net price calculator and annual cost reports help students from diverse socio-economic backgrounds understand educational expenses. The university implements budgetary controls and conducts regular audits to maintain financial transparency, as documented in its financial reports. By increasing financial aid and regularly reviewing governance policies, UPRM ensures that education remains accessible while sustaining financial stability.

Inquiry Question 2: How does UPRM promote affordability and accessibility as appropriate to its mission, service, or programs?

UPRM promotes affordability and accessibility through initiatives aligned with its mission and programs. The Department of Financial Aid offers detailed information on funding sources, including federal loans, state grants, and private scholarships, helping students make informed financial decisions. Tools like the net price calculator and annual cost reports increase transparency about education costs. UPRM also engages in outreach to inform prospective students about financial aid options. These efforts, along with policies governing financial aid and academic eligibility, emphasize UPRM's commitment to making education both accessible and affordable while upholding financial stability.

VI. Analysis and Recommendations

Areas of Strength

- Demonstrated strong commitment to academic freedom, intellectual property rights, and ethical standards.

- Active efforts to promote diversity, inclusion, and accessibility within the academic community.
- Transparent and accessible grievance policies and procedures.
- Consistent compliance with federal, state, and Commission reporting requirements.
- Effective financial aid strategies offering diverse funding options and resources for informed decision-making.
- Strong focus on research integrity through oversight by the IRB and plagiarism prevention tools.
- Clear and transparent communication in public relations, admissions, and institutional reporting.
- Comprehensive support services ensuring accessibility and accommodation for students with disabilities.

Opportunities for Improvement and Innovation

- Strengthen communication and transparency regarding promotion, disciplinary, and grievance processes for non-teaching staff.
- Address perceptions of inequity and promote fairness among non-teaching staff and temporary faculty.
- Provide additional training on conflict-of-interest policies for faculty and staff to ensure consistent understanding.
- Enhance outreach efforts to improve student awareness of financial aid options and resources.
- Develop more inclusive feedback mechanisms to gather input from all campus community members.
- Increase support and resources for temporary faculty to improve their work experience and engagement.

Initial Strategies on Continuous Quality Improvement

- Enhance communication to address concerns about fairness in promotions and disciplinary processes.
- Offer regular workshops on diversity, inclusion, and institutional values for the entire campus community.
- Review and revise faculty evaluation processes to reflect current academic and administrative needs.
- Clarify and improve accessibility of grievance procedures, especially for non-teaching staff.
- Develop mentoring and career development programs to support temporary faculty.
- Expand financial planning resources with personalized counseling on financial aid and debt management for students.
- Host inclusive forums to gather feedback on respect, fairness, and diversity.
- Strengthen periodic assessments of ethics and integrity by incorporating detailed stakeholder feedback.

Self-Study Report 2025

Standard III

Design and Delivery of the
Student Learning
Experience



University of Puerto Rico
Mayaguez

STANDARD III: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

An institution provides students with learning experiences that are characterized by rigor and coherence at all programs, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Requirements of Affiliation 8: The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.

Requirements of Affiliation 9: The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.

Requirements of Affiliation 10: Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

Requirements of Affiliation 15: The institution has a core of faculty (fulltime or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.

I. Overview of Working Group Charge

The Working Group's primary responsibility was to ensure that UPRM's academic programs provide rigorous and coherent learning experiences across all instructional levels, in line with Standard III. The group addressed RoA 8, 9, 10, and 15, focusing on systematic evaluation, coherence and rigor of student learning programs, integrated institutional planning, and maintenance of a qualified core faculty for program continuity.

The group's institutional priority was to "Maintain the quality of academic course offerings sufficient in quantity to support student academic progress". This priority aligns directly with UPRM's mission to "prepare citizens who are well-educated, cultivated, capable of critical thinking, and professionally prepared in the fields of agricultural sciences, engineering, arts, sciences, and business administration".

II. Description of the Lines of Inquiry

The Working Group's assessment of UPRM centered on specific lines of inquiry to determine the extent to which UPRM's undergraduate and graduate programs align with MSCHE Standard III for educational excellence. The inquiry questions addressed were:

- To what extent does UPRM guarantee that its undergraduate and graduate programs:
 - Provide a high-quality student learning experience?
 - Develop technical and general education skills?
 - Address future societal needs?
 - Meet institutional goals and policies?
- How have our academic offerings been transformed in the last five years to promote student academic progress?

III. Collaboration, Connections, and Evidence Inventory Approach

The team leader coordinated efforts with the Working Groups for Standards IV and V, focusing on student experience and learning assessment. The Verification of Compliance aligned MSCHE

Standard III criteria to demonstrate UPRM's adherence to accreditation requirements, addressing inquiry questions and the MSCHE requirements of affiliation.

The evidence inventory included certifications from the UPR-GB, University Board (UPR-UB), UPRM-AB, UPRM-AS, academic catalogs, the Faculty Handbook, recruitment plans, the UPRM Strategic Plan, and other relevant documents. Meetings with stakeholders, including the Institutional General Education Committee (CIEG) and the Academic Associate Dean of Engineering, reviewed institutional initiatives such as the general education proposal and Flightpath. Evidence was tracked in an Excel file.

To ensure efficiency and avoid duplication, the team leader held weekly meetings with other working group leaders, maintaining an updated evidence inventory throughout the self-study.

IV. Assessment Information Utilized

The Working Group used assessment data from questionnaires completed by students, faculty, department heads, deans, and the UPRM-AS. They also reviewed five-year academic program evaluations to assess curriculum relevance, teaching quality, program outcomes, and areas for improvement. Additionally, communications with administrators and key personnel provided further clarification and evidence.

V. Analytical Report

The Working Group analyzed UPRM's student learning experiences to ensure compliance with MSCHE Standard III and related RoA. The evaluation focused on maintaining rigorous, coherent educational programs aligned with institutional priorities.

Criterion 1. The UPRM certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning. Also, RoA 8 (Systematic Evaluation of all Programs) and RoA 9 (Student Learning Program).

UPRM offers 55 bachelor's degrees, 9 PhD programs, 29 MS programs, 8 ME programs, 5 MA programs, and 4 MBA programs ([E3.01](#)), covering fields like agricultural sciences, engineering, business administration, and arts and sciences. Non-degree programs include Pre-Veterinary, a Certificate in Distance Education, and several minor concentrations and curricular sequences ([E3.02](#)). Programs are structured to ensure rigor and prepare students for professional success.

In the past five years, UPRM has introduced new academic programs to address emerging needs ([E3.03](#)), including a BS in Food Science, an MA in English Literatures, an MA in Cultural and Humanistic Studies, a fully online MS in Agricultural Economics, and a Professional Master's in Food Science and Technology. A PhD in Tropical Agriculture was launched in Fall 2024. Additionally, a Certificate in Distance Education with a focus on Online Teaching was developed. Furthermore, new curricular sequences and minor concentrations, such as Cognitive Science, Coastal and Ocean Engineering, and Computer Science and Engineering, expand educational opportunities and align with evolving trends ([E3.04](#)). Moreover, UPRM is actively working on the development of additional undergraduate and graduate programs through approved letters of intent to address emerging academic and industry needs ([E3.05](#)).

UPRM is fully accredited by the Board of Postsecondary Institutions, formerly known as the Council of Higher Education of Puerto Rico and holds a valid institutional license per Cert. No. 2023-116 ([E3.06](#)). The university's commitment to accreditation is demonstrated through institutional and program-specific accreditations, including ABET, the Accreditation Commission for Education in Nursing (ACEN), ACBSP, and CAEP ([E3.07](#)).

Programs are designed to meet specific educational objectives and align with international academic standards, with structured durations for bachelor's (4-5 years), master's (2 years), and doctoral (4 years) programs. The provided evidence includes select examples of program objectives and structure for undergraduate ([E3.08](#)) and graduate ([E3.09](#)) programs. For a comprehensive list, refer to the corresponding Academic Catalogs.

In 2017, UPRM's graduation rate within 150% of normal time was 53.83, a figure that includes five-year engineering programs, which must be considered when comparing it to the 61.0% rate for four-year postsecondary institutions reported by IPEDS ([E3.10](#)). Among students who graduated in the 2023-2024 academic year, 10.55% completed their degrees within the nominal time, 82.47% within 150% of the expected time, and 93.56% within 200%. The average time to degree completion for undergraduates was 6.18 years, with variations across colleges ([E3.11](#)).

A key factor influencing completion times is the average student credit load of 13.92 credits per semester (2024-2025), which is below the 15-18 credits typically required for on-time graduation. Additionally, UPRM's extended completion times reflect its rigorous academic programs and student participation in co-ops, internships, minors, and research experiences ([E3.12](#)). UPRM continues to monitor these trends and implement strategies to support timely degree completion while maintaining academic excellence.

Graduate program completion times also vary. Master's students in Business Administration have the shortest completion time, averaging 3.6 years, while those in Agricultural Sciences take the longest at 4.7 years. For doctoral programs, Arts and Sciences - Science students take the most time, averaging 10.9 years, while Engineering students complete theirs in 9.2 years ([E3.13](#)).

Graduate completions are influenced by research demands, part-time enrollment, and external commitments. Programs in science and engineering, particularly at the doctoral level, require extensive research, experimentation, and thesis work, contributing to longer times. Additionally, many graduate students balance work, family, and professional responsibilities. External factors such as climatological events, like hurricanes, further extend time to degree completion.

UPRM has consistently maintained a high occupancy rate in its academic offerings, which reflects the institution's ability to meet student demand and support academic progress. Over the past five academic years, the average occupancy rate for undergraduate courses was 89.2%, with an average of 130,334 academic offerings and 116,217 registrations per year. For graduate courses, the average occupancy rate was 62.2%, with 5,679 academic offerings and 3,530 registrations per year ([E3.14](#)).

UPRM ensures that program structures are thoughtfully designed to offer students a coherent learning experience, promoting synthesis across courses and disciplines. Guided by the UPR's Curricular Bylaws, all academic programs undergo regular reviews to maintain relevance and

rigor, ensuring alignment with institutional priorities. The bylaws serve as a framework for creating new academic programs, processing academic changes, and promoting coherence across programs. The UPRM Dean of Academic Affairs publishes a calendar for the 5-year periodic evaluation of academic programs, minors, and curricular sequences ([E3.15](#)).

New academic programs follow guidelines established by Cert. UPR-GB 67-2024-2025 ([E3.16](#)), and the guidelines for the creation of new courses per Cert. UPR-GB 125-2023-2024 ([E3.17](#)). Policies like Cert. UPR-GB 44-2019-2020 ([E3.18](#)) regulate second degrees and certifications, while Cert. UPRM-AS 15-07 ([E3.19](#)) governs special curricular sequences. The periodic evaluation of academic programs is governed by Cert. UPR-GB 142-2023-2024 ([E3.20](#)), ensuring that all programs undergo systematic and regular review to maintain quality and relevance (refer to Criterion 8 for more details). These frameworks ensure UPRM's programs meet academic standards and fulfill institutional goals.

UPRM ensures all programs and courses include clear educational objectives. Survey data shows 83.5% of faculty believe program goals are clearly stated, with 80.7% confirming alignment with the institutional mission. Additionally, 76.1% agree these goals are published in an accessible manner. From the student perspective, 91.4% are aware of their program's objectives, and 94.1% find course syllabi effectively presents relevant goals.

Students follow a structured sequence of general, foundational, and specialized courses. Beginning with general and foundational courses, they build a solid base in their discipline while developing critical thinking, communication, and problem-solving skills. As they progress, students take specialized courses aligned with program goals, guided by expert faculty. All UPRM undergraduate programs require 2 credits in physical education and 12 credits in free electives.

Practical experiences such as labs, design projects, workshops, and seminars are integrated into the curriculum to apply theoretical learning ([E3.21](#)). Capstone projects, practicums, research initiatives, comprehensive exams, and dissertations serve as culminating experiences, enabling students to synthesize knowledge and demonstrate proficiency. Supplementary experiences like internships, research, the COOP Plan, community service, interdisciplinary projects, and other high-impact activities broaden perspectives and prepare students for real-world challenges. This approach ensures UPRM graduates are prepared to address complex issues in their fields.

UPRM fulfills Criterion 1 and RoA 8 and 9 by offering rigorous, coherent programs aligned with the university's mission. Regular curriculum reviews and assessments ensure educational quality and continuous improvement.

Criterion 2. Student learning experiences are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:

a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies; and RoA 15 (Faculty).

UPRM's programs are designed, delivered, and assessed by qualified faculty and professionals dedicated to teaching, student learning assessment, scholarly inquiry, and service. Faculty qualifications align with UPRM's Strategic Plan 2012-2022, ensuring educational quality. UPRM's mission emphasizes forming well-educated, culturally aware, critical-thinking citizens,

while faculty contribute to research, creativity, and services that address societal needs and ensure broad dissemination of results.

The UPRM Annual Reports provide evidence of faculty achievements aligned with Strategic Objectives 2, 5, and 6. The 2023-2024 report highlights faculty engagement in course development, student learning assessment, research productivity, and service initiatives. The Academic Senate processed 166 course action applications across multiple colleges, including new courses, curricular revisions, and program enhancements. Faculty participated in professional development programs, such as teaching methodologies training, continuing education, and accreditation efforts. Research activity remained strong, with over 137 proposals submitted, securing nearly \$99 million in external funding and generating scholarly publications across disciplines. Faculty in Agricultural Sciences and Marine Sciences secured research grants and contributed to community outreach projects, while initiatives such as CREAD's workforce development training, Kinesiology's community exercise programs, and Engineering's energy planning projects demonstrate UPRM's commitment to societal impact ([E3.22](#)).

Survey data supports faculty dedication to educational quality. Over 74% of students agree that professors assess learning objectively, 79% confirm professors fulfill their responsibilities, and 73% recognize teaching excellence. Additionally, 89% of students feel respected by their professors. Among faculty, 87.2% participated in student learning assessment, 90.1% see evaluating teaching effectiveness as their role, 66.7% use assessment findings to improve teaching and learning, and 64.6% believe these results enhance program effectiveness.

b. faculty are qualified for the positions they hold and the work they do.

Article 41 of the UPR General Regulations (UPR-GB 55-2022-2023) outlines the categories and ranks of UPR faculty, covering professors, researchers, extension specialists, librarians, and other roles. Each category recognizes different levels of expertise and responsibility, from entry-level to senior ranks. Faculty qualifications are guided by Sections 42.1.1 and 42.1.2, requiring degrees from reputable institutions, with specific ranks needing doctoral or terminal degrees. Article 43 emphasizes academic records, subject mastery, teaching experience, and alignment with UPR's philosophy, ensuring a rigorous hiring process that aligns with UPRM's goals ([E3.23](#)). It also prioritizes research, creative work, publications, and lectures. Together, these regulations ensure a rigorous hiring process that guarantees faculty qualifications align with UPRM's goals.

UPRM maintains a highly qualified faculty to ensure the design, delivery, and assessment of student learning experiences ([E3.24](#)). In 2023-2024, 87.2% of UPRM faculty were regular members, while non-regular faculty made up 12.4%. The faculty body was primarily full-time, averaging 91.1% over five years, with part-time faculty comprising 8.9%. Tenured faculty accounted for 74.8%, the tenure track for 5.7%, and non-tenure track for 19.5%. Full professors made up 62.5%, with associate professors, assistant professors, and instructors constituting 15.5%, 17.9%, and 4%, respectively.

Faculty qualifications have improved, with 90.9% of regular faculty holding doctoral degrees, up from 85% in 2016-2017. Non-regular faculty with doctorates increased to 53.7%, up from 35% in 2016-2017. Overall, 86.0% of all faculty hold doctorates in 2023-2024, reflecting UPRM's commitment to expertise in teaching, research, and service.

c. Faculty is sufficient in number.

From 2016-2017 to 2023-2024, UPRM experienced fluctuations in student enrollment and faculty numbers. Enrollment dropped from 12,851 students in 2016-2017 to 10,202 in 2023-2024, with faculty numbers declining from 579 to 477. This resulted in a peak student-to-faculty ratio of 27:1 in 2018-2019, improving to 21:1 by 2023-2024 ([E3.25](#)).

Though UPRM's student-to-faculty ratio is higher than the national average of 14:1 for public 4-year institutions according to the National Center for Education Statistics, average class sizes for 2022-2023 remain manageable to facilitate direct engagement and interaction: 28 students for lecture sections, 15 for labs, and 11 for seminars and practicums at the undergraduate level, with smaller graduate classes. The average class size has not varied much since academic year 2017-2018, except for undergraduate internships that decreased consistently presumably because of the COVID-19 restrictions. Graduate laboratory courses decreased overall, with some fluctuations in between.

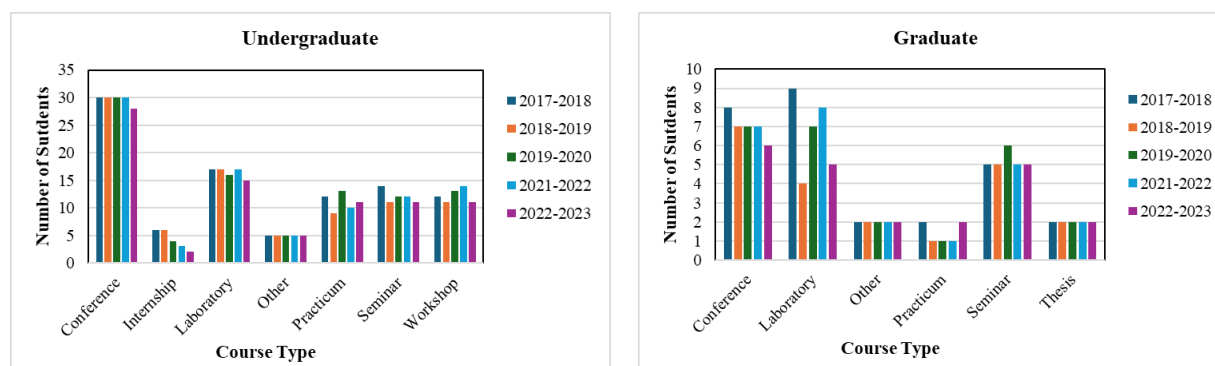


Figure 1. Average number of students by course type

Since 2016, the Financial Oversight and Management Board for Puerto Rico (FOMB) has implemented budget measures that impacted faculty recruitment, salaries, and benefits. These measures included personnel reductions and adjustments. The 2019 Fiscal Plan set a student-to-faculty ratio target of 18:1, with faculty growth limited to 3% per year. Despite these constraints, UPRM recruited 27 new faculty members in 2021-2022, 20 in 2023-2024, and authorized 7 additional hires for 2024-2025 ([E3.26](#)).

UPRM has adopted strategic measures to optimize teaching and research resources while managing workloads to sustain educational quality ([E3.27](#), [E3.28](#), [E3.29](#), [E3.30](#)). However, recruiting international faculty remains a challenge, particularly in fields like agricultural sciences and mathematics, where prevailing wages exceed UPRM's salary scales, which have not been updated since 2013 ([E3.31](#)). To address this, UPRM is exploring alternative funding sources to improve compensation packages and attract qualified candidates within policy constraints.

d. Faculty is provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation.

The UPRM Professor's Manual ([E3.32](#)) outlines the role of CEP, which offers educational strategies to enhance teaching, assessment, and research. New professors are required to complete 29 hours of professional enrichment activities in their first year ([E3.33](#)). The Faculty Research

Academy within the CEP helps faculty, graduate students, and postdoctoral scholars develop the skills necessary to thrive in today's academic and research environments. In the last 5 years, CEP has offered workshops and seminars covering intellectual property and legal issues, technology and online education, research and academic writing, health and safety, entrepreneurship and marketing, inclusivity and accessibility, mental health and well-being, and professional development (E3.34). In addition, CREAD supports faculty in creating high-quality materials for hybrid and distance courses.

During the COVID-19 pandemic, UPRM transitioned to remote learning with technology assistance, guided by a comprehensive plan from CREAD and the Distance Education Committee. Faculty received training and resources to adjust to online instruction, with an emphasis on asynchronous learning to accommodate student needs. CREAD also offered a "Distance Teaching" course to faculty and graduate students, funded by CARES Act and HEERF funds, covering online course design and Moodle training (E3.35). This 25-hour course, a compendium of the Virtual Educator certification, covered creating online courses with a brain-oriented model, designing educational materials for online courses, and practical training on Moodle.

A dedicated website was created (<https://adistancia.uprm.edu>) to provide faculty and teaching assistants a comprehensive suite of resources to facilitate the transition to online and hybrid teaching, including course structures, video tutorials, and guidelines for conducting remote exams. Also, support contacts for each deanship, CREAD, and the Information Technologies Center (CTI) are provided, along with a virtual community for FAQs.

Research activities are supported by the CID, the EEA, and the SEA, which administer external research funding. Ethical oversight is provided by the Institutional Review Board (IRB) for human subject research and the Institutional Animal Care and Use Committee (IACUC) for vertebrate animals. To further promote and develop research, UPRM approved the Guidelines for the Implementation of the Institutional Incentive Mechanism through Certification UPRM-AB 13-14-002 (E3.36). This certification establishes the conditions and procedures for eligibility, ensuring the equitable application of incentives without adversely affecting the University's interests. Additionally, UPRM has a robust policy framework for intellectual property, ensuring recognition and protection of faculty innovations (E3.37).

e. Faculty is reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures.

General Regulations of the UPR outline faculty duties, teaching responsibilities, and elements of academic workload, as detailed in Articles 63 through 65 (E3.38). Faculty workloads include a full 12-credit teaching load, with release time for research and professional development. Since 2021, new professors have received 3 to 6 credits of release time per semester to promote research activities, totaling up to 24 credits over five years (E3.39). Faculty workload adjustments, including overload management, ensure institutional needs are met (E3.27, E3.28, E3.29).

UPRM follows established regulations for recruitment, evaluation, promotion, and tenure. Certification UPR-UB 37-2014-2015 introduced contractual letters outlining expectations for new faculty hires, ensuring clarity in academic responsibilities, research, service, and evaluation criteria (E3.40). Certification UPRM-AS 16-45 ensures transparency and consistency in recruitment

practices, and new faculty are provided with policy documents detailing their responsibilities and expectations ([E3.41](#)).

Faculty evaluation follows systematic procedures outlined in Articles 45-47 of the UPR General Regulations and Chapters 6-7 of UPRM Professors Manual ([E3.42](#), [E3.43](#)). Certification UPRM-AB 86-87-476 provides the evaluation framework, with evaluations conducted yearly for probationary faculty, every two years for tenured faculty, and every four years for full professors ([E3.44](#), [E3.45](#)). Faculty members submit information to their department's Personnel Committees to demonstrate their contributions to curricula, teaching, research, and service. The Student Opinion Questionnaire (COE) measure teaching effectiveness each semester and are used to guide performance improvement ([E3.46](#), [E3.47](#)). Department heads receive the COE results for each course offered so they can meet with faculty to discuss them and develop effective strategies for strengthening teaching performance and quality. Recent concerns about low COE response rates led to further review by the UPRM-AS, as outlined in Certification UPRM-AS 23-07 ([E3.48](#)). To address low participation rates in the COE, UPRM-AB approved measures to increase student engagement, including in-class completion initiatives led by faculty and staff per Cert. AB 24-25-067 ([E3.49](#)).

Survey data shows that over 86% of faculty understand the evaluation process and the expectations for tenure and promotion. Faculty reported being informed of expectations for teaching (80.7%), research (74.5%), service (72%), and academic advising (69.1%). Additionally, 72.8% believe that evaluation procedures are fair, and 74.9% agree that tenure processes follow due process. Furthermore, 71.6% find the promotion process fair, and 72% of respondents feel that institutional policies support intellectual freedom and inquiry.

To ensure consistency in faculty evaluations, the UPR-UB approved guidelines in Certification UPR-UB 8-2022-2023 for personnel committees, and training was mandated for committee members and department directors, as established in Certification UPR-UB 51-2022-2023 ([E3.50](#), [E3.51](#)). The UPRM-AB Board also recommended reviewing faculty evaluation procedures to align with current regulations, as outlined in Certification UPRM-AB 23-24-040 ([E3.52](#)).

While UPRM ensures rigorous evaluation practices, faculty surveys highlight areas for improvement, including outdated evaluation methods, compensation, and workload concerns. The survey also emphasizes the importance of providing professional development opportunities to support faculty growth and effectiveness.

Through regular, fair evaluations and professional development, UPRM ensures faculty are well-supported, meeting Criterion 2 and RoA 15 by maintaining high standards in teaching, research, and service.

Criterion 3. Academic programs of study are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion.

UPRM provides comprehensive advising materials, including undergraduate and graduate academic catalogs available online at <https://www.uprm.edu/asuntosacademicos/catalogos-academicos/>. These catalogs detail degree requirements, course descriptions, academic policies, and timelines for completion. Additional tools, such as flowcharts and the 'Flightpath' system (used

by the CoE), help students navigate their academic progress ([E3.53](#)). Faculty webpages, brochures, and curriculum evaluation forms ([E3.54](#), [E3.55](#)) offer further guidance, while graduate students submit a Study Plan early in their program to clarify their academic path ([E3.56](#)).

Despite these resources, the average undergraduate completion time in 2023-2024 was 6.08 years. Programs that typically require 15 to 18 credits per semester saw students averaging only 13.75 credits, which contributed to extended completion times. Only 11.56% of students graduated within the nominal duration, while 83.62% completed within 150% of the expected time and 94.63% within 200%.

To reduce graduation delays, several undergraduate academic programs have revised their curricula to lower total credit requirements. For example, the Agricultural and Environmental Systems program reduced its credits from 143 to 132, Industrial Engineering from 175 to 149, and Civil Engineering from 180 to 151 ([E3.57](#)). Other programs are currently reviewing or planning similar adjustments.

To support retention and timely graduation, UPRM has implemented initiatives like the Early Alert System, which identifies students needing assistance early in the semester and ensures they are enrolled in appropriate courses ([E3.58](#)). Workshops and individual advising sessions also help students manage internal transfers and stay on track.

For graduate students, the average enrollment in 2023-2024 was 5.0 credits per semester. While master's programs are typically designed for two years and doctoral programs for four, actual completion times often extend beyond these targets due to factors such as research demands, infrastructure issues, personal and professional commitments, and thesis or dissertation revisions. Master's completion times range from 3.0 to 4.7 years, while doctoral programs average between 9.4 and 10.5 years. Delays are frequently caused by complex research projects, extreme weather events, pandemics, infrastructure accidents (e.g., fires, flooding), academic challenges, advisory support, and funding issues. To address these delays effectively, ongoing assessment of graduate programs is essential to identify and mitigate the underlying causes.

UPRM's commitment to transparency and support in academic planning ensures students can effectively manage their educational journey and adhere to program requirements, meeting the expectations of Criterion 3.

Criterion 4. UPRM provides sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.

The General Library offers extensive physical and digital resources, including databases, a reserve collection, theses, dissertations and the institutional repository of the UPRM, which preserves and provide access to the creative work and scientific production of our faculty and students ([E3.59](#), [E3.60](#)). Additional services include the Graduate Research and Innovation Center (GRIC), patent services, interlibrary loans, study rooms, computer center, and photocopying. The library also features the Center for Technological Assistance (CAT), the Center for the Development of Bibliographic Research and Information Skills (CEDIBI), and access to UPR's repository network, REDICI. The library was significantly impacted by Hurricanes Irma and María in 2017, which affected facility availability and resources.

Student feedback on library services shows overall satisfaction: 56.1% rated the bibliographic offerings as excellent or good, 63.1% were satisfied with study spaces, and 58.6% rated access and availability positively. Among faculty, 58.4% believe library services adequately support educational programs, and 76.1% acknowledge effective collaboration between library staff and faculty to foster information literacy.

UPRM also provides specialized learning environments such as Magueyes Island, Finca Alzamora, Agricultural Experiment Stations, and laboratories, offering students unique research and practical experiences ([E3.61](#)). In addition, the Museum of Art of UPRM (MUSA), inaugurated in 2016, plays an important role in enhancing students' cultural and artistic education, providing opportunities to engage with the arts while fostering creativity and critical thinking as part of their holistic academic development ([E3.62](#)). The virtual laboratory (VCL) ensures access to essential software, and the Microsoft 365 Education tools are available free of charge to students, faculty, and administrators ([E3.63](#)).

Faculty survey results show general satisfaction with learning resources, with 59.3% noting that resources adequately support educational programs. However, only 53.1% rated facilities as adequate, indicating room for improvement.

UPRM enriches student academic experiences through internships, COOP programs, undergraduate research, field trips, and study abroad opportunities ([E3.64](#) and [E3.65](#)). UPRM participates in the National Student Exchange Program (NSE) and the International Student Exchange Program (ISEP), offering students opportunities to study at institutions outside Puerto Rico, in the continental USA, and in Europe. Programs such as Sea Grant, SUMAS, and GO-START-NOW offer additional hands-on experiences in specialized fields ([E3.66](#)). However, while 52.9% of students rated enrichment opportunities positively, 40.1% had not participated in exchange programs, highlighting a need for increased awareness or access.

UPRM adheres to rigorous standards for distance education, with policies like Cert. UPR-GB 125-2023-2024 and Cert. UPRM-AS 23-29 ensuring the quality and comparability of online programs ([E3.17](#) and [E3.67](#)). CREAD supports both students and faculty in accessing online courses, offering training in time management and academic integrity ([E3.68](#)). Student feedback shows that 53.4% rated CREAD's services as excellent or good, although 28.6% had no basis to evaluate this resource.

The Language Writing Center (CIVIS) supports general education by promoting civic engagement and responsibility. The BWC offers peer tutoring to help students improve their writing skills across various disciplines and the GRIC's Graduate Writing Facilitators offer academic services of oral and written communication in English to graduate students ([E3.69](#)).

RUMboEx offers extensive academic support in subjects like physics, math, and biology, along with professional career counseling and clinical psychology services. Remote consultations are facilitated via Microsoft Teams, and RUMboEx sponsors educational projects such as a YouTube channel for physics lessons ([E3.70](#)).

Student feedback indicates satisfaction with support services, with 58.3% rating tutoring services as excellent or good, while 23.4% did not use these services. Additionally, 68.6% of students reported adequate access to computer centers, and 66.1% found campus internet access sufficient.

UPRM's commitment to providing diverse and comprehensive resources ensures students have the support they need to succeed academically. By maintaining high standards and continually improving its offerings, UPRM meets MSCHE criteria for supporting academic programs and facilitating student success. Information on these resources is detailed in UPRM's academic catalogs and departmental webpages.

Criterion 5. At institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:

- a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field.**
- b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives.**
- c. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills;** (This criterion does not apply to UPRM because it is a US institution)

UPRM's general education program offers students broad intellectual experiences, essential skills, and an understanding of values, ethics, and diverse perspectives, as outlined in Cert. UPRM-AS 10-14 ([E3.71](#)). The program aims to develop students' values, knowledge, and competencies, enabling them to reach their full potential. This philosophy, combined with specialized education, prepares students to excel in their professions while grounding them in the realities of Puerto Rico and the world. The general education program emphasizes lifelong learning, ethical conduct, democratic participation, and the cultivation of wisdom, integrity, and environmental consciousness.

The general education student learning outcomes from Cert. UPRM-AS 18-25 include purposeful learning, critical thinking, effective communication, problem-solving, and applying scientific and technological skills. These outcomes also encompass global awareness, ethical behavior, civic engagement, and valuing diversity ([E3.72](#)).

Although UPRM did not have an institutional general education program, each academic program included specific general education requirements to expose students to a variety of disciplines and foster intellectual development. The CIEG, established in 2012 and reactivated several times, is responsible for developing a cohesive general education curriculum aligned with UPRM's mission. In 2021, the UPRM-AS approved a general education definition proposed by CIEG, emphasizing interdisciplinary experiences that foster critical and ethical thinking, social responsibility, and respect for diversity per Cert. UPRM-AS 21-51 ([E3.73](#)). The Senate also approved a thematic course categorization model promoting interdisciplinary learning as outlined in Cert. UPRM-AS 22-51 ([E3.74](#)).

In September 2024, the UPRM-AS approved a 45-credit general education structure, covering key areas such as quantitative reasoning, communication, scientific thinking, cultural awareness, and technological skills as described in Cert. UPRM-AS 24-65 ([E3.75](#)). The implementation is pending final approval of qualifying courses by the Senate. Recent updates to the curriculum include a new Spanish sequence for engineering students ([E3.76](#)) and revisions to the Basic English sequence ([E3.77](#)). A general chemistry course for engineering students was also introduced in Cert. UPRM-AS 23-71 ([E3.78](#)).

Current general education requirements are outlined in the undergraduate academic catalog and organized by categories: Spanish, English, Humanities, Social Sciences, Mathematics, and Sciences. The working group analyzed the general education component for each academic program using the undergraduate academic catalogue 2023-2024 to determine the minimum requirements for each college. The College of Arts and Sciences has general education minimums for each category, the College of Agricultural Sciences (CAS) has minimums for Spanish and English, and the CoE has minimums for the Humanities and Social Sciences, requiring that at least one course must be in ethics. From the analysis, most of the faculties leave the general education minimum requirements to each program's department ([E3.79](#)).

UPRM's general education aligns with the MSCHE GE Expectations, ensuring that students acquire essential skills across various domains. Table 1 provides a comparison of the current and new categories within UPRM's general education program which directly correspond to MSCHE's expectations. Communication skills are addressed through Spanish and English courses, scientific reasoning through Mathematics and Science, and critical thinking through courses in various disciplines. Values, ethics, and diverse perspectives are embedded in Social Sciences and Humanities courses. Technological competency and information literacy are integrated across the curriculum. Detailed information about these categories and course requirements for each academic program can be found in the UPRM undergraduate academic catalog.

Table 1. Alignment of General Education Expectations with UPRM Categories

MSCHE General Education Expectations	Current UPRM General Education Category	New UPRM General Education Category
Oral and written communication	<ul style="list-style-type: none"> Spanish English 	<ul style="list-style-type: none"> Communication in Spanish and English
Scientific and quantitative reasoning	<ul style="list-style-type: none"> Mathematics Science 	<ul style="list-style-type: none"> Quantitative and Logical Reasoning Scientific Thinking and Reasoning
Critical analysis and reasoning	<ul style="list-style-type: none"> Spanish English Science Social Sciences Humanities 	<ul style="list-style-type: none"> Communication in Spanish and English Scientific Thinking and Reasoning Culture, Society, and the Individual
Technological competency	<ul style="list-style-type: none"> Integrated 	<ul style="list-style-type: none"> Technological Skills
Information literacy	<ul style="list-style-type: none"> Integrated 	<ul style="list-style-type: none"> Integrated
Values, ethics, and diverse perspectives	<ul style="list-style-type: none"> Social Sciences and Humanities / Integrated 	<ul style="list-style-type: none"> Culture, Society, and the Individual Global and Historical Perspectives

Supporting facilities like libraries, computer centers, and writing centers play a key role in the success of the general education program. The CRE, EWC and the FWC provide peer tutoring and workshops to enhance students' oral and written communication skills in Spanish, English and French respectively ([E3.80](#)).

UPRM evaluates general education learning outcomes through the Institutional Plan for Assessment of Student Learning (Cert. UPRM-AS 03-43) and the GE Assessment Plan ([E3.81](#), [E3.82](#)). These documents guide continuous improvement efforts to ensure the effectiveness of the general education program. Refer to Standard V for more information.

UPRM's commitment to a well-rounded education aligns with Criterion 5, ensuring that students acquire essential skills, intellectual breadth, and the ability to make informed judgments both within and beyond their academic fields.

Criterion 6. Opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.

UPRM provides extensive opportunities for the development of research, scholarship, and independent thinking, supported by faculty and professionals with appropriate credentials for graduate-level curricula.

The philosophy and objectives of UPRM's graduate programs focus on developing expertise and fostering original research and professional projects, as outlined in the Graduate Academic Catalog ([E3.83](#)). Policies and procedures ensure a structured framework for graduate studies, specifying requirements for master's and doctoral degrees, final examinations, and other graduation requirements ([E3.84](#)). Certification UPRM-AS 09-09E establishes the regulations governing UPRM's graduate studies ([E3.85](#)), while Certifications UPRM-AS 05-62 and UPRM-AB 06-07-092 establish policies for graduate assistantships, providing financial support and promoting research opportunities ([E3.86](#), [E3.87](#)).

Graduate students benefit from robust research support, including access to research instrumentation, laboratories, and special programs ([E3.61](#)). UPRM fosters independent research and innovation in agriculture through the Center for Excellence in Quarantine and Invasive Species, which advances pest management strategies, and in engineering through the Civil Infrastructure Research Center, which enhances infrastructure resilience. In marine sciences, the Bio-Optical Oceanography Laboratory at Isla Magueyes focuses on coastal and oceanic research. The Lean Logistics Lab in business administration explores supply chain optimization, while the CeIBA Center in the arts and humanities examines bilingualism and education in Puerto Rico. These research initiatives, supported by expert faculty and modern facilities, contribute to graduate-level scholarship and academic excellence.

UPRM's major research infrastructure supports advanced scientific and technological research. The Electron Microscopy Center provides materials science and biomedical imaging, while the Genome Sequencing Facility advances genetics and agricultural research. The NASA Puerto Rico Space Grant Consortium fosters aerospace research and STEM education, and the Center for Nanostructure Characterization supports nanotechnology and materials engineering. Additionally, the Biomedical Engineering Laboratory drives medical device innovation. These facilities, along

with institutional and external collaborations, equip graduate students with world-class research infrastructure for high-impact studies and technological advancements.

Graduate students also have access to resources like the CEP and the GRIC for professional development. In addition, CIVIS provides additional support for writing and communication, crucial for research dissemination ([E3.88](#)).

UPRM's graduate faculty possess the necessary qualifications, with 91% holding doctoral degrees, ensuring students are mentored by experts. Faculty involvement in graduate programs promotes high academic standards and research excellence, as documented in UPRM Annual Reports. Relevant information about faculty qualifications and support can be found in Criterion 2 of this report.

Financial support for graduate students is robust, with assistantships funded through institutional and external sources. Institutional assistantships primarily support teaching and grading roles, while external funds cover research assistantships. Certifications such as Cert. UPR-GB 147-2022-2023 and UPR-GB 49-2018-2019E govern these assistantships, ensuring fair administration ([E3.89](#), [E3.90](#)). Over the past five years, funding levels have remained strong, enabling students to focus on their academic and research activities without excessive financial burdens. Table 2 provides a detailed breakdown of assistantship funding between 2019 and 2023, demonstrating UPRM's financial commitment to its graduate students.

Table 2. Assistantships (Data from OPIMI Dashboards)

Academic Year	Institutional Funding	External Funding				Total
		CID	Special Programs	SEA	Other	
2019	\$ 2,817,327	\$ 2,425,549	\$ 230,598	\$ 73,140	\$ 622,858	\$ 6,169,473
2020	\$ 2,634,865	\$ 1,736,006	\$ 274,644	\$ 59,918	\$ 592,056	\$ 5,297,491
2021	\$ 2,819,200	\$ 2,771,303	\$ 257,882	\$ 48,160	\$ 817,587	\$ 6,714,133
2022	\$ 2,619,468	\$ 2,639,499	\$ 271,530	\$ 137,211	\$ 747,048	\$ 6,414,758
2023	\$ 2,867,406	\$ 2,611,094	\$ 336,479	\$ 205,788	\$ 789,946	\$ 6,810,714

The significant level of funding provided through institutional and external sources highlights the strong support system in place for graduate students, enabling them to focus on their research and academic pursuits while reducing the financial burden. In addition, teaching assistantships support undergraduate programs, while they provide training to the graduate students.

Graduate student research is documented through theses, dissertations, and publications all of which are accessible via [Scholar](#), the UPRM's institutional repository ([E3.60](#)). Resources such as GRIC and CIVIS further enhance the research experience, offering workshops and support to guide students through their scholarly work ([E3.69](#)).

UPRM's commitment to fostering research, scholarship, and independent thinking is clearly aligned with Criterion 6. Through well-structured programs, qualified faculty, financial support, and extensive resources, the institution provides a rich environment for graduate students to thrive. Detailed information on these opportunities can be found in the Graduate Academic Catalog and on the respective center websites.

Criterion 7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers.

UPRM does not rely on third-party providers for student learning opportunities, ensuring that all programs are developed, delivered, and assessed internally. However, the institution has robust policies and procedures for approving courses taken at other institutions, maintaining the quality and integrity of the education received by its students.

Students can take courses at other universities through special permits, governed by the Institutional Policy on Authorization for Students to Take Courses at Other Units or Institutions (Special Permits Policy), established on May 31, 1996, by the UPR Vice Presidency of Academic Affairs ([E3.91](#)). This policy allows active UPRM students to enroll in courses at other UPR units or higher education institutions, both within and outside of Puerto Rico. Clear procedures ensure that these courses meet UPRM's academic standards, and that credits are properly transferred. The process is outlined in the 2018 institutional memo titled Procedure for Processing Requests for Authorization to Take Courses at Other Institutions ([E3.92](#)).

UPRM also facilitates student mobility within the UPR system through articulated transfer programs. These programs, governed by Cert. UPR-GB 187-2023-2024, allow students to begin their studies at one campus and complete them at another while ensuring consistency and quality in academic programs and student experiences ([E3.93](#)). The policy outlines the mechanisms for articulated transfers, ensuring that students retain credits and can complete their degrees within the expected timeframe. Agreements are formalized by the chancellors of participating units, with the approval of the university president, and coordinated by the Deans of Academic Affairs to maintain curricular alignment and effective communication between campuses ([E3.94](#)).

These well-established policies and procedures ensure that any external academic opportunities available to UPRM students are thoroughly vetted, aligning with the institution's high academic standards. This approach ensures compliance with MSCHE Standard III, Criterion 7. Detailed information on these policies and procedures can be found in the respective official documents and certifications.

Criterion 8. Periodic assessment of the effectiveness of programs providing student learning opportunities, RoA 8 (Systematic Evaluation of All Programs) and RoA 10 (Institutional Planning).

UPRM is committed to maintaining high standards in student learning opportunities through periodic assessments of academic programs, in alignment with RoA 8 (Systematic Evaluation of All Programs) and RoA 10 (Institutional Planning).

UPRM's assessment framework is guided by Certification UPR-GB 142-2023-2024 ([E3.20](#)), which outlines the objectives, processes, and responsibilities for conducting evaluations. These evaluations ensure that programs are reviewed systematically and regularly to maintain quality and relevance. Data is collected from multiple stakeholders, including students, faculty, alumni, and employers, ensuring a comprehensive approach to program evaluation. This process identifies areas for improvement, aligning with industry trends and societal needs. For further details, refer to Standard V.

The Deanship of Academic Affairs publishes a "Calendar of Academic Program Evaluations," which covers a five-year cycle ([E3.15](#)). Program administrators are required to submit their quinquennial reports based on this schedule. Early in the academic year, the Deanship meets with program administrators to clarify expectations for the evaluation process.

The Chancellor's communication on January 22, 2024, details the academic program evaluation process ([E3.95](#)). Each program submits a quinquennial report, incorporating input from stakeholders, which is reviewed by an external committee appointed by the Chancellor. This committee assesses program facilities, conducts interviews, and submits a report with recommendations to the Dean of Academic Affairs. The report is subsequently presented to the UPRM-AS and the UPRM-AB for review. Based on these recommendations, programs develop and implement action plans, and their effectiveness is reassessed in the next evaluation cycle. Programs accredited by external bodies are exempt from the internal five-year review but must comply with the standards of their accrediting agencies, which align with or exceed UPRM's requirements.

The results of these evaluations inform decisions related to program management, curriculum development, teaching practices, and student support services. By incorporating assessment outcomes into decision-making processes, UPRM ensures its programs remain aligned with student and community needs. Documentation, such as the Chancellor's communication and guidelines for academic program changes, demonstrates UPRM's systematic approach to program evaluation and its commitment to continuous improvement, as required by MSCHE Standard III, Criterion 8.

Additionally, UPRM follows the regulations established by the UPR system for the creation, modification, discontinuation, and reactivation of academic programs. Documents such as the General Guide for the Preparation and Processing of Academic Change Proposals ([E3.96](#)) and Cert. UPR-GB 67-2024-2025 ([E3.16](#)) ensure that all changes to academic offerings are thoroughly evaluated for effectiveness and alignment with institutional goals. This comprehensive framework supports the periodic assessment and continuous improvement of student learning opportunities, demonstrating UPRM's commitment to maintaining high academic standards and fostering an environment conducive to student success.

Recent program assessments underscore UPRM's use of data-driven insights to enhance student learning opportunities. For example, evaluations of Engineering and Agricultural Sciences programs identified areas for curriculum enhancement, leading to targeted revisions and resource allocation to address these needs. Refer to Standard V for more details.

Survey data indicates that 77.8% of faculty reported involvement in revising academic programs, yet only 64.6% believe that assessment results are consistently used to improve program effectiveness. Additionally, 66.7% of faculty agree that assessment findings are used to enhance teaching and learning processes. These results highlight the need for better integration and communication of assessment outcomes within the institution.

UPRM's systematic approach to program evaluation, driven by data and continuous feedback, ensures compliance with RoA 8 and RoA 10. This approach integrates academic and institutional

planning, aligning program assessments with institutional goals and using assessment outcomes to enhance student learning and the quality of academic programs.

Institutional Priority 1. Maintain quality of academic course offerings sufficient in quantity to support student academic progress.

UPRM has undertaken several initiatives to ensure both the quality and quantity of its academic course offerings, effectively supporting student academic progress. By focusing on recruiting and retaining qualified faculty, promoting programs, revising and developing curricula, and implementing retention and support initiatives, UPRM has fostered a robust learning environment. Investments in infrastructure, technological resources, and crisis response measures have further ensured the continuity and quality of educational delivery. These efforts demonstrate UPRM's commitment to maintaining excellence in its academic offerings, aligned with its institutional priority.

Lines of Inquiry

Line of Inquiry 1a: How does UPRM ensure that undergraduate and graduate programs provide a high-quality student learning experience?

UPRM ensures a high-quality student learning experience through a combination of rigorous academic standards, regular reviews, and comprehensive policies aligned with Criteria 1, 2, 3, 4, and 6. Faculty qualifications are aligned with institutional goals, with a significant majority holding doctoral degrees, and their teaching, research, and service are regularly evaluated. Extensive student support services, such as the General Library, specialized learning environments, and virtual laboratories, enhance academic progress. Additional resources, including the CEP and CREAD, provide support for both students and faculty. Systematic data collection, through surveys and peer reviews, informs continuous program improvements based on feedback from faculty and students.

Line of Inquiry 1b: How do UPRM's programs develop both technical and general education skills?

Aligned with Criteria 1 and 5, UPRM's programs integrate technical and general education skills through a well-rounded curriculum. General education courses in Spanish, English, Humanities, Social Sciences, Mathematics, and Sciences ensure broad intellectual exposure. Programs such as CIVIS foster civic engagement, while specialized courses provide in-depth technical knowledge. Practical experiences, including laboratory work, internships, and design projects, reinforce theoretical learning and promote the synthesis of knowledge across disciplines. Capstone projects, research initiatives, and practicums serve as culminating experiences to demonstrate students' proficiency in applying their skills.

Line of Inquiry 1c: How do UPRM's programs address future societal needs?

UPRM addresses future societal needs by ensuring that its programs remain relevant to contemporary challenges, as outlined in Criteria 1 and 8. Regular curriculum reviews ensure alignment with industry trends and societal needs. Graduate programs, in particular, emphasize research, independent thinking, and innovation, supported by key facilities such as the Research and Development Center and the Agricultural Experiment Station. Programs like the Agricultural Extension Service and the Sea Grant Program actively engage students in projects that address

local community needs, combining academic learning with service-learning opportunities that benefit society.

Line of Inquiry 1d: How do UPRM's programs meet institutional goals and policies?

Aligned with Criteria 1 and 8, UPRM ensures that its programs meet institutional goals and policies through mission alignment, adherence to academic standards, and continuous improvement. Program goals are clearly communicated, and the programs are designed to support UPRM's mission of educating well-rounded, culturally aware, and critical-thinking graduates. Regular evaluations, guided by MSCHE standards and other accrediting bodies such as ABET and CAEP, ensure compliance and foster program enhancement. The integration of academic assessments with institutional planning supports student achievement and aligns with UPRM's educational goals.

Line of Inquiry 2: How have UPRM's academic offerings been transformed in the last five years to promote student academic progress?

Over the past five years, UPRM's academic offerings have undergone significant transformation, as outlined in Criteria 1 and 8. Curriculum revisions have reduced credit requirements, streamlining paths to graduation and ensuring timely degree completion. Regular assessments and feedback have driven targeted changes in course offerings and program structures. The integration of new technologies and updated teaching methodologies has further enriched the student learning experience, supporting retention and academic success. These efforts reflect UPRM's commitment to continuous improvement and alignment with evolving educational standards and societal needs.

VI. Analysis and Recommendations

Areas of Strength

- UPRM offers rigorous and well-structured academic programs across all modalities. Systematic program evaluations ensure alignment with higher education standards, accreditation requirements, and workforce needs.
- UPRM has recruited highly qualified faculty nationally and internationally, despite salary limitations. Faculty and teaching assistants receive continuous training in teaching strategies, online learning, and curriculum development, enhancing instructional quality.
- UPRM has introduced new undergraduate and graduate programs, including its first Professional Master's degree and fully online program. Curricular revisions have optimized degree pathways to reduce graduation time and ensure alignment with industry and societal demands.
- Programs like RUMboEx, Early Alert, advanced registration, and CIVIS have strengthened academic support and retention strategies. Investments in study spaces, including the GRIC, have improved the learning environment.
- Investments in multimodal classrooms and internet infrastructure have expanded access to flexible, technology-enhanced learning experiences, supporting a broader range of student needs.
- Increased access to mental health resources, career counseling, and academic advising has contributed to student retention and overall well-being.

Opportunities for Improvement and Innovation

- Increase online and hybrid course offerings, including undergraduate and graduate programs, certifications for professionals, and flexible learning opportunities to enhance accessibility and generate additional revenue.
- Update evaluation processes for full-time, part-time, and adjunct faculty to ensure comprehensive performance assessments. Expand faculty development initiatives through a restructured CEP.
- Standardize and fully implement updated Student Learning Assessment Plans to maintain academic excellence and accreditation compliance.
- Expedite the implementation of a uniform general education curriculum that meets accreditation standards without extending degree completion time.
- Develop an institutional academic advising platform and increase faculty participation to improve student engagement and academic planning.
- Redesign academic program webpages, brochures, and flowcharts to ensure students have clear and user-friendly access to curriculum requirements and graduation timelines.
- Strengthen and expand RUMEx to enhance academic support and retention efforts. Increase awareness and accessibility of mental health resources, career services, and student success programs, particularly for underserved and at-risk students.
- Advocate for adjustments to salary scales to strengthen recruitment and retention efforts, ensuring UPRM remains competitive in attracting and retaining talent.

Initial Strategies on Continuous Quality Improvement

- Enhance faculty training in student learning assessment by conducting workshops and targeted initiatives to support assessment planning and implementation.
- Analyze graduation and retention trends to identify barriers to degree completion and implement strategies to reduce time to graduation while maintaining academic quality.
- Improve access to academic program information by enhancing digital platforms, program materials, and degree maps, ensuring students can easily navigate requirements.
- Standardize faculty evaluation across all categories, ensuring consistent and fair performance assessments for full-time, part-time, and adjunct faculty.
- Strengthen the CEP to expand faculty development opportunities, focusing on innovative teaching methods, assessment strategies, and professional growth.

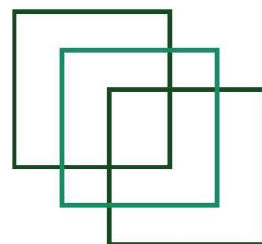
Self-Study Report 2025

Standard IV

Support of the Student
Experience



University of Puerto Rico
Mayaguez



STANDARD IV: SUPPORT OF THE STUDENT EXPERIENCE

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Requirements of Affiliation 8: The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.

Requirements of Affiliation 10: Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

I. Overview of Working Group Charge

The Working Group is tasked with analyzing UPRM's compliance with Standard IV, which focuses on enhancing the student experience across all educational settings and modalities. This includes ensuring that recruitment and admissions align with the institution's mission and that a coherent support system promotes student retention, persistence, completion, and success. The analysis will demonstrate how UPRM meets RoA 8 and 10 by systematically evaluating its programs and integrating institutional planning with goals for academic effectiveness and student achievement. Additionally, the report will address the institutional priority of sustaining enrollment and admissions as it pertains to Standard IV.

II. Description of the Lines of Inquiry

The working Group for Standard IV explored key lines of inquiry to assess UPRM's support of the student experience. The primary questions are:

1. What services initiatives are offered to UPRM students to sustain enrollment and the student experience?
2. How effective have these services and initiatives been?

The findings will provide a comprehensive evaluation of the institution's commitment to student retention, persistence, completion, and overall success.

III. Collaboration, Connections, and Evidence Inventory Approach

The Working Group for Standard IV collaborated with various stakeholders to refine the Evidence Inventory and ensure a comprehensive Verification of Compliance process. This involved close communication with OPIMI, the Registrar's Office, and the Dean of Students' Affairs to obtain relevant statistics and data, focusing on the effectiveness of services and initiatives aimed at sustaining enrollment and enhancing the student experience.

Regular discussions with members of other Working Groups helped identify overlapping areas of inquiry and share relevant data, ensuring consistency and avoiding duplication. The Evidence Inventory for Standard IV includes enrollment and retention statistics from OPIMI, reports on student support services and initiatives, documentation of orientation, advisement, and counseling programs, data on financial aid and student expenses, and records of institutional planning and assessment processes. These documents support our analysis and demonstrate UPRM's efforts to

sustain enrollment, support student success, and align with the institution's mission and educational goals.

IV. Assessment Information Utilized

The Working Group used various assessment reports to complete the analysis for Standard IV. They reviewed student surveys for feedback on support services, including orientation, advisement, and counseling, and perceptions of financial aid. Enrollment and retention statistics from OPIMI helped understand trends and factors affecting student persistence and graduation rates. Reports on student support services evaluated the effectiveness of orientation, counseling, and advisement programs, and initiatives for student retention and success. Financial aid data were analyzed to assess access to aid and its impact on retention and completion. Institutional planning and assessment documents were reviewed to see how assessment results inform planning and decision-making, integrating goals for academic effectiveness and student achievement. These data provided a comprehensive basis for evaluating UPRM's efforts to sustain enrollment, support student success, and align with the institution's mission and educational goals.

V. Analytical Report

The Working Group conducted an analysis to evaluate UPRM's compliance with Standard IV, focusing on the institution's support of the student experience. This report provides evidence of compliance for each criterion, demonstrating UPRM's commitment to recruiting, admitting, and retaining students aligned with its mission and educational goals.

Criterion 1. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:

Admission to UPRM undergraduate programs is based on the General Admission Index (IGS), calculated as 60% of the student's high school GPA and 40% of their College Entrance Examination Board (CEEB) or SAT scores. Each year, UPRM establishes an Institutional Minimum Index (IMI), the minimum IGS required for admission ([E4.01](#)). If a student's IGS meets or exceeds the IMI, they are admitted. The UPRM Administrative Board (UPRM-AB) sets the IMI and program maximum capacity ("cupo") based on recommendations from deans and department chairs. These values are approved and published, ensuring a transparent admission process aligned with institutional resources.

UPRM publishes admission requirements, procedures, and deadlines via the university website, official bulletins, and orientation sessions. The Office of Admissions provides guidance and support throughout the application process, ensuring clarity and efficiency. It offers orientation to high school students, transfer applicants, and individuals seeking professional development opportunities, assisting with requirements and procedures for a smooth transition to UPRM.

Key Admission Policies and Regulations:

- **Admission Policies and Regulations of the University of Puerto Rico for Students Coming from High School:** Certification UPR-GB 162-2023-2024 ([E4.02](#)) establishes the new undergraduate admission policy at the UPR, replacing previous policies. It outlines a framework for both traditional and non-traditional admission pathways, ensuring accessibility for diverse student groups, while detailing the legal foundation, application procedures, and institutional responsibilities to promote fairness and transparency.

- **Extended Admission, Reasonable Accommodation, and Retention Act for Students with Disabilities:** Policies ensuring that students with disabilities receive the necessary support when transitioning from high school to postsecondary education are established under Law 250, Government of Puerto Rico, 2012 ([E4.03](#)).
- **Complementary Rules and Procedures for Extended Admission of New Students:** Additional procedures to support the extended admission of students are outlined in Certification UPR-GB 111- 2014-2025 ([E4.04](#)).

a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds.

UPRM ensures that students receive accurate and comprehensive information about expenses, financial aid, scholarships, grants, loans, repayment, and refunds through various channels and services provided by the Financial Aid Office. This office assists students with financial needs in achieving their academic goals by providing financial aid in accordance with federal, state, and institutional regulations.

The Financial Aid Office of the UPR Central Administration provides registration fees for UPRM. These fees are classified into categories based on each student's town of residency: those living in Mayaguez and nearby cities, and those living elsewhere ([E4.05](#)).

The estimated annual study fees can vary each academic year; these fees are reviewed and updated annually. This estimated annual study fee serves as a basis for granting financial aid from federal, state, and private funds. Table 3 details the registration fees for students admitted to UPRM from 2020 to 2024. Table 4 breaks down the cost of the fees established at UPRM according to the services offered to its students. The Financial Aid Office of UPRM plays a crucial role in meeting these criteria. Its mission is to maintain control over administrative and fiscal processes, ensure and advise on faithful compliance with institutional, state, federal, private, and other policies and regulations.

Table 3. Tuition per credit hour for UPR undergraduate students admitted from 2019-2024

Description	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Resident Students	\$124.00	\$124.00	\$145.00	\$157.00	\$157.00
Non-resident Students	\$186.00	\$124.00 *	\$145.00	\$157.00	\$157.00
Foreign Students	\$248.00	\$124.00. *	\$145.00 *	\$157.00 **	\$157.00 ***

*Certification UPR-GB 77-2019-2020

**Certification UPR-GB 163-2021-2022

*** Certification UPR-GB 155-2023-2024

Table 4. Special fees for UPR (Academic year starting in August)

Description	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Maintenance fee (per academic session)	\$75.00	\$75.00	\$100.00	\$100.00	\$100.00
Technology fee (per academic session)	\$ 25.00	\$ 25.00	\$ 50.00	\$ 50.00	\$ 50.00
Laboratory fee (per laboratory)	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00
Graduation rights	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00
Identification card	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00
Late tuition fee	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00
Admission fee	\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00
Re-admission fee	\$ 30.00	\$ 30.00	\$ 35.00	\$ 35.00	\$ 35.00
Transfers from other institutions	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00
Transfers within the UPR system	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00
Transcripts and certificates	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00
Document duplicates	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00
Change in faculty or Reclassification	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00
Partial withdrawal fee	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00
Total withdrawal fee	\$15.00	\$15.00	\$15.00	\$15.00	\$15.00
Course repetition fee	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00

Key initiatives to communicate with students:

- **Financial Aid Workshops:** Regular orientations and FAFSA Days are conducted to inform students about financial aid options and application processes.
- **Online Financial Aid Portal:** A user-friendly online portal which provides detailed information about financial aid packages, scholarship opportunities, and tuition costs (<https://www.uprm.edu/asistenciaeconomica/>).

Key strategies include:

- Promoting available financial aid programs at the institution, encompassing federal, state, institutional, and private programs based on financial need, as well as those not considering financial need. Reference links: Financial Aid Packaging Policy ([E4.06](#)), Financial Aid Manual ([E4.07](#)), Institutional Policy on Granting Financial Aid for Students with Academic Distinctions at the UPR ([E4.08](#)), Regulations for Granting Financial Assistance from the Special Fund for UPR Scholarships ([E4.09](#)).
- Providing guidance on how students can apply for financial aid and the deadlines for application submission. Reference links: Guidelines for Filling Out the Pell Grant (FAFSA) ([E4.10](#)), Instructions for Creating FSA IDs ([E4.11](#)), Instructions for the NEXT Portal ([E4.12](#)), Facebook Financial Aid, Scholarship Verification Instructions ([E4.13](#)), Presentation for New Students ([E4.14](#)), Instructions for Direct Deposit ([E4.15](#)).
- Disclosing study costs, including tuition, fees for housing, food, books, supplies, and other miscellaneous expenses. Reference links: Cost of Attendance ([E4.16](#)), Net Price Calculator.

- Providing information on the University withdrawal process, institutional refund policy, and federal funds process. Reference links: Reimbursement Policy ([E4.17](#)), Return of Title IV Funds Policy ([E4.18](#)).
- Highlighting eligibility requirements for each financial aid program and the criteria used for granting aid. Reference links: Academic Eligibility Policies and Regulations - Academic Progress ([E4.19](#)), Process for Verification of Financial Aid Applications ([E4.20](#)), Professional Judgment Procedure ([E4.21](#)), Dependency Override Procedure ([E4.22](#)).
- Explaining the academic progress policy requirements students must comply to continue receiving financial aid from both the Student Affairs and the Registrar's Offices and establishing eligibility for financial aid programs in case of non-compliance. Reference links: Academic Eligibility Policies and Regulations - Academic Progress ([E4.19](#)), Brochure for Academic Progress ([E4.23](#)), Instructions for Academic Progress ([E4.24](#)), Application for Academic Progress Revision ([E4.25](#)).
- Informing students about the amount of financial aid they will receive from the Title IV program, including details on disbursement and whether loan funds are subsidized or unsubsidized. Reference links: Financial Aid Manual ([E4.26](#)), Books and Supplies Disbursement Policy ([E4.27](#)).
- Providing guidance on the terms of student loans, including interest rates, loan amounts, and repayment timelines. Reference links: Direct Federal Loan (general information and instructions) ([E4.28](#)), Federal Student Loans – Basics for Students ([E4.29](#)), Federal Student Loan Programs ([E4.30](#)), Student Loan Repayment Checklist ([E4.31](#)), Federal Student Loan Program Conduct Code ([E4.32](#)).
- Disclosing general conditions and terms for Work-Study Jobs suitable for any student employment funded by federal grants. Reference links: Guide & Procedure for the Administration of the Federal Work-Study Program ([E4.33](#)), General Information for Students and Supervisors ([E4.34](#)).

At UPRM, the Registrar's Office, in conjunction with the Finance Office, endeavors to offer enrollment exemptions for veterans and their families. The Registrar's Office evaluates each student's eligibility based on Law 203, known as the New Bill of Rights for the Puerto Rican Veteran of the 21st Century ([E4.35](#)). This bill ensures rights to employment, education, tax relief, and more for those who have served in the U.S. Armed Forces.

Table 5 details the total financial aid received by UPRM students in recent years, categorized by type of aid, sourced from the Federal Department of Education or source.

Table 5. Financial Aids

Type of Aid	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
FSPELL	\$42,543,825.26	\$40,258,672.44	\$37,630,734.95	\$37,533,003.62	\$39,865,353.73
FSEOG	\$570,043.00	\$695,662.50	\$283,100.00	\$582,666.67	\$582,554.17
FSWP	\$802,626.79	\$142,694.76	\$237,888.69	\$958,819.99	\$902,771.70
Federal Subsidized Loan	\$8,953,903.00	\$4,366,229.00	\$3,316,613.00	\$3,907,146.00	\$3,683,075.00
Federal Unsubsidized Loan	\$1,473,555.00	\$1,083,842.00	\$954.00	\$1,091,835.00	\$1,207,235.00

Type of Aid	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Short-term (emergency) loans	-	\$1,200	\$1,200.00	\$1,720.00	\$1,150.00
GEER Loan	-	\$6,000	\$2,000.00	\$9,700.00	\$7,700.00
ARP HEERF III	-	-	\$12,483,200.00	\$504,463.05	-
Merit Scholarship	\$1,253,018.00	\$769,137.00	\$602,400.00	\$1,090,336.00	\$1,135,510.00
Cert. 47				\$2,623,939.28	\$2,132,133.40
Cert. 148-Law 4	-	-	\$876,150.00	\$2,895,953.41	\$2,661,724.14
Cert. 50	\$152,902.00	-	-	-	-
Special Fund LAW 44	\$282,534.00	\$156,550.66	\$364,446.75	\$594,002.32	\$883,843.23
Law 4 Graduate	-	-	\$187,707.26	\$354,500.00	-
Private Scholarships	-	\$235,158.60	\$509,912.56	\$586,745.00	\$568,278.22
CARES Grad Inst.	\$410,932.80	\$157,600.00	-	-	-
CARES Inst.	\$8,265,742.05	\$2,296,000.00	-	-	-
CRRSAA	-	\$8,746,709.47	-	-	-
CRRSAA Grad	-	\$466,307.64	-	-	-
CRRSAA Grad Inst	-	\$28,665.00	-	-	-
CRRSAA Inst	-	\$3,134,313.00	-	-	-
EAIP	\$247,500.00	\$880,000.00		-	-
Total	\$64,956,581.90	\$63,424,742.07	\$56,496,307.21	\$52,734,830.34	\$53,631,32.59

Survey results indicate that 52% of students rated the financial aid processes as excellent or good, demonstrating general satisfaction with the information and support provided. However, 15.1% rated these processes as deficient, highlighting areas for improvement. The feedback on the scholarship appeal system shows that 16.6% of students rated it as excellent or good and 12.8% as deficient, indicating the need for enhanced communication and support for the appeal process.

b. a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals.

UPRM has established processes to identify, place, and support students who are not adequately prepared for their level of study. These processes ensure that students receive the necessary assistance to attain appropriate educational goals.

Incoming students are assessed through placement tests that evaluate their readiness for college-level work. These tests help identify students who may need additional support to succeed in their academic programs. Based on the results, students are placed in appropriate courses or remedial programs designed to build their skills. This process is regulated by the UPRM-AS certifications ([E4.36](#), [E4.37](#), [E4.38](#)).

UPRM has demonstrated a strong commitment to meeting the Middle States Commission on Higher Education (MSCHE) Standard IV, Criterion B. This standard emphasizes the importance of providing support for student learning and success. UPRM has implemented several initiatives and support centers, including the Precalculus Support Center, the PORTICO program, and the

BWC (CIVIS), which collectively contribute to fulfilling this criterion. These initiatives provide comprehensive academic support, enhance student engagement, and improve retention and academic performance.

Precalculus Support Center

The Precalculus Support Center is a vital resource for UPRM students, particularly those enrolled in Precalculus I, Precalculus II, and MATE 3005 (a five-credit course combining Precalculus I and II) courses. The center has seen a significant number of visits and has had a measurable impact on student performance.

Table 6. Visits by Period and Course

Period	Total Visits	Precalculus I (MATE3171)	Precalculus II (MATE3172)	Precalculus (MATE3005)
Summer 2023	2,476	594	1,882	0
First Semester 2023-2024	3,656	2,574	880	202
Second Semester 2023-2024	2,667	1,102	1,565	0
First Summer 2024	2,173	763	1,410	0

Table 7. Impact on Academic Performance

Grade	Summer 2023		First Semester 2023-2024	
	Attended CDA	Did Not Attend CDA	Attended CDA	Did Not Attend CDA
A	16.28%	4.03%	12.54%	8.56%
B	17.44%	12.90%	17.66%	12.97%
C	33.72%	21.77%	24.01%	20.23%
D	8.14%	8.87%	7.89%	5.32%
F	19.77%	44.76%	31.18%	45.01%
W	4.65%	7.66%	6.81%	7.91%

Comparing the performance between instructors and professors also highlights interesting trends. During the Summer 2023 term, instructors had a higher percentage of A and B grades (22% A and 32% B) compared to professors (2% A and 15% B). However, instructors also had a higher percentage of F grades (38.95% vs. 35.82%).

Table 8. Grade Distribution: Instructors vs Professors

Grade	Instructors	Professors
A	22	2
B	32	15
C	64	19
D	27	2
F	104	24
W	18	5

Overall, the data clearly indicates that students who utilize the Precalculus Support Center perform better academically. They have higher rates of A and B grades, and lower rates of failing grades compared to their peers who do not attend the Center.

PORTICO Program

The PORTICO Program plays a critical role in supporting first-year students' transition to university life, aligning with MSCHE Standard IV by fostering student learning and support. Participation levels remained relatively consistent over the years, with 258 students enrolled in 2023-2024, representing 10% of the first-year cohort. The program saw its highest participation in 2022-2023, with 321 students (16.99%), demonstrating strong student engagement that year. The program has consistently contributed to student retention and academic success, as participants tend to demonstrate higher retention rates compared to non-participants.

Table 9. First Year Students Voluntarily Enrolled in PORTICO

Academic Year	Number of Participants	Percent of First Year Cohort
2019-2020	205	10%
2020-2021	248	11.05%
2021-2022	246	13.48%
2022-2023	321	16.99%
2023-2024	258	10%

Table 10. Number of Certified Peer Educators/Mentors

Academic Year	Number of Certified Peer Educators
2019-2020	25
2020-2021	26
2021-2022	24
2022-2023	28
2023-2024	24

Table 11. Students Registered in Tutoring Sessions and Number of Tutors per Semester

Academic Year	Number of Tutors	Registered Students' Visits for Tutoring (whole academic year)
2017-2018	18	2,032
2018-2019	25	5,344
2019-2020	25	4,200
2020-2021	23	3,873
2021-2022	22	4,600
2022-2023	22	5,211
2023-2024	24	5,460

An essential indicator of the PORTICO program's success is the improved retention rates among participants. Data from recent years shows that students who participated in the PORTICO program had significantly higher retention rates compared to those who did not participate.

Table 12. Improved Retention Rates

Cohort	Retention Rate (PORTICO Participants)	Retention Rate (Non-Participants)
2017-2018	88%	75%
2018-2019	90%	76%
2019-2020	91%	77%
2020-2021	89%	74%
2021-2022	92%	78%
2022-2023	93%	79%

Language Writing Center (CIVIS)

The BWC (CIVIS) is another crucial component in UPRM's strategy to meet MSCHE Standard IV. CIVIS provides extensive tutoring services, helping students improve their writing and speaking skills. The center has experienced significant growth, with tutoring sessions increasing from 548 in the 2nd Semester of 2020-2021 to 1,243 in the 2nd Semester of 2022-2023.

Table 13. EWC Tutoring Sessions by Semester

Second Semester	Number of Sessions
2020-2021	548
2021-2022	1099
2022-2023	1243
2023-2024	699 (January to May 2024)

Enhancing Student Learning and Achievement

The BWC's tailored support addresses diverse student needs, enhancing the overall learning experience. The increasing number of sessions indicates a strong commitment to student achievement, with the BWC contributing significantly to both academic and professional success.

Key Findings

UPRM's initiatives, including the Precalculus Support Center, the PORTICO program, and the BWC, demonstrate a comprehensive approach to meeting MSCHE Standard IV, Criterion B. These programs provide essential academic support, foster student engagement, and improve retention and performance, thereby ensuring student success and continuous improvement in line with accreditation standards. Through these efforts, UPRM remains committed to supporting student learning and success, thereby fulfilling its mission and aligning with MSCHE standards.

Survey results indicate that 58.4% of students rated the tutoring services as excellent or good, while 5.9% rated them as deficient. The high percentage of N/A responses (23.4%) suggests that increased promotion of these services could enhance their usage and effectiveness.

UPRM's commitment to supporting underprepared students is further demonstrated through its comprehensive orientation and advisement programs. A first-year student orientation program introduces new students to campus resources, academic expectations, and support services. Additionally, each academic department provides personalized advising to help students plan their course schedules and academic pathways, ensuring they are on track to achieve their educational goals. All first-year students are also enrolled in a 15-hour, 0-credit course on the introduction to university life (UNIV 30XX).

The institution's efforts to support underprepared students are further exemplified by its use of data and analytics. The Office of Institutional Planning and Research conducts regular analyses of student performance data to identify trends and areas for improvement. Based on these analyses, targeted interventions are developed to support at-risk student populations, enhancing their chances of academic success. Overall, UPRM's processes for identifying, placing, and supporting underprepared students ensure that all students have the opportunity to succeed academically. Through a combination of placement assessments, remedial programs, tutoring services, counseling, and personalized advising, UPRM meets the criterion of providing the necessary support for students to attain appropriate educational goals.

c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience.

Based on a strong belief in the capacity of all students, UPRM invests in empowering students by providing them with an environment that enhances the student experience and promotes their learning process and academic success.

Comprehensive Support System

UPRM supports the student learning experience and academic success by providing a robust academic curriculum; administrative, educational, and student support services that enhance teaching, learning, and advising; and a slate of policies and procedures that are designed to enable student success. Improving retention, academic success, and graduation rates depends on a system that includes academic, financial, health, and social support. Qualified and engaged employees, teaching staff, and professionals offer a wide range of services to students, creating a dynamic community of support that engages students from pre-admissions to graduation and across departments, programs, and offices.

Student Orientation and Advisement Programs

UPRM enhances the care and support the physical and mental health of its students as well as their wellness, providing direct services and promoting self-care that considers their needs and backgrounds. This support system includes the following departments, offices, programs, and services:

- **Academic Advising:** Before each registration process, students receive individualized advising that aids them in the selection of courses following the established sequence, thereby guaranteeing a satisfactory academic route.

- **Department of Counseling and Psychological Services (DCSP):** This department offers counseling and psychological services directed toward strengthening students' academic, social, and emotional aspects, and provides a 15-hour seminar to help students achieve academic success and adequately integrate into society. The department is accredited by the International Association of Counseling Services (IACS).
- **Office of Services for Students with Disabilities (OSEIRUM):** Students with disabilities are provided with orientation about their rights for equal participation and integration, inclusion, reasonable accommodation, tutoring, mentors, equipment, and materials to support their academic performance.
- **Office of Quality of Life (Oficina de Calidad de Vida):** Promotes healthy lifestyles by coordinating educational programs through orientations, health clinics, fairs, and other activities for students.
- **Title IX Office (Oficina de Título IX):** Addresses prevention and education about gender-based misconduct, discrimination, harassment, and retaliation in the university community through orientations, workshops, and other activities for the college community.
- **Student Organizations:** Multiple student-based organizations educate the community about multiple issues related to student diversity on campus.

Department of Counseling and Psychological Services (DCSP)

The DCSP provides a full range of counseling, psychological, and emotional support services to students as they pursue academic and personal goals. All services appropriately address the varying levels of need for the student community. It offers free, confidential counseling and therapy to all students in a safe environment where students can address issues that may be preventing them from attaining their academic goals. Individual counseling sessions are offered by appointment, along with walk-in, crisis intervention, and emergency services for students who need immediate help.

Opportunities exist for individual counseling and psychotherapy, educational counseling, and career counseling services. These services are coordinated and offered by qualified, licensed mental health professionals. The DCSP faculty is composed of full-time tenured or non-tenured staff. Most of the faculty in the department possess doctoral degrees (80%) and the remaining 20% possess master's degrees. The DCSP's faculty is dedicated to offering counseling/psychological services and teaching.

Table 14. Personnel in DCSP (May 2024)

Faculty	Academic Degree	Position
Mayra L. González Ornes	Ed.D.	Acting Director and Counselor*
María E. Almodóvar Almodóvar	Ed.D.	Counselor*
Zaida M. Calderón Fontanes	M.A.	Psychologist+**
Waleska Desarden Sepúlveda	M.A.	Counselor**
Laura Díaz Pagán	Psy.D.	Psychologist**
César A. Medina Díaz	Psy.D.	Psychologist**
Magaly Mercado Nazario	Ed.D.	Counselor*
Carolyn Mercado Rosado	Ed.D.	Counselor*
Glorymar Ortiz Toro	Psy.D.	Psychologist*

Faculty	Academic Degree	Position
Nelson Pagán Suárez	Ed.D.	Counselor*
Emir S. Rivera Castillo	Psy.D.	Psychologist*
Madeline J. Rodríguez Vargas	Ed.D.	Counselor*
Lourdes Santana Charriez	Psy.D.	Psychologist**
Arleen Santana Mercado	Ed.D.	Counselor*
Víctor M. Sepúlveda Negrón	Ed.D.	Counselor**
Yan K. Serrano Rosado	M.S.W.	Social Worker**
Leysset Silva	Psy.D.	Psychologist**
Luis J. Velázquez Velázquez	M.S.W.	Social Worker**
Edwin Vélez Barreto	Psy.D.	Psychologist**

(Note: Specify if the positions are tenured*, non-tenured**, or retired +** if applicable.)

Increase in Service Sessions Offered by DCSP

The data on the number of counseling and psychological services sessions provided by the DCSP over the past five academic years shows a clear trend of increasing demand for these services.

Table 15. DCSP Services Sessions

Academic Year	Counseling and Psychological Services Sessions
2019-2020	4,607
2020-2021	5,575
2021-2022	6,241
2022-2023	6,640
2023-2024	7,074

The total number of sessions increased from 4,607 in 2019-2020 to 7,074 in 2023-2024, marking an overall increase of approximately 53.5%. Each year has seen a consistent increase in the number of sessions, highlighting the growing recognition of mental health's importance in supporting academic success.

Individual and Group Counseling Services

The breakdown of individual and group counseling sessions provides further insights into the utilization of DCSP services as shown in Table 16.

Table 16. DCSP Service Breakdown

Academic Year	Individual Counseling Sessions	Students Participating in Group Counseling Sessions
2019-2020	4,606	7
2020-2021	5,575	15
2021-2022	6,239	44
2022-2023	6,640	0
2023-2024	7,073	12

There has been a consistent increase in the number of individual counseling sessions over the years, indicating a growing demand for personalized support. From 2019-2020 to 2023-2024, individual sessions increased by approximately 53.6%. In contrast, group counseling sessions have shown more variability. Notable increases were observed in 2020-2021 and 2021-2022, followed by a drop to zero sessions in 2022-2023, and a modest increase in 2023-2024. This variability may be attributed to factors such as changes in student preferences, the impact of the COVID-19 pandemic, or shifts in program offerings.

Analysis and Response to Increased Demand of the DCSP

The increasing demand for counseling and psychological services at UPRM aligns with national trends observed during the COVID-19 pandemic. However, at UPRM, this demand was exacerbated by additional local challenges including the 2020 earthquakes, Hurricane Fiona in 2022, and student strikes. These events significantly impacted on the mental health and well-being of the student body, leading to a heightened need for support services.

In response to this increased demand, UPRM implemented several strategic measures:

- The DCSP increased its hours of operation to accommodate more students. This included establishing an after-hours program that operates during nights and weekends, ensuring that students have access to support when they need it most.
- The after-hours program has been particularly beneficial for students with busy schedules or those who require immediate assistance outside of regular office hours.

These initiatives have been crucial in meeting the heightened demand for counseling services and ensuring that all students have access to the support they need, regardless of the time of day.

Office of Services for Students with Disabilities

The Office of Services for Students with Disabilities provides orientations to students to offer equal access to learning and education opportunities, educates the UPRM community about diversity and inclusion, and works to offer essential resources for success to special populations.

The office has been offering a diverse array of activities for students and the university population, including orientations, lectures, workshops, trainings, webinars, and other events.

The main objective of this office is to guarantee the optimum rendering of services that facilitate equal participation and integration of all students with disabilities in the different activities and services offered at UPRM. It must also educate and keep these students informed of legislation that protects them. The main interest is to offer direct services that address the real needs of the active student population with disabilities of the UPRM. This is protected by the criteria presented in the institutional policy towards persons with disabilities in the UPR, including the dispositions of Section 504 of the Vocational Rehabilitation Act of 1973; ADA (Americans with Disabilities Act) of 1990; Law 51 (Law of Integral Educational Services for People with Disabilities) of 1996; and Law 238 (Bill of Rights for Persons with Disabilities) of August 31, 2004.

Table 17. Students who received reasonable accommodation

Academic Year	Number of Students with Reasonable Accommodation		
	First Semester	Second Semester	Summer
2021-2022	593	601	178
2022-2023	608	655	167
2023-2024	764	753	180

Office of Quality of Life (Oficina de Calidad de Vida)

The Office of Quality of Life promotes healthy lifestyles by coordinating educational programs through orientations, health clinics, fairs, and other activities for students. These programs are designed to enhance the overall well-being of students, addressing both physical and mental health. The office plays a crucial role in fostering a supportive and healthy campus environment, which is essential for student retention and success.

Table 18. Prevention and Wellness Activities

Academic Year	Prevention and Wellness Activities
2019-2020	49
2020-2021	21
2021-2022	50
2022-2023	32
2023-2024	26

Key Findings

Survey results show that 60.4% of students rated academic advising services as excellent or good, though 20.1% found them deficient, indicating areas for improvement. Survey feedback indicates that 51.5% of students rated the professional counseling services as excellent or good, although a high N/A response (25.0%) suggests a need for increased accessibility and awareness.

UPRM's initiatives, including the Precalculus Support Center, the PORTICO program, CIVIS, the Office of Services for Students with Disabilities, and the Office of Quality of Life, demonstrate a comprehensive approach to meeting MSCHE Standard IV, Criterion 1.c. These programs provide essential academic support, foster student engagement, and improve retention and performance, thereby ensuring student success and continuous improvement in line with accreditation standards. Through these efforts, UPRM remains committed to supporting student learning and success, thereby fulfilling its mission and aligning with MSCHE standards.

d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement.

UPRM demonstrates its compliance with MSCHE Standard IV, Criterion 1d through a comprehensive and structured approach that includes academic advising, stringent academic standards, robust financial aid policies, and an innovative Early Alert System aimed at improving student retention and success.

Academic Advising and Support

UPRM places a strong emphasis on academic advising as a cornerstone of student success. As outlined in the Certification UPRM-AS 21-47, the CoE has implemented a pilot plan to provide formal academic and professional advising throughout a student's academic career ([E4.39](#)). This plan, designed to meet ABET accreditation standards, includes mandatory advising sessions and systematic progress evaluations to ensure students fully benefit from the support provided. The program requires an evaluation report after two years to assess its effectiveness and identify areas for improvement.

In addition to the initiatives within the CoE, many other faculties and departments at UPRM have also developed their own advising systems tailored to the specific needs of their students. For example, in Arts and Sciences programs, faculty members are encouraged to serve as academic advisers. This personalized approach allows students to receive guidance not only on course selection but also on broader academic and professional development. Faculty advisers help students navigate their academic journey, ensuring they stay on track to meet their educational and career goals.

Each department may have specific structures or policies to support this advising process, ensuring that students across UPRM receive the academic and professional guidance they need to succeed. These diverse advising models are part of UPRM's commitment to fostering a supportive academic environment across all disciplines.

Academic Achievement and Probation Standards

Academic standards at UPRM are rigorously enforced to promote student success. The Certification UPRM-AS 18-105 sets clear GPA and credit completion requirements for satisfactory academic progress ([E4.19](#)). It details conditions for academic probation and suspension, providing a structured framework to support students who face academic difficulties. By outlining the expectations and support mechanisms, UPRM ensures that students can overcome challenges and achieve their educational goals.

Financial Aid Eligibility

Financial support is crucial for student retention and success. The Certification UPR-GB 55-2016-2017 updates policies and eligibility criteria for participation in UPRM's financial aid programs ([E4.08](#)). It includes standards for satisfactory academic progress, such as maintaining a minimum GPA and completing a specified percentage of attempted credits. The certification also outlines procedures for students to appeal the loss of financial aid eligibility, ensuring continuous financial support for those who demonstrate academic progress.

Early Alert System for First-Year Students

One of UPRM's key initiatives to improve student retention is the Early Alert System, particularly targeting first-year students. The system aims to identify at-risk students early and provide them with necessary support services. This initiative is driven by several key metrics and findings:

- **Retention Rates:** Historical data shows varying retention rates at UPRM, highlighting the need for targeted interventions to improve these rates. For instance, retention rates were 89% in 2018, peaked at 91% in 2019, and saw a decline to 83% in 2021.

Table 19. Retention Rates at UPRM (2018-2023)

Year	Retention Rate (%)
2018	89
2019	91
2020	88
2021	83
2022	85
2023	87

Key Findings and Impact of the Early Alert System

The Early Alert System at UPRM has shown significant impact in identifying and supporting at-risk students:

- **Summary of the UPRM Early Alert System:**
 - Professors report students' cumulative grades by mid-October to help them track their academic progress. Students with two D or F grades will be identified for additional support.
 - Identified students are invited to meet with their academic advisor or student affairs staff to discuss challenges, receive recommendations, and access resources. Professional counseling services offer support to address any difficulties and create improvement plans.
 - Students can view their reported grades on portal.uprm.edu under "Grades." The Early Alert System is not used for academic probation or suspension but serves as a tool to guide students in adjusting study methods and improving performance before the semester ends.
- **Faculty Participation:**
 - Faculty participation is crucial, with 90% of professors completing progress reports for new students in the first semester of 2023-2024.
 - This resulted in identifying 677 at-risk first-year students, who were subsequently offered support services.
- **Impact on Student Services:**
 - Increased demand for tutoring and counseling services has been observed, indicating the effectiveness of the early alert system in engaging students with available resources.

Analysis of Post-Completion Placement Rates at UPRM

UPRM demonstrates strong outcomes for its graduates in terms of employment and further education. Here's a closer look at the placement trends from 2017 to 2022, highlighting positive aspects:

Survey Response Rates

The response rates for the post-completion placement survey have been consistently high, with a peak of 93.0% in 2018-2019, reflecting strong engagement with graduates and ensuring reliable data for continuous improvement.

Table 20. Placement Trends (2017-2022)

Academic Year	Number of Students Responding to Survey	% Students Responding to Survey	% Placement Rate	% Studying		% Working			% Working and Studying	
				In PR	Outside PR	In PR Full-Time	In PR Part-Time	Outside PR	In PR	Outside PR
2017-2018	1407	91.5%	67.7%	17.8%	11.8%	12.8%	3.7%	16.8%	3.3%	1.6%
2018-2019	1442	93.0%	68.1%	17.8%	13.0%	13.5%	3.3%	16.4%	2.5%	1.6%
2019-2020	953	56.5%	88.4%	14.8%	11.0%	34.4%	1.6%	22.7%	2.5%	1.4%
2020-2021	1508	81.5%	78.8%	12.8%	10.5%	30.4%	4.0%	17.4%	3.1%	0.6%
2021-2022	1521	83.3%	74.2%	13.9%	10.7%	27.2%	3.0%	16.2%	2.6%	0.6%

Positive Highlights

- **High Engagement:** Consistently high response rates ensure reliable data, helping UPRM tailor its services to better support graduates.
- **Employment Success:** Graduates have shown strong employment rates, with a peak of 88.4% in 2019-2020, indicating their readiness and competitiveness in the job market.
- **Further Education:** A significant number of graduates continue their studies, reflecting their academic ambition and the strong foundation provided by UPRM.
- **Adaptability:** Despite economic challenges in Puerto Rico, graduates are finding opportunities both on the island and abroad. This includes a notable percentage working and studying outside Puerto Rico, showcasing their resilience and adaptability.

Economic Migration

Many graduates have emigrated to the mainland United States due to economic conditions in Puerto Rico. This movement underscores the quality of education at UPRM, as it prepares students with the skills and knowledge to compete successfully in diverse and competitive environments.

In conclusion, UPRM complies with MSCHE Standard IV, Criterion 1d through comprehensive measures to support student success. These include structured advising programs, clear academic standards, robust financial aid policies, and a proactive Early Alert System that enhances student achievement and retention. Additionally, post-completion placement data shows UPRM's effectiveness in preparing students for careers and further education. Positive trends in employment and education rates, along with strong survey response rates, reflect the institution's support systems and the resilience of its graduates, ensuring long-term success for its alumni.

Criterion 2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.

UPRM has established comprehensive policies for the evaluation and acceptance of transfer credits. These policies are accessible on our website and detailed in our academic catalog ([E4.40](#)). The policies outline the criteria for credit evaluation and the process for transferring credits from accredited institutions.

To ensure a fair and consistent evaluation of transfer credits, UPRM follows a standardized process that considers the equivalency of coursework based on content, learning outcomes, and the accreditation status of the originating institution. This approach guarantees that all students are

treated equitably. The university actively communicates its transfer policies through various channels, including the website, informational brochures, and orientation sessions. The academic advising team is instrumental in helping transfer students understand how their credits apply to their chosen programs, offering one-on-one consultations and personalized guidance.

The following policies and regulations are relevant to the evaluation and acceptance of transfer credits at UPRM:

- **Reclassification, Transfers, Readmission, and Transfer Procedures:** Guidelines for the reclassification, transfer, and readmission of students within UPRM, ensuring a streamlined process for students moving between programs or returning to the institution. ([E4.41](#))
- **Institutional Policy on Transfer Programs and Reclassification between University Units:** Policies governing the transfer and reclassification of students between different units within the UPR system are outlined in Certification UPR-GB 187-2023-2024 ([E4.42](#))
- **Guidelines for the Admission of High School Students to UPRM:** Certification UPRM-AS 09-20 establish that high school students who complete courses at UPRM before official admission can transfer credits if they earn a minimum grade of C, with A and B recorded as earned and C as Pass (P). Additionally, newly admitted students who take summer courses before enrollment are considered regular UPRM students for grading purposes ([E4.43](#)).

These comprehensive policies ensure that UPRM maintains a fair, transparent, and consistent approach to the evaluation and acceptance of transfer credits, supporting students in their academic progress and success.

UPRM actively communicates its transfer policies through various channels, including our website, informational brochures, and orientation sessions. Our academic advising team plays a crucial role in helping transfer students understand how their credits apply to their chosen programs. Advisors are available for one-on-one consultations and provide personalized guidance. However, survey results show that 21.4% of students rated the transfer request process as excellent or good, while a high N/A response of 54.8% indicates the need for better communication and support for students navigating these processes.

Criterion 3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.

UPRM maintains stringent policies and procedures to ensure the safe and secure maintenance and appropriate release of student information and records, complying with FERPA, HIPAA, and other legal requirements. The UPR Office of Information Technology, UPRM CTI, and the Registrar's Office manage student records with protocols for secure storage, access controls, and regular audits.

Policy Framework

- **Regulations on Access to Official Documents in the University of Puerto Rico -** Certification CEPR 93-139 ([E4.44](#)).
- **Institutional Policy Law on Confidentiality of Student Records FERPA -** Student Manual ([E4.45](#)).

- **University of Puerto Rico Policy on the Handling of Confidential Medical Information** HIPAA Act of 1996 - UPR Central Administration, 2004 ([E4.46](#)).
- **Citizen Information Law on the Security of Information Banks** Law No. 111 of September 7, 2005, as amended ([E4.47](#))

Procedures for Maintenance and Release

UPRM's policies regarding the maintenance and release of student records comply with FERPA. This ensures the protection of student academic records and provides students with rights to inspect, review, and amend their records. The institution's data protection policy safeguards personal data with encryption, secure storage, and regular audits. Records retention policies specify the retention periods and secure disposal of records post-retention.

The institution employs robust technological measures to protect electronic records, including secure servers, encryption, and password protection. Access to electronic student records is restricted to authorized personnel, who follow strict protocols for accessing and handling the information.

Training and Awareness

To ensure compliance with FERPA and other relevant regulations, UPRM provides training to faculty and staff on the proper handling of student records. This training includes guidelines on safeguarding information, recognizing and preventing unauthorized access, and understanding the circumstances under which information can be legally shared.

Key Findings

Regular audits and internal compliance reviews ensure adherence to policies and identify areas for improvement. Survey results indicate that 41.1% of students rated the Registrar's Office services as excellent or good, with 16.4% suggesting areas for improvement.

UPRM's policies and procedures demonstrate a commitment to protecting student privacy and ensuring compliance with legal standards. Through rigorous protocols, regular training, and advanced technological measures, UPRM ensures that student records are handled with the highest level of security and confidentiality.

Criterion 4. If offered, athletics, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.

UPRM offers a variety of athletic, student life, and other extracurricular activities governed by academic, fiscal, and administrative principles to enhance the student experience, promote personal growth, and foster a sense of community.

The institution's athletic programs, including intercollegiate sports, intramural sports, and recreational activities, are managed by the Athletics Department. These programs adhere to standards of academic integrity, fiscal responsibility, and administrative oversight, with regular evaluations and budget reviews. Intercollegiate sports are also regulated by the Intercollegiate Athletic League (LAI) of Puerto Rico, which oversees and organizes athletic competitions among Puerto Rican universities, ensuring fair play and compliance with LAI regulations.

Student life activities at UPRM encompass a broad spectrum of student organizations, clubs, and events that promote engagement outside the classroom. There are over 100 official student associations/clubs, overseen by the Office of Socio-Cultural Activities. This office provides support and resources to ensure activities align with the university's mission and values, and that they are accessible, inclusive, and beneficial to the overall student experience.

Extracurricular activities, including social, cultural, and recreational events, are integral to campus life. Survey results indicate high satisfaction with these activities, with 64.6% of students rating them as excellent or good, reflecting their positive impact on student life.

To ensure consistency and quality across all programs, UPRM applies fiscal management principles to athletic, student life, and extracurricular activities, similar to those for academic programs. This includes detailed budgeting, financial audits, and adherence to institutional policies for funding and expenditures. Student athletes and members of musical groups receive special financial aid packages as specified in Certification UPR-GB 47-2019-2020 ([E4.48](#)).

Feedback from students, faculty, and staff is collected through surveys and other means to inform continuous improvement efforts. The institution's commitment to high standards ensures that extracurricular activities contribute meaningfully to the educational experience.

In alignment with UPRM's mission, the university's athletic programs, student life, and extracurricular activities are not only well-managed and financially responsible, but also play a key role in enhancing the student experience and fostering a vibrant, engaged campus community.

Criterion 5. If applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers.

Not applicable to UPRM.

Criterion 6. Periodic assessment of the effectiveness of programs supporting the student experience.

UPRM is dedicated to the periodic assessment of the effectiveness of programs that support the student experience. This ongoing evaluation process is crucial in ensuring that student support services remain effective, relevant, and aligned with the institution's mission and goals.

UPRM employs a structured approach to assess its student support programs. Central to this process are regular surveys and feedback mechanisms. The institution collects input from students through various channels, including online surveys, the student council, and feedback forms. This data provides valuable insights into student satisfaction and highlights areas needing improvement.

OPIMI plays a pivotal role in the assessment process by conducting regular evaluations of student support programs and analyzing data to identify trends and areas for enhancement. These evaluations are integral to informing decision-making and strategic planning at UPRM. The institution maintains a dashboard system that is constantly updated with the most current data, aiding in planning and decision-making processes.

UPRM utilizes benchmarking and best practices to ensure the effectiveness of its programs. By comparing its services with those of peer institutions, UPRM identifies areas where it can adopt

innovative practices and improve service delivery. This approach helps maintain high standards and continuously enhances the student experience.

Findings from periodic assessments are used to make data-driven improvements. Efforts are underway to address campus cleanliness and maintenance issues, ensuring a better environment for students.

UPRM's commitment to continuous improvement is reflected in its strategic initiatives. The institution regularly reviews its strategic plan, aligning student support services with broader institutional goals. This alignment ensures that all programs contribute effectively to student retention, satisfaction, and success.

Feedback on Student Support Services

UPRM's assessment processes have yielded specific feedback on various student support services:

- **Financial Aid and Scholarships:** While 52.7% of students rated the financial aid processes as excellent or good, 15.1% found them deficient. Similarly, the scholarship appeal system received mixed feedback, with 16.6% rating it as excellent or good and 12.8% rating it as deficient. These insights indicate areas for improvement in communication and support.
- **Tutoring Services:** Services such as RUMboEx, CIVIS, and the Math Tutoring Center received positive feedback, with 58.4% of students rating them as excellent or good, though 5.9% rated them as deficient. Increased promotion could enhance usage.
- **Professional Counseling Services:** These services were rated as excellent or good by 51.5% of students, though a high N/A response of 25.0% suggests a need for increased accessibility.
- **Academic Advising:** Academic advising services in departments were well regarded, with 60.4% rating them as excellent or good, though 20.1% found them deficient, highlighting areas for improvement in service quality.
- **Registrar's Office Services:** Services such as transcripts and readmissions were rated as excellent or good by 41.1% of students, though 16.4% rated them as deficient, indicating areas for improvement in service delivery.
- **Extracurricular Activities:** Social, cultural, and recreational activities were highly rated, with 64.6% of students rating them as excellent or good, reflecting high participation and satisfaction.

UPRM's periodic assessment of student support programs demonstrate its commitment to continuous improvement and excellence. Through regular evaluations, student feedback, benchmarking, and strategic planning, UPRM ensures that its support services effectively enhance the student experience and align with the institution's mission and goals.

Requirements of Affiliation

UPRM demonstrates its commitment to RoA 8 and 10 through systematic evaluation and strategic integration of its student support services. These efforts are critical to ensure that the institution meets its mission of providing a supportive and effective learning environment for all students.

- **RoA 8:** UPRM evaluates its educational programs and makes public their effectiveness. Regular assessments of student support services, including academic advising, counseling, and tutoring programs, are conducted. OPIMI plays a pivotal role in collecting and

analyzing survey data to measure the effectiveness of these services. The findings are shared through institutional reports and meetings, demonstrating continuous program improvement.

- **RoA 10:** Institutional planning integrates goals for academic effectiveness, student achievement, and assessment results. Feedback from assessments informs improvements in campus services such as services, cleanliness and transportation. This iterative planning ensures that UPRM adapts to student needs while focusing on long-term goals.

UPRM's evaluations and strategic planning align with RoA 8 and 10. Transparency and continuous improvement foster an environment where students can succeed academically and personally.

Institutional Priority

UPRM focuses on sustaining enrollment and admissions through effective student support services. Key initiatives include comprehensive orientation programs, personalized advising, and a vibrant student life. Regular assessments ensure these services continuously improve and meet student needs. Aligning support services with institutional goals enhances student experience and supports retention.

Lines of Inquiry

- **Orientation, Advising, and Counseling Services:** These are essential for helping students transition into university life and address challenges. Survey results show that 60.4% of students rate academic advising services as excellent or good.
- **Extracurricular Activities:** Various athletic, social, cultural, and recreational activities enhance student engagement and satisfaction. High satisfaction rates (64.6% of students) highlight their positive effect on student retention and engagement.
- **Evaluation Processes:** Regular assessments ensure that student support services remain effective and aligned with institutional goals. Feedback from student surveys and performance data informs strategic improvements.

VI. Analysis and Recommendations:

Areas of Strength

- Effective orientation programs help new students transition into university life.
- Effective implementation of the Early Alert System.
- Highly regarded academic advising services provide essential guidance to students.
- The DCSP offers valuable support for students' mental health and well-being.
- High satisfaction with athletic, social, cultural, and recreational activities reflects a positive campus environment.
- Systematic evaluations and feedback integration ensure continuous improvement.
- The Financial Aid Office provides comprehensive information, helping students access financial aid resources.

Opportunities for Improvement and Innovation:

- Increase awareness and accessibility of tutoring and counseling services.
- Increase awareness of financial awareness and financial aid services.
- Improve campus cleanliness and maintenance.
- Address transportation and parking challenges.

- Improve communication of policies regarding the evaluation and acceptance of transfer credits.
- Implement more frequent and diverse feedback mechanisms to gather student input.

Initial Strategies on Continuous Quality Improvement:

- Develop and implement targeted awareness campaigns for tutoring and counseling services.
- Allocate additional resources and establish regular monitoring protocols for campus cleanliness and maintenance.
- Assess current transportation routes and parking facilities and implement solutions to better meet student needs.
- Develop clear, accessible materials outlining the transfer credit evaluation process and host informational sessions.
- Establish a routine schedule for collecting student feedback on support services and use this feedback for timely improvements.

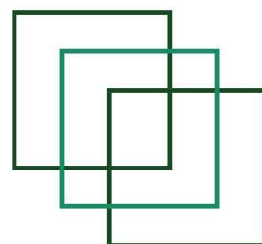
Self-Study Report 2025

Standard V

Educational Effectiveness
Assessment



University of Puerto Rico
Mayaguez



STANDARD V: EDUCATIONAL EFFECTIVENESS ASSESSMENT

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Requirements of Affiliation 8: The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.

Requirements of Affiliation 9: The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.

Requirements of Affiliation 10: Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

I. Overview

UPRM is committed to promoting a culture of assessment through the policies as stated in the first objective of the institutional strategic plan and more specifically, Objective #1 of the Strategic Plan 2012-2022 ([E5.01](#)). The Working Group's main goal was to address educational effectiveness and how UPRM promotes a culture of assessment across all faculties and programs, which aligns with UPRM's strategic plan as well as its mission of forming professionals "prepared in the fields of agricultural sciences, engineering, arts, sciences, and business administration so they contribute to the educational, cultural, social, technological and economic development of the island and the world at large."

II. Description of Lines of Inquiry

The guiding line of inquiry for this Standard was: 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? Effectiveness is defined as follows:

- The design of assessment processes
- The implementation of assessment processes
- The use of assessment results to inform decision-making processes

III. Collaboration, Connections, and Evidence Inventory Approach

The Working Group for Standard V focused on collecting evidence to support educational effectiveness through the following criteria: (1) assessment process of accredited programs and non-accredited programs, (2) implementation of assessment processes by accredited programs and non-accredited programs, and (3) use of results to inform decision-making processes. The final reflection was framed through the lens of the inquiry question. The Strength, Weaknesses, Opportunities and Threats Analysis (SWOT) model was used to identify strengths, areas of improvement and opportunities for innovation as it relates to educational effectiveness assessment at UPRM. Evidence was organized in the Standard V folder based on the type of documentation.

IV. Assessment Information Utilized

The assessment report for Standard V includes a holistic and comprehensive approach to data gathering which includes accreditation reports and Five-Year Review Reports to evaluate the assessment processes of all faculties as well as supporting documents for all criteria and

requirements of affiliation. Evidence included multiple documents to address all criteria and requirements of affiliation such as, but not limited to (1) UPR Certifications addressing issues related to curriculum, assessment, and use of results by the institution as well as the mechanisms in place to review UPRM programs, (2) UPRM's certifications also included creation of new programs and revisions of existing programs as evidenced by UPRM-AS Certifications, (3) assessment documents, (4) UPRM initiatives to support student learning, and (5) dissemination of results through publications and reports. Reflections based on evidence also involved the analysis of the assessment structure of all faculties, how it is documented through assessment plans and aligned with curricular goals for all students at UPRM and the institution's mission and vision. Assessment reports, dissemination of results, assessment planning and support for faculty members were also discussed with assessment coordinators and faculty responsible for conducting academic assessments at all institutional levels. The use of results to improve curriculum and generate changes in academic programs was examined through interviews with members of the academic community responsible for leading innovative practices. Survey data from questionnaires answered by faculty, students, non-teaching staff, and administrators provided additional evidence to reflect on the culture of assessment at UPRM.

V. Analytical Report

The Working Group focused on educational assessment effectiveness of academic programs aligned with Standard V Criteria and RoA. An analysis of both academic programs accredited and non-accredited at UPRM will follow to see how they compare in terms of assessment effectiveness.

Accredited Programs at UPRM

The following table presents the accredited programs at UPRM, organized by college and accreditation agency, including the College of Arts and Sciences, the College of Agricultural Sciences, the College of Business Administration (CBA), and the College of Engineering.

Table 21. Accredited Programs by College

College	Program	Accreditation
College of Agricultural Sciences	BAS Agricultural Education	CAEP
College of Arts and Sciences	BS Mathematics Education	CAEP
College of Arts and Sciences	BS Nursing	ACEN
College of Arts and Sciences	BA Physical Education	CAEP
College of Business Administration	BSBA Accounting	ACBSP
College of Business Administration	BSBA Marketing	ACBSP
College of Business Administration	BSBA Finance	ACBSP
College of Business Administration	BSBA Human Resources	ACBSP
College of Business Administration	BSBA Computerized Information Systems	ACBSP
College of Business Administration	BSBA Operations Management	ACBSP
College of Business Administration	BSBA Human Resources	ACBSP
College of Business Administration	MBA Finance	ACBSP
College of Business Administration	MBA Human Resource	ACBSP
College of Business Administration	MBA Industrial Management	ACBSP
College of Business Administration	MBA General	ACBSP
College of Business Administration	BS Office Administration	ACBSP

College	Program	Accreditation
College of Engineering	BS Chemical Engineering	ABET
College of Engineering	BS Civil Engineering	ABET
College of Engineering	BS Computer Engineering	ABET
College of Engineering	BS Computer Sciences and Engineering	ABET
College of Engineering	BS Electrical Engineering	ABET
College of Engineering	BS Industrial Engineering	ABET
College of Engineering	BS Mechanical Engineering	ABET
College of Engineering	BS Software Engineering	ABET
College of Engineering	BS Surveying and Topography	ABET

The table below highlights the accredited curricular sequences within the Teacher Preparation Program (PPM), accredited through the CAEP.

Table 22. Accredited Curricular Sequences within the Teacher Preparation Program by CAEP

Curricular Sequence	Route
Teaching Visual Arts from K-12	Alternate Route
Teaching Biology in Secondary School	Alternate Route
Teaching General Sciences in Secondary School	Alternate Route
Teaching Accounting in Secondary School	Alternate Route
Special Education from K-12	Alternate Route
Teaching Spanish in Secondary School	Alternate Route
Teaching Social Studies in Secondary School	Alternate Route
Teaching Physics in Secondary School	Alternate Route
Teaching History in Secondary School	Alternate Route
Resource Teacher in Computer Usage	Alternate Route
Teaching Marketing in Secondary School	Alternate Route
Teaching Chemistry in Secondary School	Alternate Route
Teaching Theater from K-12	Alternate Route
Kinesiology: Pedagogy in Physical Education from K -12	Bachelor's Degree or Alternate Route
Agricultural Education	Bachelor's Degree or Alternate Route
Teaching English from K -12	Bachelor's Degree or Alternate Route
Teaching Mathematics in Secondary School	Bachelor's Degree or Alternate Route

Accreditation Process at UPRM: Assessment Policies, Process, and Procedures for Non-accredited Programs

Five-year Program Review Process

All programs not accredited by an external agency in their field are required to complete and submit a Five-Year Program Review, in accordance to Certification UPR-GB 55-2021-2022 and its amendment, Certification UPR-GB 142-2023-2024 ([E5.02](#)). This certification requires all programs to evaluate their performance based on criteria similar to those used in external accreditation reviews. As of January 2024, to ensure compliance with informing stakeholders and

using result analysis to implement program changes, UPRM established an internal policy that includes the use of external evaluators ([E5.03](#)). The Deanship of Academic Affairs publishes an evaluation calendar for undergraduate and graduate academic programs, as well as for minor concentrations and curricular sequences ([E5.04](#)).

Assessment Process by College

College of Arts and Sciences

The College of Arts and Sciences is a faculty with diverse needs when it comes to assessment due to the variety of programs in the arts and sciences for the fourteen departments as well as the Industrial Biotechnology Program. The Assessment Committee of the College of Arts and Sciences consists of an Assessment Coordinator and a representative for each department. Assessment Coordinators at the department level are responsible for working with their department on their assessment plans and reporting their progress. There are monthly meetings and workshops that all members of the committee attend.

The Assessment Committee of the College of Arts and Sciences oversees the assessment of their programs. The committee also works collaboratively with assessment of GE SLOs ([E5.05](#)) and College of Arts and Sciences Outcomes ([E5.06](#)). It also designs and implements co-curricular and curricular assessment activities. The committee's coordinator also plans and delivers workshops for the faculty in addition to scheduling presentations given by experts from UPRM and other institutions related to assessment.

Other venues in which assessment activities are presented to UPRM and higher education at large are the publication and presentation of assessment results to the community. Faculty present at other institutions on assessment research, publish assessment related textbooks, and there is also an assessment symposium at UPRM ([E5.07](#)), as well as the publication of the assessment journal of the College of Arts and Sciences, *Avalúo Plus* ([E5.08](#)). This bilingual journal publishes assessment articles in both English and Spanish, catering to the academic community and those interested in academic and co-curricular assessment topics. The Faculty of the College of Arts and Sciences also publishes assessments in language and science ([E5.09](#)). Workshops are also scheduled to support faculty to develop assessment plans, implement their plans, analyze results, and make changes based on evidence from results ([E5.10](#)). Assessment also occurs within other venues such as projects involving education and learning outcomes. Examples of this are the design and assessment of Microbiology and Microscopy workshops by the Microbiology Program and additional examples of projects in all faculties ([E5.11](#)).

A collaborative approach allows the committee to conduct research on co/curricular issues as part of the assessment process. Examples of this are two studies in which the committee assessed the experiences of first-year students in the College of Arts and Sciences and how these issues impacted their academic success. Another study involved students' experiences with different online modalities during the COVID-19 pandemic. The committee also started working on an exit survey for all students in the college to gather indirect data about SLOs.

College of Business Administration

The CBA is one of the four academic colleges of UPRM. CBA is led administratively by a dean who oversees all the CBA's faculty, staff, students, and administration. CBA constituents report

to the Dean of CBA, whereas the Dean answers directly to UPRM Chancellor. As established in the UPRM Catalog the CBA offers a program of studies leading to a Bachelor of Science degree in Business Administration with concentrations in the fields of Accounting, Computerized Information Systems, Finance, Operations Management, Marketing, and Human Resources Management. It also offers a Bachelor's Degree in Office administration. The Office of Assessment and Accreditation oversees and coordinates all efforts related to accreditation and assessment.

The curriculum is divided into three fundamental areas: general education, core courses in business administration and courses in the concentration of choice. The first two areas are applicable to most business concentrations while the last one aims to provide students with in-depth study in the preferred area of research within the College of Business. The program is designed with the basic idea that at the undergraduate level it is necessary to expose the student to as many areas of business knowledge as possible. The CBA has an MBA program with concentrations in Human Resources, Finance, and Industrial Management. The MBA programs are all accredited by ACBSP.

The college assessment plan outlines three sets of learning outcomes: BSBA, BOA, and MBA. These outcomes are assessed and documented on the college's website (<https://www.uprm.edu/adem/acreditacion-y-avaluo/>).

College of Agricultural Sciences

Since 2015, the CAS has established a committee to oversee the assessment system across three units: the SEA, the EEA, and the Faculty of Agricultural Sciences (FCA). The Strategic Planning and Assessment Committee (COPLEA) has a representative member from each unit and from the Office of Planning and Budget. This committee establishes assessments processes according to the strategic plan and institutional requirements. Moreover, COPLEA develops an annual review of all the College performance ([E5.12](#)). This report includes an analysis of how the units perform in terms of research, community service, and how it provides opportunities to students. The CAS annual report is presented to the Agricultural Board, which comprises the Dean and Director, the Associate Deans of the three units, and the Director of the Planning and Assessment Office, to evaluate the College's performance in relation to its mission. This procedure was initiated this year.

Academic assessment in the College of Agriculture is conducted through an assessment committee with a coordinator in charge of guiding and supporting academic programs through their assessment process. The coordinator meets with program assessment coordinators to follow up on the assessment of SLOs and Program Learning Outcomes (PLOs).

College of Engineering

Programs in the CoE are accredited by ABET ([E5.13](#)). The assessment structure includes a Coordinator of the Office of Accreditation, Assessment and Continuous Improvement (OAACI) that oversees the accreditation process and its implementation. According to the CoE Assessment website, the first level of assessment is at an institutional level, where the UPR is evaluated by MSCHE. The second level of assessment is performed at the program-level, where programs offer bachelor's in science degrees in various engineering disciplines and related fields such as Surveying and Topography. The accreditation of the Engineering programs at the undergraduate level is performed by ABET. The CoE follows the best practices to benchmark students' progress

to show how they meet the program's SLOs. The CoE also has an Advisory Board that provides faculty feedback on assessment and curriculum development issues. Based on this feedback, the college makes recommendations to their faculty and revises curricula accordingly.

Teacher Preparation Program (PPM)

The PPM at UPRM is an accredited program in the following disciplines: (1) English, (2) Spanish, (3) History, (4) Kinesiology, (5) STEAM (Science, Technology, Engineering, Arts, and Mathematics), as well as Agricultural Education. The accreditation process involves not only the PPM, but also the departments and programs that provide the content knowledge for all their teaching credentials. This collaboration allows departments involved to continuously revise and improve their content courses to meet CAEP standards ([E5.14](#)).

Learning Outcomes at UPRM

Institutional General Education Committee (CIEG) and Student Learning Outcomes (SLOs)

The GE SLOs were approved by the UPRM UPRM-AS. The CIEG proposed a general education curriculum framework, which the UPRM-AS approved on September 24, 2024 (see Standard III, Criterion 5 for more details).

Program Learning Outcomes (PLOs)

Learning Outcomes for all programs are approved at the department level and included in the academic catalog.

The Working Group conducted an analysis to evaluate UPRM's compliance with Standard V, focusing on the assessment of educational effectiveness and institutional improvement. This report provides evidence of compliance for each criterion, demonstrating UPRM's commitment to using assessment results to enhance student learning and drive institutional progress.

Criterion 1. Clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.

UPRM establishes goals and objectives stated in the university catalog ([E5.05](#)), assessment plans ([E5.15](#)), and curricular alignments of these goals with accreditations by external agencies such as ABET ([E5.13](#), [E5.16](#)) and CAEP ([E5.14](#)). There are three levels of learning outcomes for all colleges. All learning outcomes are aligned with the institution's mission: (1) GE SLOs are the same for all programs, (2) College Level Learning Outcomes, and (3) PLOs. The UPRM GE Learning Outcomes are:

1. Become an intentional learner.
2. Demonstrate creative and critical thinking.
3. Communicate effectively.
4. Identify and solve problems; transform knowledge into action.
5. Apply mathematical, scientific and technology skills.
6. Apply interpretative and integrative skills.
7. Relate global contexts and issues of importance to Puerto Rico.
8. Show moral autonomy and develop a sense of well-being.
9. Practice civic virtue.
10. Value diversity.

The College of Arts and Sciences has fourteen Student Learning Objectives for undergraduate students:

1. Communicate effectively orally and in writing, in both Spanish and English, particularly in their major area.
2. Think critically.
3. Develop knowledge and skills related to their field of study and apply them to the identification and solution of problems.
4. Apply mathematical reasoning, the scientific method, research designs, and information technologies.
5. Recognize the ethical implications of different actions and integrate ethical standards or codes into responsible decision-making and implementation.
6. Demonstrate respect for nature and the environment, particularly in Puerto Rico
7. Be knowledgeable about Puerto Rican heritage and culture.
8. Appreciate the essential values of a democratic society and the role of the individual in such a society.
9. Understand contemporary social, political, and economic issues in a local and global context.
10. Demonstrate respect for human diversity in all its dimensions.
11. Develop an appreciation for the humanities, the arts, and the sciences.
12. Be committed to improve the quality of life at both the personal and the community level.
13. Engage in teamwork.
14. Engage in lifelong and multi/interdisciplinary learning.

The College of Engineering has common PLOs for all the undergraduate programs:

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze, and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

The CAS has adopted the Undergraduate Education SLOs as part of its assessment plan. For the complete list of SLOs, please refer to the section on GE SLOs in this report.

The CBA has developed and regularly assesses Learning Outcomes for its BS in Business Administration, Bachelor's in Office Administration (BOA), and Master's in Business

Administration (MBA). For a complete list of these SLOs, please visit <https://www.uprm.edu/adem/acreditacion-y-avaluo/>.

Additionally, the CoE and the CBA adopted and annually assess their Program Educational Objectives (PEOs) in compliance with the requirements of their respective accreditation agencies.

Connection of SLOs to Institutional Mission

Through the institutional mission, UPRM aspires to form “educated, cultured, capable, critical thinking citizens” prepared in all its fields and programs “so that they may contribute to the educational, cultural, social, technological, and economic development.” The SLOs stemmed and are aligned with the mission statement as evidenced in the university catalog and Certification UPRM-AS 18-25.

Criterion 2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals.

UPRM conducts assessments by college and by program. Assessment Plans are discussed through Assessment Committees in the different colleges and programs ([E5.17](#)). Colleges have Assessment Coordinators to lead the assessment process. Assessment Coordinators are responsible for providing guidance and support to departments and programs through assessment and accreditation meetings. Professors are involved in designing academic assessment and implementing strategies that align with their courses and syllabi. Workshops are offered to support all faculty through this process.

Involvement of Faculty in the Process of Revising Academic Programs

When asked about their involvement in the process of revising academic programs through assessment, 78% of professors stated that they strongly agree or agree with the statement. When asked about their collaboration with assessment activities related to learning, 87% either agree or strongly agree when asked if they support and collaborate in assessment of activities related to student learning. Regarding the use of results to improve program effectiveness, 65% of the participants strongly agreed or agreed with how assessment results informed program outcomes.

a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals.

All four colleges have assessment plans with curricular mapping to document their processes. Assessment Plans include curricular mapping of GE and PLOs.

All programs in the CoE have their curricular mapping and their assessment of program learning outcomes documented in their assessment plans. Below is an example of curricular mapping of Learning Outcomes in the Surveying and Topography Program in alignment with GE SLOs.

Table 23. Program Learning Outcomes vs. General Education Learning Outcomes

PROGRAM EDUCATIONAL OBJECTIVES			
After their graduation from UPRM, our Surveying and Topography Program's...			
1. Graduates will meet the expectations of employers of Land Surveyors. 2. Qualified graduates will pursue advanced studies if they so desire. 3. Graduates will assume/undertake leadership roles in their communities, as well as in their profession.			
UPRM's Institutional Learning Outcomes	Program Educational Objectives (PEOs)		
	1	2	3
1. Become an intentional learner.	X	X	X
2. Demonstrate creative and critical thinking.	X		X
3. Communicate effectively.	X	X	X
4. Identify and solve problems; transform knowledge into action.	X	X	X
5. Apply mathematical, scientific and technology skills	X	X	X
6. Apply interpretative and integrative skills.	X	X	X
7. Relate global contexts and issues of importance to Puerto Rico.	X		X
8. Show moral autonomy and develop a sense of well-being.	X		X
9. Practice civil virtue.	X		X
10. Value diversity.	X		X

Source: ABET Report College of Engineering Surveying and Topography Program ([E5.18](#))

b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals.

The CoE follows best practices for how to assess students' success through benchmarking. The following table shows examples of benchmarking through four assessment cycles (2015-2018). Assessment of all outcomes follows the same benchmark, and it is documented in the assessment reports and the ABET Self-study Report of all undergraduate engineering programs.

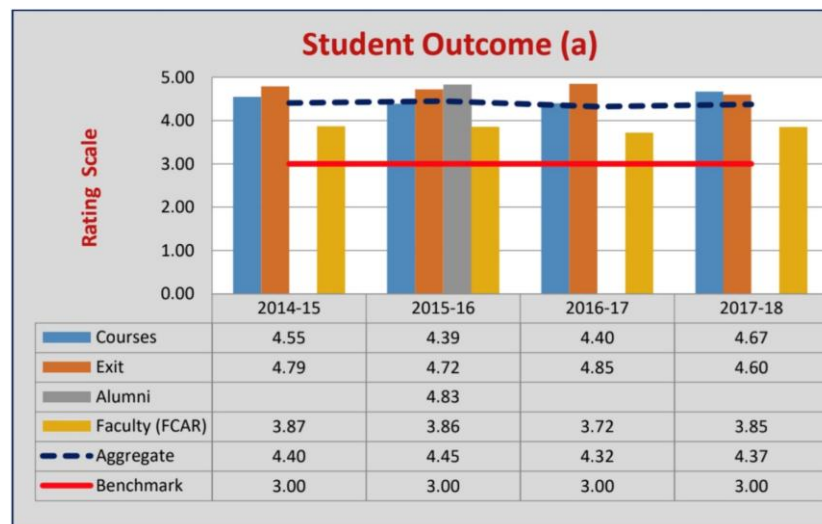


Figure 2. Example of Learning Outcomes Benchmarking in the Civil Engineering Department for Outcome (a) *An ability to apply knowledge of mathematics, science, and engineering*

Refer to the Civil Engineering assessment cycles and ABET self-study reports ([E5.19](#)), which serve as benchmarks for all undergraduate programs in the CoE.

The Nursing Program of the College of Arts and Sciences also conducts benchmarking following best practices. The following example shows the percentage of students who meet the criteria for all PLOs in the Nursing Program for Academic Year 2017-2018. It also includes data for objective (direct) and subjective (indirect) measures.

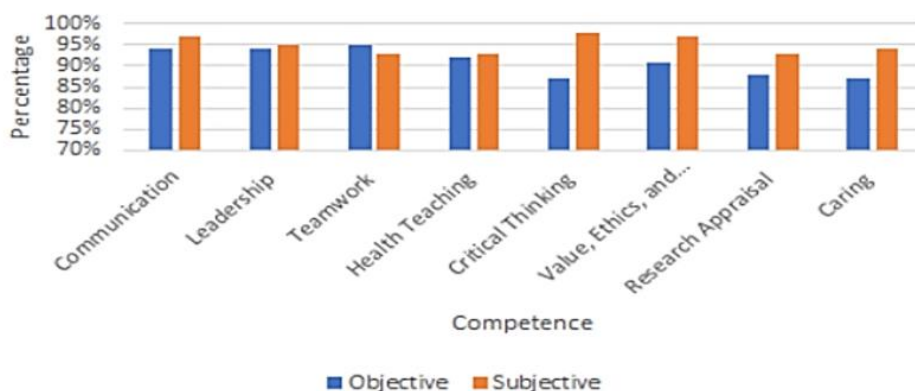


Figure 3. Nursing Education Competences Comparison for AY 2017-2018

c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders

Support and Sustain Assessment of Student Achievement

Until 2016, the Office of Continuous Improvement and Assessment (OMCA) was responsible for supporting and overseeing academic assessments, as outlined in Certification UPRM-AS 19-66 ([E5.20](#)). In 2016, OMCA merged with the Office of Institutional Research and Planning (OIIP), which handled administrative and strategic planning assessments. However, Hurricanes Irma and María, resource limitations, and the consolidation of assessment responsibilities into OPIMI affected the institutional coordination of academic assessment. When OIIP and OMCA merged to form OPIMI, the roles and responsibilities for academic and administrative assessment were not clearly defined ([E5.21](#)). As a result, academic faculties took on the responsibility for academic assessment, while OPIMI shifted its focus toward planning and research. There is a need to appoint a coordinator to oversee assessment efforts and establish a unified assessment agenda across all UPRM colleges, which will streamline data collection and facilitate benchmarking for all programs.

Communication of Results of Assessment to Stakeholders

UPRM informs stakeholders through different strategies:

- **College of Engineering's Industrial Advisory Board** – The Industrial Advisory Board is composed of employers and alumni who are prominent members of the industry and academic community. The board meets twice a year and provides feedback to the college on various academic issues. This advice translates into curricular revisions and changes to the college's academic programs ([E5.22](#)).

- **OPIMIs Dashboard** - Through the OPIMI dashboard, data is available regarding admissions, retentions, and graduation rates and other relevant institutional assessments for all UPRM students (<https://oiip.uprm.edu/dashboards/>).
- **CAEP Advisory Board** – The PPM has the CAEP Board that incorporates representation from the programs to revise and align curriculum based on content knowledge required in the specialization of the student and CAEP’s requirements ([E5.23](#), [E5.14](#)).
- **Nursing Advisory Board** – The Nursing Program is also required to have an Advisory Board with specific criteria for its composition to meet accreditation standards for the field of nursing ([E5.24](#)).
- **Publications, Conferences, Symposiums, Meetings, and Webpages** – UPRM colleges disseminate assessment results through various channels to the academic community, alumni, industry, and the broader public ([E5.25](#), [E5.26](#)). Faculty members belong to different organizations and serve on multiple boards in their field of study. For example, collaboration between the PPM and the Puerto Rico Department of Education facilitates communication between professors and the school system to support student learning.

Criterion 3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution’s mission such uses include some combination of the following:

a. Assisting students to improve their learning

UPRM has several initiatives to support students in achieving their academic goals, including the Math Department Initiative ([E5.27](#)), the Center for University Access (CUA), RUMboEx, the BWC, and the Retention Initiative. For more details, refer to Standard III, Criteria 4 and 5, and Standard IV, Criterion 1.b.

b. Improving pedagogy and curriculum

Faculty in all colleges and programs close the loop through assessment reports suggesting changes to their programs. Figure 4 illustrates an example of the assessment process for closing the loop in the Nursing Program.

Use of Results to Improve Curriculum

Colleges use results from accreditation reports including student assessment and feedback from stakeholders and alumni to improve curriculum. An example of this is the recent revisions of the Engineering curriculum for their programs. The College of Agriculture revised their Agricultural and Environmental Systems Program based on their Five-Year Program Review. The Business Administration programs were also revised based on comprehensive reports and their accreditation reports. An example of the College of Arts and Sciences includes studies at the department level such as changes to courses in the Economics Department based on a course assessment. The Psychology Department also revised their BS Program in Psychology and reduced their curriculum to 120 credits to improve retention and graduation rates as well as the length to degree completion. OPIMI generates a report requested by Central Administration for programs that show a decline in student admissions and enrollment in the past five years.

Algorithm for systematic assessment of EPSLO and PO

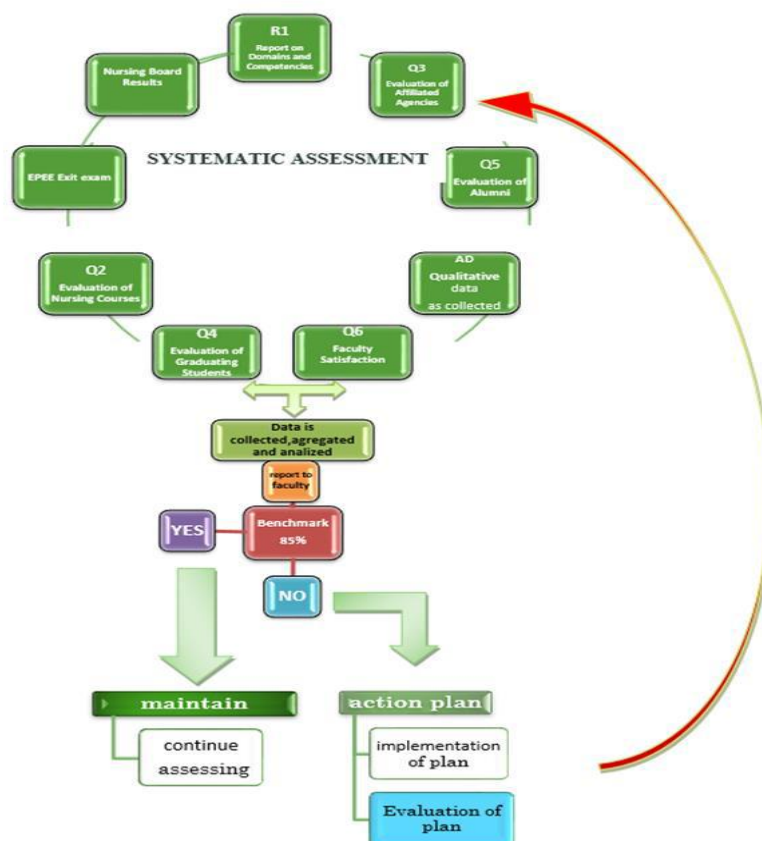


Figure 4. Assessment process for closing the loop in the Nursing Program

c. Reviewing and revising academic programs and support services

UPRM programs are reviewed and revised through two processes: accreditation by external agencies (e.g., ABET and CAEP) or Five-Year Program Reviews. All programs undergo one of these two review processes in accordance with institutional certifications ([E5.28](#)).

Accreditation by External Agencies and Five-Year Program Reviews

Programs that go through external agency accreditation are all undergraduate programs in the College of Engineering (ABET), the Teacher Preparation Program (CAEP), the Nursing Program (ACEN), and the Agriculture Education Program (CAEP).

Assessment of Supporting Services

- Assessment Surveys** - Colleges conduct surveys to evaluate the various services provided. The Deanship of Students, along with all student service offices, conduct surveys and collect assessment data. Examples of these are surveys carried out by the Student Placement Office and the Reasonable Accommodations Office. Student Counseling Services conduct their own student surveys for current students and alumni. Colleges and departments also collect assessment data through surveys, focus groups, and other means to gather data and improve services based on the data. For instance, the College of Arts

and Sciences conducted a survey in 2020 to evaluate the use of student services at that time and how this impacted their academic performance during the COVID 19 health crisis. A Student Services Survey was also conducted for accreditation and updating information with current students. This survey includes information regarding student satisfaction with all services provided by UPRM. For additional information regarding this survey, see Standard IV.

- **Training for how to teach through different online modalities and online teaching certification during the pandemic** - During the 2020-2021 academic year, UPRM had to adapt to the COVID-19 emergency. Training on how to teach through online modalities became mandatory. UPRM, through CREAD, provided this training, which was led by faculty qualified in online education and instructional design. The goal of the certification was to support faculty in delivering instruction across different modalities while maintaining the quality of teaching and assessment in all courses. This ensured the continued quality of instruction during the pandemic.
- **Comprehensive Analysis Reports** - Comprehensive Analysis Reports are part of the assessment process and support program revisions. Figure 5 is an example of a comprehensive report from the CBA, specifically for one of the Learning Outcomes in the Accounting Program.

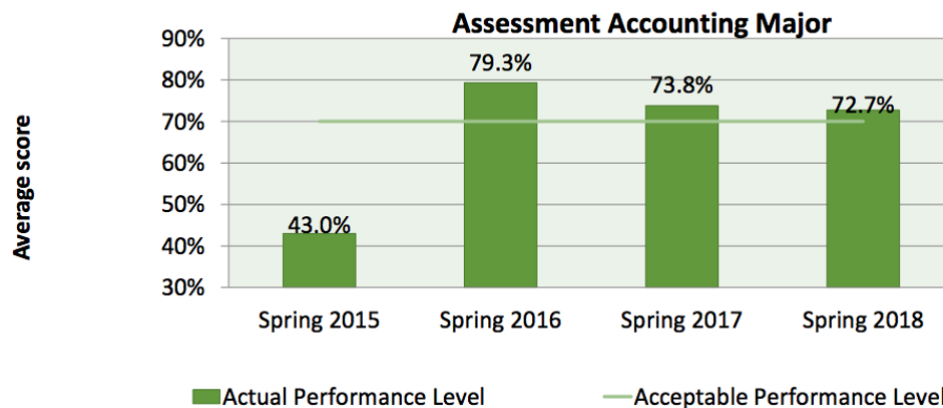


Figure 5. Outcome: Apply accepted accounting principles when communicating financial information

- **Assessment Reports** - Colleges submit their assessment reports and make informed decisions based on those results, with an example available from the Plastic Arts Program for Academic Year 2022-2023 ([E5.29](#)).
- **Retention Initiative: Counseling Services to support students who are not performing well during their first year in college** - UPRM is committed to support students through a pilot initiative directly addressing first year students. Professors teaching first year courses submit their mid-term grades to support students that are not doing well on their courses. This initiative aims to provide additional help so that these students can overcome their challenges and improve their grades. This approach is designed to increase student retention and graduation rates. Examples of services provided by the Early Alert System initiative include counseling services for these students.

d. planning, conducting, and supporting a range of professional development activities

- **Professional Development for Faculty** - Academic Affairs supports faculty and teaching assistants with mandatory workshops and activities that include training and assessment of a variety of topics. According to Certification UPRM-AB 96-97-596, new professors must complete 29 hours and graduate students with teaching assistantships must complete 21 hours, both in their first year ([E5.30](#)). These hours are completed with activities coordinated by the CEP and will be reflected in the report under the section of CEP Hours. The College of Arts and Sciences offers workshops throughout the year and holds an assessment symposium. The CBA offers workshops and holds a yearly assessment summit. The CoE holds multiple events throughout the year to support professional development activities.
- **Professional Development Activities for Students** - A major activity that takes place every year is the Job Fair organized by the Faculty of Engineering in collaboration with the Job Placement Office on campus. US and local employers in STEM areas visit the UPRM to hire graduates or provide internship opportunities. The College of Agriculture organizes multiple activities through student organizations to hold workshops related to academic and professional development. The PPM holds multiple workshops for their pre-service teachers and helps them to study and pass their teacher credential exams. At the Graduate Level, the GRIC supports graduate students through the coordination of multiple workshops for local and international students so that they can successfully finish their graduate work.

e. planning and budgeting for the provision of academic programs and service

- **Institutional Mission and Goals** - UPRM aligns its academic assessment practices with its mission and goals through a structured approach that emphasizes quality education, research and community. Some key aspects of this alignment include continuous improvement, student-centered focus, research and innovation, and community engagement.
- **Needs Assessment** - Assessment is conducted to identify academic and assessment needs at a department level and through OPIMI. Examples of these include analysis of assessment data, industry trends as well as feedback from students, faculty, and employers.
- **Curriculum Committees** - All programs undergo a rigorous evaluation process that involves multiple committees at different levels, including the department, college, UPRM-AS Curriculum Committee, UPRM-AS, UPR's Vice Presidency for Academic Affairs and Research, and the Board of Postsecondary Institutions of Puerto Rico (JIP).
- **Budget Planning and Resource Allocation** - Once programs or courses are approved, the budget is allocated to cover faculty salaries, classroom materials, technology, and other necessary resources. Departments request funding through detailed budget requests every year based on these needs and the number of students registered on their courses. Other sources of funding come from grants, government allocations, tuition fees, and donations. The UPR-GB reviews and approves the budget.
- **Assessment and Evaluation** - Performance metrics are used to track academic programs performance and services through student satisfaction surveys, graduation rates, and employment outcomes. OPIMI supports the institution by collecting data and publishing reports.

f. informing appropriate constituents about the institution and its programs

- **Advisory Boards** -The Faculty of Engineering has an Industrial Advisory Board that meets twice a year to provide feedback on all programs. The Nursing Program also has an Advisory Board due to their accreditation. The PPM has an Advisory Board that meets regularly to discuss issues related to CAEP's accreditation. The Business Administration Program has an Advisory Board that provides feedback about their program for their accreditation process.
- **Dashboards** - Through OPIMI, data on admissions, retention, graduation rates, and other relevant institutional assessments are available for all UPRM students.
- **Assessment Publications** - The College of Arts and Sciences publishes the Avalúo Plus Journal, which is a journal focused on academic assessment. The faculty also publishes academic books on issues related to assessment such as an edited volume on language assessment ([E5.15](#)).
- **Assessment Conferences or Symposiums** - The CBA holds an annual Assessment Summit for faculty to present their assessment projects and reflect on these issues. The College of Arts and Sciences holds an annual Assessment Symposium for professors to present their research and to discuss academic assessment.
- **Assessment Workshops** - The College of Arts and Sciences holds workshops open to all faculty members. Examples of topics covered by these workshops included for the past four years: Programmatic Assessment, Assessment in the Sciences and STEM fields, Curricular Mapping and Assessment Plans, Using Results to Support Curricular Changes, and Use of Assessment Results to Inform Decision-making Processes ([E5.31](#)).

g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates

- **OPIMI Dashboard** - The OPIMI office has dashboards that provide and disseminate information related to student success as it relates to retention, graduation, transfer, and placement rates (<https://oiip.uprm.edu/dashboards/>).
- **Retention Initiatives** – As of August 2023, a retention initiative was implemented to improve retention rates. The initiative specifically targets first-year students. Professors teaching first-year courses are required to submit their mid-term grades so that students are informed of their course progress. This early intervention includes support through academic and professional advising and counseling for students. Refer to Standard IV for more information.

h. implementing other processes and procedures designed to improve educational programs and services

UPRM provides multiple services for students who need support to improve their academic skills in alignment with student learning outcomes. These initiatives also aim to improve and support retention and graduation rates as well as length to degree completion. The following are examples of these initiatives.

- **BWC** - This initiative supports students with learning outcomes related to communication in both academic speaking and writing in Spanish and English. It provides feedback for writing assignments for undergraduate students and opportunities to practice speaking skills through Speaking Logs.

- **GRIC** - This initiative provides support to graduate students throughout their research and writing process. This includes workshops related to advanced academic writing and speaking and other areas aligned with learning outcomes related to copyright, plagiarism, and research skills.
- **Info Mate** - This institute provides support to students that need to improve their mathematical skills so that they can pass their diagnostic exam.
- **Co-requisite Support for Mathematic Courses** - As of August 2024 the Math Department provides additional support to students through tutoring services.
- **Basic English Laboratory** - This component of Basic English courses provides additional help to students through interactive activities to assist them in the course.
- **CUA** - Provides support to low-income students through peer mentoring and tutoring. The initiative also facilitates connections between local students and programs through summer camps with the intention of recruiting more students from low-income backgrounds.
- **RUMboEx** – Center that offers academic support in physics, mathematics, and biology, along with career counseling and clinical psychology services.
- **PORTICO** – Program designed to assist first-year students in their transition to university life with resources and guidance.

Criterion 4. If applicable, adequate, and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers

Not applicable to UPRM

Criterion 5. Periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness

The effectiveness of the institution's assessment processes is periodically evaluated through the Five-Year Program Review, as outlined in Certification UPR-GB 55-2021-2022 and its amendment, Certification UPR-GB 142-2023-2024. Accredited programs are systematically evaluated according to the rigorous standards set by accreditation agencies, as described at the beginning of the Analytical Report section.

Lines of Inquiry

The culture of assessment at UPRM has impacted academic programs, services, and processes across accredited and non-accredited programs. Assessment processes have been designed and implemented systematically, especially in accredited programs, where external agencies like ABET, ACEN and CAEP guide evaluations. These processes have influenced curriculum revisions, student learning outcomes, and decision-making. Non-accredited programs also conduct regular assessments, though there is a need for greater institutional coordination. The use of assessment results has contributed to curriculum changes, student support services, and initiatives focused on improving retention and graduation rates. There is potential for a more coordinated approach across all programs to enhance institutional improvement.

Requirements of Affiliation

- **RoA 8:** Both accredited and non-accredited programs go through a systematic evaluation of their academic programs. The Deanship of Academic Affairs keeps a repository with all program evaluations ([E5.13](#), [E5.23](#), [E5.24](#), [E5.26](#), [E5.32](#), [E5.15](#))

- **RoA 9:** All programs (accredited and non-accredited) are reviewed and approved by the department, faculty, UPRM-AS, UPRM-AB, and the Puerto Rico Education Council. In addition, the following colleges are also accredited by other agencies as required by their fields: Engineering, Nursing, PPM, and Business Administration Programs ([E5.02](#)).
- **RoA10:** Programs accredited by external agencies follow a coordinated schedule in which professors conduct assessments for benchmarking purposes, using best practices to enhance the curriculum. All programs establish clear SLOs, including GE, College-Level Outcomes, and Program Outcomes, ensuring alignment with UPRM's institutional mission. Each college at UPRM has an assessment coordinator at the college level, along with coordinators for each department. Relevant institutional and academic data is published through OPIMI's dashboards and website to ensure transparency and support the assessment process. While assessment is conducted across all programs, there is a recognized need for improved coordination to strengthen benchmarking efforts, particularly given the diverse student population and the importance of maintaining continuity in assessment committee membership ([E5.01](#)).

VI. Analysis and Recommendations

Areas of Strength

- Undergraduate programs in the CoE, the CBA, the undergraduate Nursing Program, the PPM, and the undergraduate Agricultural Education program are accredited by external agencies.
- All colleges at UPRM have assessment committees and coordinators. In the case of accredited programs, there is an accreditation office at the college level.
- UPRM has two levels of learning outcomes as stated in the UPRM Catalog: GE SLOs and Program/Degree Learning Outcomes. Assessment of outcomes happens at the program level for all colleges.
- Accredited programs have consistently, and systematically revised curricula based on assessment results. Non-accredited programs have also been revised to align with students' needs and interests.
- There are multiple services at the institutional and department level at UPRM. All colleges are involved in different initiatives as evidenced in the data. Projects are funded through various sources: (e.g., external funding, institutional funding, or self-sustaining initiatives). This is the case for all colleges and programs at UPRM.
- The OPIMI Office provides the community with institutional assessment data. This serves multiple purposes. For instance, it facilitates programmatic assessment and venues to inform stakeholders and constituents. OPIMI data also serves to facilitate the decision-making process as it relates to curricular revisions.
- UPRM implemented an initiative directly to study retention issues at the institution. This initiative targets general education courses at UPRM. Multiple academic initiatives such as the BWC, CUA, InfoMate, RUMboEx, Portico, as well as departmental and program, and course –based initiatives on campus are addressing student learning and outcomes with the purpose of retaining students.
- Colleges provide opportunities for their faculty to become involved with assessment in their programs. Coordinators and faculty participate in these workshops, seminars, and symposiums. However, there is also room for expanding on these initiatives.

Opportunities for Improvement and Innovation

- Every college works separately on its academic assessment agenda. Working on a collaborative calendar for all colleges and programs could provide a comprehensive view of academic and curricular issues.
- Although all colleges go through a similar academic assessment process and have SLOs and PLOs, analyzing and sharing results with the community happen at the college level. A cohesive assessment structure involving all academic programs would benefit the institution.

Initial Strategies on Continuous Quality Improvement

- Establish an institutional structure to support academic assessment of learning outcomes. This could be achieved through an Assessment Committee at the institutional level with representation from assessment coordinators for all colleges. This committee can set the assessment agenda and follow up with systematic data collection analysis for benchmarking purposes similar to what ABET and CAEP go through as part of their accreditation process.
- All STEM programs at UPRM should consider applying for accreditation through ABET or an accreditation agency. This may also motivate more faculty to complete assessment cycles.
- Implement a system similar to OLAS, which is the assessment system used by UPR Río Piedras for institutional benchmarking purposes. This will support systematic assessment and will get all four colleges in the same assessment schedule.
- Update every syllabus to include a clear alignment of GE SLOs and PLOs.
- Identify a systematic approach to evaluate general education learning outcomes such as assessment portfolios so that students demonstrate mastery of the learning outcomes while becoming involved in the assessment process.

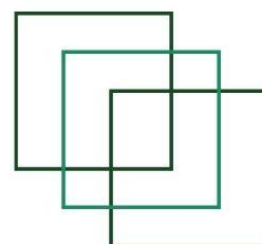
Self-Study Report 2025

Standard VI

Planning, Resources, and
Institutional Improvement



University of Puerto Rico
Mayaguez



STANDARD VI: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Requirements of Affiliation 8: The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.

Requirements of Affiliation 10: Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

Requirements of Affiliation 11: The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.

I. Overview of Working Group Charge

The Working Group for Standard VI was tasked with evaluating and ensuring that UPRM's planning processes, resources, and institutional improvement efforts are aligned with the institution's mission and goals. This standard focused on the integration of planning, resource allocation, and continuous assessment to achieve institutional effectiveness. Institutional priorities for this working group included maintaining the quality and quantity of academic offerings, sustaining financial stability, and supporting infrastructure improvements. These elements were essential for UPRM to provide high-quality education and support academic and research activities, despite financial and environmental challenges. By documenting financial resources and demonstrating a record of prudent fiscal practices, UPRM aimed to support its educational objectives and institutional mission effectively. Aligning these planning and resource strategies with MSCHE Standard VI and the institution's mission ensured that UPRM continued to respond effectively to opportunities and challenges, driving continuous improvement and institutional success.

II. Description of the Lines of Inquiry

The MSCHE Standard VI Working Group addressed four key inquiry questions to fulfill its charge and contribute to the institution's self-study outcomes:

- 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?

III. Collaboration, Connections, and Evidence Inventory Approach

The Working Group for Standard VI collaborated closely with those refining the Evidence Inventory and, where applicable, the Verification of Compliance process. This collaboration

ensured that the documentation gathered was comprehensive and aligned with the requirements of Standard VI. Key documents included the UPRM Strategic Plan 2012-2022 (Extended) and individual units' strategic plans, annual reports, UPRM-AS certifications, UPRM-AB certifications, organization charts for UPRM and all its units, UPR-GB certifications, and agendas and meeting minutes from both the UPRM-AS and UPRM-AB.

IV. Assessment Information Utilized

To conduct analyses consistent with the lines of inquiry, the Working Group for Standard VI utilized various sources of assessment information. This included the results of UPRM questionnaires regarding MSCHE, which captured the opinions of teaching and non-teaching employees about the strategic plan. Additionally, the group conducted direct interviews to gather insights and perspectives from key stakeholders. A review of electronic documents was also undertaken, providing data and evidence to support the analyses.

V. Analytical Report

Criterion 1. Institutional objectives, both institution – wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievements, reflect conclusions drawn from assessment results, and are used for planning and resource allocation

The UPRM maintains its vision of being an innovative institution of higher education and research by aligning institutional and unit-level objectives with its mission. This alignment is outlined in the 2012-2022 Strategic Plan, which was extended through June 2025 to allow for the transition to a new plan ([E6.01](#)). The plan was developed with broad participation from faculty, staff, students, and external partners, reflecting UPRM's commitment to transparency and accountability. It was formally approved by the UPRM-AB through Certification 14-15-374, ensuring that all voices were included in shaping the university's strategic direction ([E6.02](#)). UPRM's institutional objectives emphasize academic excellence, innovation in research, and community engagement, reinforcing the integration of teaching, research, and service.

Each academic and administrative unit develops its own strategic plan aligned with the institutional mission and framework ([E6.03](#)). This ensures that every department and unit contribute to the overarching institutional goals, fostering coherence across all levels of the university while enabling operational flexibility. The effectiveness of these strategic plans is evaluated through annual reports, which monitor progress and guide resource allocation based on the evolving needs of the institution. These reports are critical tools for measuring institutional effectiveness and ensuring that the university remains on track to achieve its strategic goals.

The Annual Report 2023-2024 highlights key accomplishments. These include infrastructure improvements, such as waterproofing and beautification, which enhance the campus environment. Technological advancements, like expanding virtual education platforms, have supported teaching continuity, especially during emergencies like the COVID-19 pandemic. External funding has also increased through research grants and partnerships with community organizations, showcasing UPRM's capacity to generate knowledge that benefits society. These achievements demonstrate UPRM's ability to evaluate and align its objectives with its mission.

Resource allocation decisions are informed by continuous assessments, ensuring that the university remains adaptive and focused on its goals. A summary of various major achievements, demonstrating how the institution has operationalized its strategic objectives through thoughtful planning and resource management is provided ([E6.04](#)). The alignment between institutional and unit-level objectives also promotes collaborative engagement within the university. Academic programs actively integrate research and community outreach to address real-world challenges, preparing students to contribute to the development of Puerto Rico. This dynamic integration of teaching, research, and service reflects UPRM's core mission of serving both the academic community and society at large.

Criterion 2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.

UPRM ensures that its planning and improvement processes are clearly documented and effectively communicated, promoting transparency, accountability, and the participation of all stakeholders. These processes seek to ensure that the contributions of faculty, administrative staff, students, and external partners are considered in institutional decision-making and strategic planning. The institution's planning strategy follows a collaborative model based on the methodology of Patrick Sanaghan (NACUBO, 2009), which facilitates direct interaction with stakeholders and encourages active participation. This model ensures that planning is inclusive and incorporates diverse perspectives throughout every phase of the process.

The development of the new Strategic Plan is organized into five phases. First, the Initial Alignment focuses on synchronizing the current strategic plan with the UPR Strategic Plan 2023-2028. Next, Data Collection and Stakeholder Participation gathers feedback from faculty, students, and external partners. In the third phase, Data Analysis and Input Review, the collected information is evaluated to determine strategic priorities. The fourth phase, Review and Approval, involves presenting the draft to the UPRM-AS and UPRM-AB for review. Lastly, the final phase, Implementation, includes plan approval by the UPRM-AB and preparation of specific plans for each unit. The process is expected to be completed by June 2025.

The UPRM-AS and UPRM-AB play crucial roles in reviewing and approving strategic initiatives, policies, and resource allocations, ensuring consistency with institutional objectives. Meeting minutes and certifications, such as Certification UPRM-AS 24-37 ([E6.05](#)) and Certification UPRM-AB 23-24-177 ([E6.06](#)), are published on the institutional website for public access, fostering accountability and informed participation. An example is Certification UPRM-AB 23-24-177, which outlines the board's work plan for the upcoming academic year.

Assessment results play a critical role in UPRM's planning and improvement processes. OPIMI plays a fundamental role in managing information for strategic decision-making. This office provides updated data on enrollment rates, graduation rates, research outputs, and other key indicators, which are continuously monitored. These results are used to adjust strategies, reallocate resources, and drive continuous improvements. Surveys conducted between April and December 2023 reveal that more than 94.7% of teaching staff and 81.3% of non-teaching staff understand the institution's mission and objectives. However, 42% of teaching staff and 66% of non-teaching staff expressed doubts about the use of assessment results in decision-making and resource allocation. This perception persists despite the institution using the strategic plan to prepare an

annual report. As mentioned in the previous criterion, this report helps UPRM assess how the activities performed during the year align with the strategic plan.

Criterion 3. A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institutions and units' strategic plans/objectives.

The UPRM implements a comprehensive financial planning and budgeting process aligned with its mission and strategic goals. This process ensures efficient resource allocation, transparency in financial management, and active participation from units across the institution. It is designed to address the financial challenges posed by Puerto Rico's fiscal crisis under the Puerto Rico Oversight, Management, and Economic Stability Act (PROMESA). PROMESA initiated a complex debt-restructuring and economic development process under the supervision of the FOMB. As part of these measures, the UPR, including its 11 campuses, became one of the public agencies subject to significant reductions in state appropriations. In response to these challenges, the university has acted swiftly to overcome the crisis and continue fulfilling its mission. The 11 campuses, with the support of the UPR Central Administration, are working to secure additional funding, find external sources of revenue through offered services, enhance efficiency through technology, and transform educational offerings based on assessment findings to meet the island's evolving needs and the expectations of a new generation of students. The FOMB has mandated a multi-annual fiscal plan from UPR, aligned with their financial projections. These projections account for the impact of declining government contributions, as certified by the Fiscal Oversight Board on June 5, 2019.

UPRM's sources of revenue can be broadly categorized into three main categories: those assigned from the general fund, donations and grants, and additional sources of revenue. The general fund provides most of the financial support. Each year, UPRM submits a detailed budget proposal to the President of the UPR system. This proposal outlines projected expenses such as salaries, benefits, operational costs, equipment, service contracts, among other projected expenses. The UPR President oversees the allocation of funds across the system's various units to ensure that resources are distributed effectively. This process ensures that all projected expenses are carefully evaluated and approved.

Once the budget allocation is approved, it is managed by the Budget Office. Budget items related to recurrent campus maintenance are assigned to the Office of the Dean of Administration. To meet evolving infrastructure needs, UPRM identifies and ranks the most critical projects requiring additional funding. To establish priorities, information is gathered from academic and administrative deanships who submit their needs to the Chancellor. These projects are then evaluated to ensure that there is alignment with strategic goals and available resources. Recent examples include improvements to the electrical and sanitary systems, reflecting the institution's ability to proactively address emerging challenges.

The budgeting allocation process encourages active participation from all units within UPRM. Academic and administrative directors identify the specific needs of their respective areas and submit formal requests to their deans. The deans then consolidate these requests and present them to the Chancellor and the Director of the Budget Office, where projects are evaluated and prioritized based on institutional goals and resource availability. The budget distribution process allocates funds to essential areas, such as employee salaries, student services, and academic

programs, using historical data and student demand to guide decisions. Additional funding is also directed to support the adjunct faculty, purchase course materials, and enhance laboratory offerings, ensuring the continuous delivery of high-quality education.

Allocated budget at the deanship or departmental level, unassigned donations and departmental revenue from grants and/or services provided, are managed by deans and departmental directors within certain levels of approval, ensuring proper oversight.

When the institution's financial needs exceed the allocated budget or the General Fund, units may request additional funding from Central Administration. A recent example of this process is the request for nearly two million dollars for the rehabilitation of the campus's electrical system. This request was submitted to Central Administration with a detailed justification to secure the necessary funding. Once the funds are approved, UPRM has discretion as to the specific projects it wants to accomplish according to our established priorities.

Every transaction is reviewed to ensure compliance with institutional policies, such as Certification UPR-BT 30-2008-2009, which governs financial procedures ([E6.07](#)). If a purchase does not meet the required standards, it is halted by the Purchasing Office. The Purchasing Office also provides guidance to units, ensuring transparency and accountability in the use of UPRM's financial resources.

The university's financial planning framework also includes cost control measures, such as reducing administrative positions and restructuring salaries. These efforts have enabled UPRM to maintain essential operations despite budget cuts. OPIMI plays a vital role in this process by providing updated institutional metrics and promoting data-driven decision-making through platforms like "UPRM in Numbers" ([E6.08](#)). UPRM's commitment to evidence-based planning is evident in the use of various data collection and evaluation tools across different units. These tools help track performance, identify areas for improvement, and ensure that financial resources are used efficiently and effectively to support the institution's mission and strategic objectives. Continuous improvement in data-driven decision-making is also demonstrated by the strategic initiatives reported in 2019-2020, where the integration of innovative technologies and data systems was prioritized. Another example of resource optimization through data management is the allocation of between 51% and 60% of the budget to academic offerings and up to 5% to student financial aid. Online platforms were enabled to facilitate access to courses and services, and technological infrastructure and study areas on campus were improved.

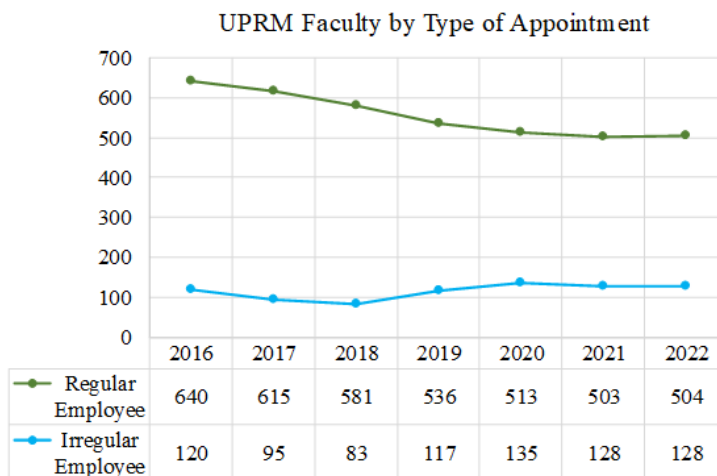
This efficient distribution of funds ensures that educational quality is maintained despite budget cuts. Additionally, efforts to enhance financial sustainability through diversified income sources were emphasized in the 2020-2021 report, highlighting increased efforts to secure external funding. UPRM has increased its own revenue through university enterprises, collaborative agreements, and continuing education courses, generating \$275 million in the past five years. Finally, UPRM's ability to adapt to crises such as hurricanes, earthquakes, and the COVID-19 pandemic has demonstrated its resilience and commitment to its mission, ensuring the safety and well-being of the university community.

Criterion 4. Fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered.

UPRM is committed to maintaining robust fiscal management practices to ensure adequate funding allocation that supports academic programs and operational needs, even in the face of fiscal constraints. The institution prioritizes the recruitment, development, and retention of highly qualified faculty and staff, fostering an enriching intellectual environment and ensuring student success across all delivery modalities ([E6.09](#)). Additionally, UPRM continuously invests in its physical and technical infrastructure to meet the evolving needs of the academic community, ensuring the seamless delivery of high-quality education and support services.

In terms of fiscal resources, UPRM engages in an annual financial planning and budgeting process closely tied to its mission and goals, prioritizing education. This process begins with the preparation of a budget document outlining the projected expenses, which is presented to the President of the UPR system for fund allocation. Although the President assigns the overall budget, UPRM retains autonomy over the management of its funds, ensuring that financial decisions align with strategic priorities. To maintain financial integrity, UPRM undergoes an independent audit every year ([E6.10](#)). To optimize its resource management, UPRM has centralized its budget operations, ensuring effective distribution of resources to meet specific needs. The institution also increases revenue through self-generated funds, particularly through initiatives like DECEP and RUMex, which offer night courses, weekend courses, and distance education programs. UPRM further expands its income sources by participating in research collaborations, consulting projects, and partnerships with government entities. Despite fiscal challenges posed by PROMESA, UPRM has managed to secure external funding and diversify income sources. Additionally, the UPRM-AB certifies the allocation of funds, ensuring that all financial decisions align with institutional goals. UPRM's fiscal strategies include adjustments to tuition fees and expanded course offerings to attract more students and generate additional revenue.

UPRM ensures that its academic excellence is supported by a well-qualified faculty and staff. The recruitment policies, established through Certifications AB 24-25-053 and AB 16-17-309, guide the institution in attracting top talent while optimizing the use of available resources ([E6.11](#), [E6.12](#)). The recruitment plan focuses on enhancing research capacity, strengthening graduate programs, and addressing instructional needs across various disciplines ([E6.09](#)). As of the 2023-2024 academic year, UPRM employs 1,555 individuals, including regular and non-regular workers. The faculty has remained relatively consistent, with around 600 members between 2016 and 2022. More than 80% hold doctoral degrees, and approximately 18% have master's degrees, reflecting the institution's commitment to academic



excellence. This balance ensures that UPRM can maintain its commitment to student success while adapting to fiscal constraints.

Non-teaching staff, including administrative personnel, security, and support services employees, are essential to the university's smooth operation. With 1,054 employees on the main campus and 441 at the Agricultural Experiment Station and Extension Service, they provide critical support in research, security, and facility maintenance. UPRM continuously adjusts its workforce composition to meet evolving needs while ensuring operational efficiency.

UPRM continues to invest in both physical and technological infrastructure to meet the academic and operational demands of the institution. These efforts ensure that programs can be delivered effectively, whether in person or through remote modalities. UPRM has implemented several projects to maintain and improve its campus facilities. Notable improvements include roof waterproofing to preserve the integrity of campus buildings, using Federal Emergency Management Agency (FEMA) funds from 2020 to 2022. The university has also upgraded the Magueyes Sanitary System and water pipe infrastructure, renovated laboratories, and installed collaborative student spaces. Ventilation systems were upgraded with CARES funds to improve air quality in classrooms and public spaces. Additionally, UPRM replaced the MUSA chiller, upgraded the audio system in the Josefina Torres Building auditorium, and launched a project to improve the track and field facilities, enhancing the overall functionality and appeal of the campus. In collaboration with the Federal Highway Administration (FHA), UPRM expanded its transportation fleet to improve student mobility and campus access. The institution has also proposed projects to FEMA's Hazard Mitigation Grant Program (HMGP) to rehabilitate drainage systems, reduce flooding, and construct water wells to enhance infrastructure resilience ([E6.13](#)).

UPRM has made significant strides in enhancing its technological infrastructure to support both in-person and online learning. Key initiatives include upgrading IT networks and installing 500 new Wi-Fi access points across campus. Classrooms have been converted into hybrid spaces, equipped with microphones, cameras, smartboards, and computers with dual monitors to facilitate remote and in-person learning. Cybersecurity tools such as CrowdStrike Falcon have been implemented to protect institutional data, while CREAD developed instructional materials to expand online course offerings. UPRM has also introduced digital tools such as the Buildings and Spaces database to manage facility use, and e-Maint, a centralized property maintenance system, which will be fully operational by 2024. The KRONOS Time and Attendance project digitized personnel actions, improving workforce management and maintaining high service standards.

UPRM's Master Infrastructure Plan (2019) outlines three key objectives: modernization of facilities, environmental sustainability, and improvement of technological resources. The plan includes the renovation and construction of buildings, acquisition of advanced equipment, and expansion of the university's network infrastructure. UPRM also emphasizes renewable energy systems and energy-efficient building designs, reinforcing its commitment to environmental responsibility. These efforts position UPRM as a resilient institution capable of adapting to unforeseen challenges.

To ensure long-term financial sustainability, UPRM has implemented various strategies, including tuition adjustments, research incentives, and expanded efforts in philanthropy and distance education. The university also optimizes budget management through cost control measures, including payroll adjustments and operational reductions. For example, fiscal measures such as

reducing at-will positions (or positions of confidence) by 20%, freezing vacant posts, and reforming the retirement system were introduced to maintain financial stability. UPRM allocates 81% of its budget to payroll, with the remaining 19% directed toward operational expenses. The university continues to diversify its revenue sources, generating income from government grants, tuition fees, and collaborative agreements. Over the past five years, UPRM raised \$275 million through self-generated income, supporting ongoing programs and operational needs.

Criterion 5. well-defined decision-making processes and clear assignment of responsibility and accountability.

UPRM has established well-defined decision-making processes accompanied by clear assignments of responsibility and accountability. These processes are supported by institutional regulations and documents that ensure transparency and efficiency in university governance. The President of the UPR plays a central role in decision-making at the system level, holding regular meetings with the chancellors of the 11 campuses. In these meetings, strategic issues are discussed, and institutional priorities are aligned with the directives of the UPR system. Following these meetings, the UPRM Chancellor presents relevant topics to the UPRM-AS and UPRM-AB, ensuring that strategic decisions are implemented consistently across the campus. The UPRM-AS plays a crucial role in UPRM governance, actively participating in the formulation of academic processes and the creation of regulations under the legal framework of the UPR Act. The Senate defines degree requirements, evaluates academic programs, and protects academic freedom. Senate decisions are officially certified to ensure transparency, and any affected party may request reconsideration through a structured review process established in Certification UPRM-AS 17-59 ([E6.14](#)). The UPRM-AB advises the Chancellor on institutional work planning and budget preparation. This board, which meets biweekly, includes the UPR President, UPRM Chancellor, deans, UPRM-AS representatives, a student representative, and the Director of the Budget Office, among others. The Board's responsibilities include approving promotions, granting sabbatical leaves, and evaluating additional compensation per Certification UPRM-AB 99-00-47 ([E6.15](#)). All decisions are documented and certified, ensuring transparency in the implementation of institutional policies.

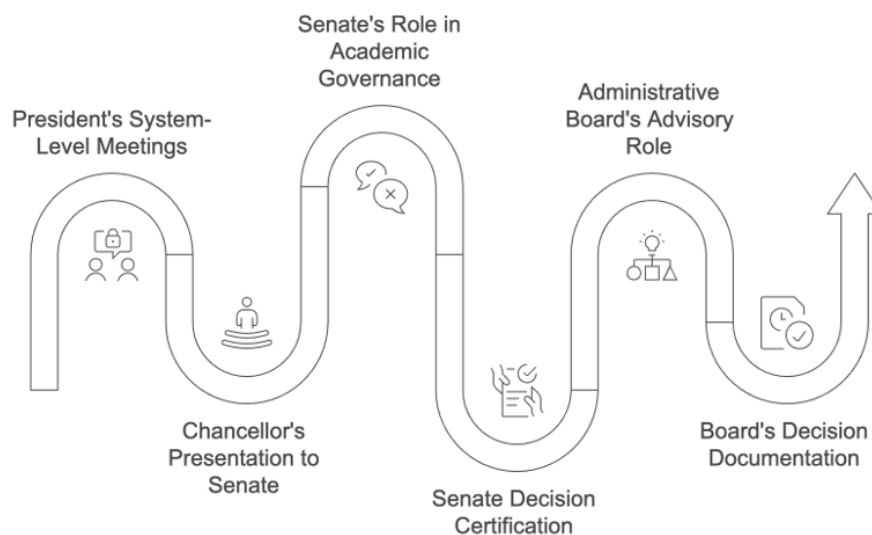


Figure 6. UPRM's Decision Making Process

The Chancellor of UPRM organizes weekly meetings with the deans and biweekly meetings with administrative staff, including the Director of OPIMI, the Director of the Budget Office, the Director of the Human Resources Office, the Director of the Finance Office, among others. These meetings ensure that institutional priorities, aligned with UPRM's Strategic Plan and the directives of UPR Central Administration, are implemented effectively. These priorities focus on maintaining academic quality despite financial challenges, sustaining enrollment considering demographic shifts, ensuring financial stability, and improving campus infrastructure, among others. Resource management relies on real-time data, allowing evidence-based decisions to be made for efficient resource allocation. UPRM operates under a coordinated autonomy model, where each unit exercises autonomy in internal processes while aligning with UPR Central Administration and the UPR-GB on initiatives that affect the entire system ([E6.16](#)). This structure ensures consistency in decision-making and that local policies align with system-wide directives.

The responsibilities of faculty and administrative staff are defined in the General Regulations of the UPR and academic catalogs. The Chancellor serves as the President of the UPRM-AS and appoints the Secretary, who manages the documentation of decisions and institutional communication as per Certification UPRM-AS 17-59 ([E6.17](#)). The roles of Senate members and student and administrative representatives are clearly outlined, ensuring all members understand their responsibilities. The UPRM-AS ensures accountability by certifying decisions and requiring periodic reports from committees ([E6.18](#)). Faculty members are responsible for upholding academic freedom, safeguarding university property, and following procedures for acquiring and using resources ([E6.19](#)). Once hired, employees receive orientation about their duties and have continuous access to relevant information through electronic platforms. The Faculty Manual outlines clear disciplinary guidelines to ensure that any behavior disrupting institutional order is promptly addressed. The UPRM organizational chart, included in the self-study introduction, reflects the hierarchical structure and clear assignment of responsibilities within the institution. This structure promotes transparency and facilitates accountability at all management levels. Strategic decisions align with UPRM's mission, ensuring coherent planning and continuous improvement in resource management and institutional processes.

Criterion 6. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes;

UPRM demonstrates comprehensive planning for facilities, infrastructure, and technology, integrating sustainability and deferred maintenance considerations into its strategic and financial planning processes. This approach ensures that the university's infrastructure supports its mission and goals while promoting resilience against future challenges. The university is currently developing a new capital facilities master plan to replace the previous one, which covered the period from 1995 to 2020 ([E6.20](#)). The new plan follows a detailed six-step process: analyzing current facility conditions, developing surveys for stakeholder participation, collecting survey data, analyzing survey results, making recommendations, and preparing a final report. Completion is expected by the end of 2024. This new plan aligns the physical development of UPRM with its strategic goals, ensuring facilities are modern, well-maintained, and sustainable.

In terms of sustainability, UPRM has implemented several initiatives to enhance the environmental resilience of its infrastructure. The university submitted proposals to FEMA's Hazard Mitigation Grant Program (HMGP) for the rehabilitation of the drainage system to reduce flooding and to the

Building Resilient Infrastructure and Communities Program for the construction of water wells. These initiatives aim to build an infrastructure that withstands environmental challenges, including severe weather events. UPRM has also utilized FEMA funds for roof waterproofing and structural repairs after hurricanes, ensuring the infrastructure is weather-resistant and capable of withstanding future storms. Deferred maintenance has been prioritized as a key part of UPRM's planning. Projects include improving roads, sidewalks, and parking lots, renovating bathrooms, enhancing campus lighting for security, and maintaining green areas. Through CARES funding, the university upgraded ventilation systems in classrooms and communal spaces to improve air quality and reduce contaminants. To further streamline maintenance efforts, UPRM is implementing the E-Maint Platform, a centralized facility maintenance system, expected to be fully operational by the end of 2024. This system will help manage deferred maintenance, organize facility data, and reduce administrative workload.

UPRM's planning for technological infrastructure aligns with its strategic objectives, ensuring the university can deliver high-quality education across multiple modalities. Classrooms are equipped with advanced technology, including integrated speakers, microphones, cameras, projectors, smartboards, and dual-monitor computers, supporting both in-person and distance learning. These upgrades reflect UPRM's commitment to providing flexible, adaptable education. CREAD plays a key role in developing instructional materials, providing faculty training, and securing funding for online programs, further strengthening UPRM's technological capabilities and expanding access to quality education.

UPRM ensures that its planning processes are inclusive by engaging a wide range of stakeholders, including faculty, staff, and students, through surveys, focus groups, and consultations. Their feedback is carefully considered to ensure that the planning process reflects the needs and priorities of the entire university community. This participatory approach fosters transparency and ensures that decisions are aligned with institutional goals and constituent needs.

Criterion 7. an annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter.

As mentioned previously, the UPRM budget is prepared as part of the UPR Budget Memo. For this reason, UPRM does not have an independent audit of its own. However, to ensure the financial viability and integrity of UPR's fiscal resources, an annual independent audit is performed. This process is essential for maintaining transparency, accountability, and trust among stakeholders, including students, faculty, staff, and external partners. The company EY: Building a Better Working World is an independent auditing firm that conducted a comprehensive review of the UPR financial statements and practices. Upon completion of the audit, the auditors provide concerns, deficiencies, or recommendations for improvement. UPR is committed to addressing and resolving all these points. The previous information demonstrates compliance with RoA 11.

Criterion 8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources are required to support the institution's mission and goals.

UPRM applies diverse strategies to evaluate the adequacy and efficient use of its resources, ensuring alignment with its mission and goals. These strategies encompass rigorous assessment methodologies, performance indicators, resource management tools, stakeholder participation mechanisms, and transparent reporting systems. Together, they form a comprehensive framework that ensures continuous improvement in institutional effectiveness and resource management. At

the core of UPRM's resource management strategy is its annual budgeting process, which is guided by the UPR Budget Annual Memo. This document provides financial guidelines and projections that help allocate resources for the upcoming academic year. UPRM employs periodic monitoring through dashboards that assess fiscal conditions, ensuring compliance with budgetary guidelines and allowing for timely reallocation if necessary. This process ensures that UPRM adapts to financial fluctuations while remaining aligned with strategic priorities ([E6.21](#)). In addition to financial monitoring, academic programs undergo periodic reviews through the Five-Year Review process and external accreditation assessments. These evaluations, which are discussed in Standard V, provide essential insights into the performance of academic, research, and administrative services. The findings help establish priorities for resource allocation, ensuring the relevance and effectiveness of programs.

One of UPRM's key tools for ensuring efficient resource utilization is the Power BI dashboard system, which provides interactive data visualization, real-time analytics, and comprehensive reporting capabilities. These dashboards present key performance indicators (KPI) across various operational areas, including enrollment, graduation rates, research outputs, and financial performance ([E6.22](#)). The accessibility of this data to stakeholders—such as the Chancellor, administrative staff, faculty, and students—ensures data-informed decision-making across the institution. Additionally, UPRM utilizes a building and spaces database to assess the use of physical infrastructure. This database tracks the occupancy of classrooms, laboratories, and research facilities, facilitating the calculation of indirect costs and the allocation of building and office keys. These data-driven tools ensure that UPRM maximizes the utility of its physical and financial resources while maintaining operational efficiency. In the area of human resource management, UPRM recently streamlined the hiring process for non-teaching employees, reducing the total hiring time by fifteen working days. Under the new process, vacancies are posted simultaneously across UPR units, but UPRM applicants maintain priority. This change was part of an internal agreement with the Hermandad de Empleados Exentos No Docentes (HEEND) union, enhancing the institution's ability to meet staffing needs efficiently.

Stakeholder engagement plays a vital role in UPRM's resource management strategies. The Chancellor conducts biweekly meetings with key groups, including the UPRM-AB, faculty, and the Student Council, fostering a collaborative environment. These meetings ensure that resource allocation decisions reflect the needs and priorities of the institution's constituents, promoting transparency and accountability.

Additionally, each unit within UPRM prepares detailed annual reports outlining academic, research, creative, and infrastructure activities. These reports are aligned with UPRM's strategic plan and are made available to stakeholders via the OPIMI website. This approach ensures that all constituents have access to critical information on institutional performance and resource utilization, reinforcing accountability and open communication across the university. UPRM's focus on continuous improvement is evident in its efforts to streamline processes and enhance operational efficiency. The adoption of real-time data tools, such as the Power BI dashboards, has improved the institution's capacity to monitor progress and make informed adjustments. Moreover, the streamlined hiring process for non-teaching staff demonstrates UPRM's commitment to operational agility. By reducing unnecessary delays and enhancing collaboration with the HEEND union, UPRM has improved the efficiency of its staffing procedures, ensuring that human resource needs are met promptly. These efforts are complemented by regular

assessments of physical infrastructure. The institution's buildings and spaces databases play a key role in ensuring that facilities are utilized optimally, aligning physical resources with academic and research needs. All resource management strategies at UPRM are closely integrated with the institution's strategic and financial planning processes. The annual reports produced by individual units align with the broader objectives outlined in UPRM's strategic plan, ensuring consistency in decision-making and resource allocation. The comprehensive nature of these reports promotes accountability, providing a detailed overview of how resources are utilized to achieve institutional goals. These reports are reviewed by OPIMI, and their findings inform the institution's strategic priorities, ensuring that UPRM remains responsive to changing needs and opportunities.

Criterion 9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.

UPRM emphasizes the importance of periodically assessing the effectiveness of planning, resource allocation, and institutional renewal processes. These assessments ensure that institutional resources are utilized efficiently, align with strategic goals, and contribute to continuous improvement. UPRM maintains a structured approach to resource management through biweekly meetings with key constituents, including the UPRM-AB, staff, and the Student Council. Led by the Chancellor, these meetings facilitate collaborative decision-making on resource allocation, promoting transparency and accountability. The involvement of stakeholders ensures that resource allocation aligns with the institution's strategic priorities. Annual reports from various units at UPRM provide comprehensive insights into resource utilization and institutional performance ([E6.04](#)). These reports evaluate academic, research, and infrastructure activities, ensuring alignment with the university's strategic plan. By maintaining this alignment, UPRM ensures that every unit contributes to fulfilling the institution's mission and goals. In addition to annual evaluations, UPRM conducts periodic assessments every five years through the "Periodic Assessment of Academic Programs at the UPR" ([E6.23](#)). This thorough review analyzes teaching quality, research efforts, and administrative services, helping identify areas for improvement and establish priorities for planning and resource allocation. Accreditation processes, such as those conducted by ABET (Accreditation Board for Engineering and Technology), play a crucial role in evaluating and ensuring the quality of academic programs, particularly in fields like engineering, computing, and applied sciences. These accreditations serve as a rigorous, peer-reviewed assessment strategy that evaluates whether programs meet established educational standards and outcomes required by the profession.

Annual reports, available on the OPIMI website, provide stakeholders with access to institutional performance data, fostering trust and accountability. Infrastructure projects, funded by external sources, reflect UPRM's dedication to maintaining optimal facilities. Recent initiatives include roof sealing, painting, paving, and the replacement of windows and air conditioning systems to support the university's mission.

UPRM's commitment to continuous improvement is evident in its strengthened research and innovation efforts, which have led to increased external funding and active participation in community projects. Through regular assessments, stakeholder engagement, and transparent reporting, UPRM ensures effective resource management and alignment with its strategic plan, fostering sustainable development and reinforcing its leadership in higher education and research.

Lines of Inquiry

Inquiry Question 1. What efforts have been made to prioritize academic offerings over other uses of resources?

UPRM ensures that academic offerings remain a top priority through strategic planning, efficient resource management, and stakeholder participation. The UPRM Strategic Plan 2012-2022, extended to June 2025, aligns all units under shared goals, directing resources toward courses, labs, and academic support services. UPRM employs real-time data tools, such as Power BI dashboards, to monitor key indicators like course occupancy, graduation rates, and enrollment, allowing informed decision-making that optimizes the use of resources. Despite financial constraints, the institution implements cost-control measures and external funding strategies, including FEMA and HEERF support, to enhance infrastructure without compromising academic priorities. Hybrid classrooms, the Virtual Computer Lab, and upgrades to the RUMNET network ensure academic continuity during emergencies. Biweekly meetings involving the Chancellor, UPRM-AB, and Student Council foster transparency and accountability in resource allocation. UPRM's investments in professional development and faculty support further enhance academic quality. Through these integrated efforts, UPRM demonstrates a resilient approach to balancing financial challenges with its mission of academic excellence and student success.

Inquiry Question 2. What resources have been allocated to provide adequate infrastructure support? How effective have these efforts been?

UPRM has invested strategically in infrastructure projects aligned with its academic mission, addressing accessibility, safety, sustainability, and post-disaster recovery. These efforts include improvements to campus roads, sidewalks, parking lots, and bathrooms, promoting safety, accessibility, and hygiene for the university community. Additionally, investments in lighting systems enhance security, especially during night hours, and the maintenance of green areas fosters a welcoming learning environment. To respond to natural disasters, UPRM leveraged FEMA funds to restore and upgrade damaged infrastructure, including roof repairs and impermeabilization. The institution also improved ventilation systems in classrooms using CARES funds, ensuring high indoor air quality, which became critical during the COVID-19 pandemic. UPRM secured additional support from the Federal Transportation Administration (FTA) to expand public transportation services, facilitating mobility across campus. Further infrastructure projects include drainage system rehabilitation, funded through FEMA's Hazard Mitigation Grant Program (HMGP), to mitigate flooding risks. UPRM also initiated efforts under the Building Resilient Infrastructure and Communities Program to construct water wells and ensure sustainable water access. Future building projects are planned to meet growing academic and research demands. These initiatives have proven effective in enhancing learning environments and fostering operational resilience. Classroom renovations, better ventilation, and improved lighting have facilitated safer and healthier educational settings, supporting student success and faculty well-being. Infrastructure improvements in roads and pathways have increased campus accessibility, ensuring convenient and safe mobility for the university community. In summary, UPRM's infrastructure investments have addressed both immediate and long-term needs, enhancing safety, accessibility, transportation, and health standards on campus. The institution's use of FEMA, CARES, and FTA funds demonstrates proactive resource management, ensuring resilience against environmental and operational challenges.

These efforts reflect UPRM's commitment to providing an optimal environment for teaching, learning, and research, reinforcing its standing as a leader in higher education in Puerto Rico.

Line of Inquiry 3. What actions or processes have been implemented to use the reduced budget to address institutional priorities appropriately?

UPRM has implemented multiple strategies to navigate financial constraints while ensuring the continuity of its academic mission. These measures align with institutional priorities, focusing on maintaining academic offerings, optimizing resources, and increasing operational efficiency. UPRM applies fiscal actions implemented across the UPR System to mitigate the effects of government funding cuts, particularly those imposed by the PROMESA law. These include eliminating excess sick leave payments and uniform allowances for maintenance staff; reducing the Christmas bonus by 47% and cutting extra administrative compensation by 5%, and centralizing budget management to ensure resources are efficiently allocated to essential academic and administrative functions. UPRM carefully evaluates its academic programs to prioritize essential offerings and ensure alignment with labor market demands. Summer course payments have been adjusted, and minimum enrollment requirements were introduced to make these offerings financially sustainable. Workforce restructuring has focused on reallocating tasks and consolidating administrative functions to maximize human resource efficiency while maintaining educational quality.

UPRM has expanded efforts to generate additional revenue through initiatives like:

- RUMex: Offering evening, weekend, and distance-learning courses.
- DECEP: Providing over 80 professional certifications and training programs.
- Fundraising campaigns through the Office of Alumni Relations to support academic offerings and cover operational costs.
- Developing partnerships with the private sector to secure external funding.

UPRM emphasizes sustainability and efficient infrastructure management by renegotiating supplier contracts, optimizing energy consumption, and implementing energy-saving technologies. Non-essential buildings have been closed or consolidated, and shared spaces are used more effectively to minimize operational costs. UPRM involves students, faculty, and staff in financial decision-making through consultations and forums. Transparency is further promoted by regularly publishing financial and management reports, ensuring accountability to both internal and external stakeholders. The university has digitized administrative and academic processes to reduce costs, adopting online platforms for student and financial management. UPRM's shift to hybrid and online courses also expands its educational reach while reducing operational expenses.

In conclusion, UPRM has taken proactive measures to optimize resource management amidst financial constraints, ensuring the continuity of its mission. Through workforce restructuring, program evaluations, revenue diversification, and the adoption of technology, UPRM demonstrates its commitment to academic excellence and operational efficiency. These strategies enable the institution to meet the evolving needs of its community while navigating fiscal challenges effectively.

Line of Inquiry 4. What has the Institution done to balance financial stability with the goal of a public university to provide availability and accessibility to students?

UPRM has implemented various strategies to balance financial stability with its mission to provide accessible education, despite financial challenges caused by Puerto Rico's economic crisis and the implementation of the PROMESA law. These efforts include budget adjustments, income diversification, non-financial policies to support accessibility, and infrastructure investments. In response to budget cuts, UPRM followed the Fiscal Plan for the UPR (2019-2024), which included increases in tuition and service fees to improve financial stability. To mitigate the impact on students, the Puerto Rican government enacted Law 4 in 2022, establishing a Scholarship Fund to assist students with demonstrated financial need and satisfactory academic progress. This scholarship program supports both undergraduate and graduate students, as well as athletes, honors students, and participants in music programs. Between 2018 and 2023, UPRM generated approximately \$204 million through self-generated income. Although enrollment declines have impacted revenue in recent years, UPRM continues to diversify income sources by developing university enterprises; offering continuing education through DECEP; and forming collaborations with government entities, such as the Department of Education. These initiatives have allowed UPRM to maintain academic offerings and uphold quality despite financial challenges.

UPRM has implemented several non-financial policies to promote educational accessibility, including: lowering admission requirements by reducing standardized test scores; eliminating the College Board exam requirement; expanding online platforms for distance learning and administrative services; offering support for FAFSA applications at off-campus locations; hosting promotional events such as open houses and visits to schools and malls; and providing study areas with internet access across the campus to enhance the student learning environment.

According to the Institutional Effectiveness Report 2022-2023, UPRM has maintained a high retention rate, with nearly 90% of students continuing into their second year, exceeding national averages. The report also highlights improvements to campus infrastructure, including renovations and upgrades to sanitary and electrical systems, ensuring a supportive environment for academic success. UPRM's careful financial planning is reflected in the stability of its General Fund allocations, which experienced minimal decreases compared to other campuses in the UPR system. The campus also received an 8.18% increase in restricted funds for the 2023-2024 fiscal year, significantly higher than increases at other campuses, such as Río Piedras, which received only a 1.75% increase.

UPRM's efforts to balance financial stability with educational accessibility include a combination of strategic budget management, income diversification, and targeted student support programs. The institution's ability to adapt and thrive amidst economic challenges demonstrates its commitment to maintaining high-quality education and accessibility for all students. Through these initiatives, UPRM continues to fulfill its mission as a public university, ensuring that it remains a leading institution in higher education in Puerto Rico.

VI. Analysis and Recommendations

Areas of Strength

- Extension of the Strategic Plan 2012-2022 ensures continuity and alignment with UPRM's mission until the new plan is approved in Spring 2025.
- Effective financial management, including reduced administrative expenses and additional revenue generation, supports long-term financial stability.
- Use of Power BI dashboards for data-driven decision-making enables systematic, evidence-based planning and resource allocation.
- Regular evaluations of academic and administrative programs ensure alignment with institutional objectives, fostering continuous improvement.
- Significant investments in physical infrastructure and advanced technology enhance campus safety, accessibility, and overall teaching, learning, and research environment.
- Broad stakeholder participation in planning processes ensures diverse perspectives are considered and goals remain aligned with community needs.
- Emphasis on transparency through documentation and communication of planning processes promotes accountability and builds trust among constituents.
- UPRM has demonstrated resilience in maintaining operations and implementing infrastructure improvements, even during financial constraints and environmental challenges like hurricanes and the COVID-19 pandemic.

Opportunities for Improvement and Innovation

- Ensure key documents and communications are available in both English and Spanish to enhance accessibility and foster a more inclusive environment.
- Send monthly emails with links to certifications approved by the UPRM-AS and UPRM-AB to promote transparency and keep stakeholders informed.
- Conduct regular satisfaction surveys to gather insights on campus culture, instructional quality, resource availability, and support services, guiding efforts to improve working conditions for faculty and staff.
- Invest in comprehensive support services, including professional development opportunities, mental health resources, and recognition programs, to enhance faculty and staff well-being and retention.
- Establish clear guidelines on the effective use of annual reports to ensure they are integrated into institutional planning processes for continuous improvement.
- Strengthen data integration across units using tools like Power BI dashboards and the Buildings and Spaces database for comprehensive analysis and informed decision-making.
- Review and update governance structures to ensure decision-making processes align with best practices, promoting transparency and effectiveness across the institution.

Initial Strategies on Continuous Quality Improvement

- Support the process of updating and aligning UPRM's Campus Strategic Plan with the UPR system's Strategic Plan (2024-2029) to ensure consistency with system-wide priorities and approval by Spring 2025.
- Focus strategic resource allocation on maintaining and enhancing academic offerings, with particular investments in physical and technological infrastructure to support the educational mission.

- Enhance Power BI dashboards to enable real-time monitoring of institutional performance indicators and ensure efficient resource utilization and data-driven decision-making.
- Prioritize infrastructure improvements, such as roof waterproofing and ventilation system upgrades, leveraging FEMA funds to address hurricane-related damages and increase campus resilience and safety.
- Strengthen continuous professional development for faculty, focusing on enhancing research capabilities and securing external funding to prepare faculty for high-quality education delivery and research advancement.
- Clearly document and communicate planning and improvement processes to promote transparency, accountability, and trust among stakeholders, ensuring alignment with institutional goals.
- Enhance stakeholder engagement to incorporate diverse perspectives in planning and improvement initiatives, strengthening institutional strategies.
- Improve the documentation of planning and improvement strategies in key documents, such as the UPRM Strategic Plan, annual institutional effectiveness reports, and certifications from the UPRM-AS and UPRM-AB.
- Ensure effective communication of progress and outcomes to support UPRM's commitment to continuous improvement.

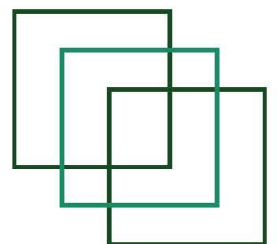
Self-Study Report 2025

Standard VII

Governance, Leadership
and Administration



University of Puerto Rico
Mayaguez



STANDARD VII: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Requirements of Affiliation 12: The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being accomplished.

Requirements of Affiliation 13: A majority of the institution's governing body members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict-of-interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body.

Requirements of Affiliation 14: The institution and its governing body/bodies make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.

I. Overview of Working Group Charge

The Working Group for Standard VII evaluated UPRM's governance, leadership, and administration to ensure they effectively support the institution's mission, goals, and educational purpose. They assessed governance transparency, integrity, and autonomy, especially in relation to external affiliations, in line with RoA 12, 13, and 14. The group ensured that governing body members had no conflicts of interest, verified adherence to conflict-of-interest policies, and confirmed that accurate information was provided to accrediting agencies. They also focused on aligning governance and administrative practices with UPRM's financial stability and long-term sustainability.

II. Description of the Lines of Inquiry

The Working Group for Standard VII investigated how UPRM balances financial stability with its mission of providing accessible education as a public university. This line of inquiry guided their evaluation of governance, leadership, and administrative practices, assessing their effectiveness in supporting UPRM's mission while ensuring transparency and integrity in both academic and financial matters.

III. Collaboration, Connections, and Evidence Inventory Approach

The Working Group for Standard VII collaborated with those managing the Evidence Inventory and Verification of Compliance to ensure alignment with Standard VII's requirements. They

gathered key documents, including UPR laws, regulations, annual reports, and governance certifications. The group coordinated with other Working Groups to avoid redundancy, using shared resources and central document repositories. This approach ensured that the evidence inventory accurately reflected UPRM's governance and administrative practices, supporting the institution's self-study.

IV. Assessment Information Utilized

The Working Group for Standard VII used multiple sources for assessment, including UPRM questionnaires on MSCHE that gathered employee opinions on governance and the strategic plan. They conducted direct interviews with key stakeholders for deeper insights and reviewed electronic documents, such as UPR laws, regulations, annual reports, and governance certifications.

V. Analytical Report

The analytical report for Standard VII examines the governance, leadership, and administrative structures of UPRM. This analysis assesses how these structures enable the institution to achieve its mission and goals while maintaining integrity and transparency. The following sections address the specific criteria of Standard VII and the applicable RoA.

Criterion 1. A clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students.

UPRM maintains a transparent governance structure that defines roles, responsibilities, and accountability for all constituencies, ensuring effective decision-making aligned with its mission. The UPR Act (Sections 3, and 5 to 11) and UPR General Regulations (Articles 12 to 25) establish a collegial governance system, detailing roles, responsibilities, and selection processes for leadership positions, promoting transparency and inclusivity ([E7.01](#), [E7.02](#)). The Internal Regulations of the UPR-GB further define its responsibilities in Article 5 ([E7.03](#)).

UPRM's governance structure consists of various roles and entities that contribute to effective decision-making. A visual representation is available in Figure 7 and at the organization chart located in the self-study Introduction. Key components of this structure are outlined below.

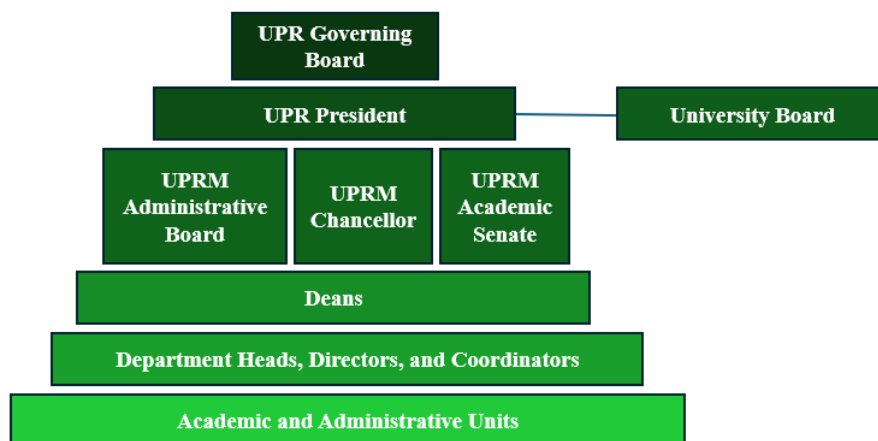


Figure 7. UPRM Governance Structure

The **Governing Board** serves as the highest authority, establishing policies, approving budgets, and overseeing institutional operations. It appoints and evaluates the **President**, who leads the UPR system and ensures the implementation of strategic goals. The **University Board**, composed of Chancellors, faculty, and student representatives, advises the President on academic and administrative matters. At the campus level, the **Chancellor**, appointed by the Governing Board following a consultation process, is responsible for UPRM's academic and administrative leadership. Supporting governance bodies include the **Academic Senate**, which focuses on academic policy and curriculum, and the **Administrative Board**, which advises on budgeting, faculty promotions, and institutional development.

Faculty, staff, and students actively participate in governance through various committees and representative bodies. **Faculty** contribute to decision-making through the UPRM-AS, college councils, and departmental committees. **Staff** engage in administrative and advisory roles, while **students** have formal representation in the UPR-GB, UPR-UB, UPRM-AS, and UPRM-AB, ensuring their voices are included in institutional decisions. This shared governance model upholds UPRM's commitment to academic integrity, institutional effectiveness, and adherence to legal and regulatory frameworks.

Recent faculty survey data indicate a positive perception of UPRM's governance practices, with 30.45% of faculty strongly agreeing and 53.50% agreeing that UPRM has a well-documented organizational structure. This means nearly 84% of faculty view the organizational structure as well-documented, reflecting a generally positive sentiment regarding its clarity and documentation.

Criterion 2. A legally constituted governing body that:

- a. Serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;**

The UPR-GB is a legally constituted body established under Law No. 1 of 1966, known as the UPR Act, ensures the institution serves the public interest while fulfilling its mission and goals ([E7.01](#)). As the highest governing authority, it provides oversight, approves policies, and upholds UPR's commitment to academic excellence, research, and service. With fiduciary responsibility, the Board oversees budget approval, financial planning, and resource allocation to ensure fiscal stability. It is also accountable for academic quality, accreditation compliance, and institutional effectiveness, ensuring programs meet high standards. Through periodic evaluations of its members, the President and Chancellors, the UPR-GB upholds accountability and supports continuous improvement ([E7.03](#)).

- b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;**

The UPR-GB has the independence and expertise to uphold institutional integrity, as established by law and regulations. Its members include faculty, students, and professionals with expertise in academia, finance, and public service, ensuring informed governance. While some members are appointed by the Governor and confirmed by the Senate, their primary duty is to the university, with policies in place to mitigate undue external influence. Conflict of interest regulations prevent individuals with government or private higher education ties from serving, reinforcing autonomy and ethical decision-making ([E7.01](#), [E7.03](#), [E7.04](#)). The Board's financial oversight, reflected in

the Financially Audited Statements (<https://www.upr.edu/estados-financieros/>), ensures responsible resource management. Regular reporting, open meetings, and accessible documentation ensure transparency in governance and decision-making processes ([E7.05](#)).

c. ensures that neither the governing body nor its individual members interfere in the day-to-day operations of the institution;

The UPR-GB ensures non-interference in daily operations by delegating academic and administrative authority to the President and Chancellors. Chancellors hold the highest academic and administrative authority on their campuses, overseeing faculty, research, budgeting, and operations ([E7.01](#)). The General Regulations further define governance roles, ensuring the Board focuses on policy-setting and oversight rather than direct management ([E7.02](#), [E7.03](#), [E7.06](#))

d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management;

At the policy level, the UPR-GB oversees academic quality, degree program approval, awarding of degrees, and financial management. It establishes personnel policies and procedures, ensuring that recruitment, promotions, and faculty evaluations follow merit-based principles. The Board also approves institutional policies and bylaws while overseeing fiscal management to maintain financial stability ([E7.03](#)).

e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;

The UPR-GB provides policy-level oversight of financial affairs to ensure integrity and strong financial management. It is responsible for reviewing and approving the university's budget ([E7.07](#)), ensuring compliance with fiscal policies, and overseeing financial planning. The Board also reviews audited financial statements and fiscal reports to assess the financial health of the institution and ensure accountability ([E7.08](#)). These mechanisms help maintain transparency and financial sustainability across the UPR system.

f. appoints and regularly evaluates the performance of the Chief Executive Officer;

The UPR-GB appoints the President ([E7.09](#)) and all Chancellors ([E7.10](#)) following a consultation process that includes input from faculty, students, and other institutional stakeholders, ensuring leadership aligns with institutional goals. Regular evaluations of the President and Chancellors are conducted at intervals of no less than four and no more than six years, assessing their performance in academic leadership, administrative effectiveness, and institutional development. These processes reinforce accountability, transparency, and effective governance ([E7.11](#)).

g. is informed in all its operations by principles of good practice in board governance;

The UPR-GB adheres to principles of good governance by ensuring that its actions are guided by transparency, accountability, and institutional autonomy. It establishes its own internal regulations, maintains ethical governance standards, and operates under a structured decision-making framework that prioritizes the university's mission ([E7.01](#), [E7.02](#), [E7.12](#)).

- h. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest;**

The UPR-GB has a written conflict of interest policy that ensures impartiality by addressing potential conflicts related to payment for services, contracts, employment, and financial interests ([E7.03](#)). Members must disclose any potential conflicts to prevent undue influence on decision-making. The policy is aligned with the 2012 Puerto Rico Government Ethics Act, which includes a Code of Ethics, restrictions on conflicting employment, financial disclosure requirements, and post-employment limitations to maintain integrity in governance ([E7.04](#)).

- i. supports the Chief Executive Officer in maintaining the autonomy of the institution;**

The UPR-GB supports the President and Chancellors in maintaining institutional autonomy by ensuring that academic and administrative decisions align with the principles of self-governance established in the UPR Act ([E7.01](#)). The General Regulations reinforce this autonomy by granting Chancellors the highest academic and administrative authority within their campuses, allowing them to oversee faculty appointments, budgeting, and institutional planning without undue interference ([E7.02](#)). For example, UPRM independently developed and implemented its pandemic response strategy, utilizing federal relief funds to enhance remote learning infrastructure while aligning with institutional priorities. Additionally, the UPRM-AB distributes the budget assigned by UPR to academic colleges, administrative units, the Agricultural Extension Service, and the Agricultural Experiment Station, ensuring alignment with institutional priorities and mission ([E7.13](#)).

Criterion 3. Chief Executive Officer who:

- a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;**

The UPR-GB appoints, evaluates, and oversees the President ([E7.09](#), [E7.11](#)), who serves as the Chief Executive Officer and reports directly to the Board. The Chancellors, who lead individual campuses, are appointed ([E7.10](#)) following a consultation process ([E7.14](#)) and report to both the President and UPR-GB. Neither the President nor the Chancellors serve as members of the Board, ensuring a clear distinction between governance and administration ([E7.01](#), [E7.02](#)).

- b. has appropriate credentials and professional experience consistent with the mission of the organization;**

The UPR-GB ensures that the President and Chancellors have the credentials and professional experience necessary to uphold the institution's mission ([E7.15](#)). The President must have a strong academic background, leadership in higher education, and experience in institutional administration. Chancellors must hold a doctoral or terminal degree, demonstrate administrative and academic leadership, and uphold professional ethics and institutional values. These qualifications support the effective governance and strategic direction of UPRM.

- c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;**

The UPR President and UPRM Chancellor have the authority and autonomy to manage institutional planning, resource allocation, staffing, and goal attainment. The President coordinates the university system, oversees budgeting, and ensures compliance with UPR policies. The Chancellor, as UPRM's highest authority, oversees academic and administrative functions, manages budgets, appoints faculty and staff, and implements institutional policies. These governance structures support effective leadership while preserving institutional autonomy ([E7.01](#), [E7.02](#)).

d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness;

The Chancellor has the support of qualified administrators, including deans, department chairs, and directors, who oversee academic, student, and administrative affairs to ensure effective institutional management ([E7.16](#)). Weekly staff meetings with deans provide a structured forum for assessing UPRM's efficiency and effectiveness. The UPRM-AB, composed of campus leadership and faculty representatives, advises the Chancellor on budget proposals, resource allocation, and institutional development. Additionally, the Chancellor establishes procedures to assess institutional efficiency and effectiveness, ensuring alignment with UPRM's mission and strategic goals. The development of OPIMI Dashboards exemplifies these efforts ([E7.17](#))

Criterion 4. an administration possessing or demonstrating:

a. an organizational structure that is clearly documented and that clearly defines reporting relationships;

UPRM's administrative structure is clearly defined and documented, ensuring transparency and accountability in decision-making. The General Regulations establish a structured hierarchy that delineates reporting relationships among the UPR-GB, President, Chancellors, Deans, Department Chairs, and other administrative personnel ([E7.02](#)). Organizational charts and official documents outline the responsibilities of each administrative unit, ensuring alignment with institutional policies and strategic objectives ([E7.18](#)). This structured governance model supports effective institutional management and decision-making.

b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;

UPRM's administrative team has the necessary size and expertise to support the Chancellor in fulfilling institutional responsibilities. It includes deans, department heads, and directors with experience in higher education administration and specialized knowledge in their respective areas ([E7.16](#), [E7.19](#)).

c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;

UPRM administrators have the credentials, advanced degrees, and professional experience needed to support the institution's mission and contribute to academic and administrative excellence ([E7.15](#), [E7.19](#)).

d. skills, time, assistance, technology, and information systems expertise required to perform their duties;

UPRM's administration has the skills, resources, technology, and information systems expertise necessary to perform effectively ([E7.19](#)). They have access to modern tools and ongoing training to stay aligned with best practices in higher education management ([E7.20](#)).

e. regular engagement with faculty and students in advancing the institution's goals and objectives;

UPRM's administration engages with faculty and students through regular meetings, forums, and governance structures, including senate meetings, departmental meetings, committee meetings, and student government consultations ([E7.21](#), [E7.22](#), [E7.23](#)). Initiatives such as strategic planning sessions, academic program reviews, and surveys ensure stakeholder input is integrated into decision-making, fostering collaboration and institutional engagement. Additionally, UPR-GB and UPRM-AS meetings are live-streamed, and certifications are published on their respective governance webpages, ensuring transparency and accessibility ([E7.24](#)).

f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations.

UPRM utilizes OPIMI Dashboards to systematically evaluate administrative units and support data-driven decision-making. These dashboards present institutional metrics, financial data, and operational performance indicators through tables, graphs, and diagrams, facilitating the monitoring of key performance areas and ensuring continuous assessment aligned with UPRM's strategic objectives. Additionally, OPIMI collaborates with various units to enhance reporting efficiency, including maintaining the Donations Dashboard for tracking financial contributions to UPRM. The Annual Report serves as another key assessment tool, integrating data from all units to document progress, inform decision-making, and ensure alignment with institutional priorities. These initiatives strengthen administrative evaluation processes and contribute to institutional improvement ([E7.17](#), [E7.25](#)).

Criterion 5. Periodic assessment of the effectiveness of governance, leadership, and administration.

UPRM conducts periodic assessments of its governance, leadership, and administration to ensure continuous improvement and alignment with institutional goals. The UPRM-AB and UPRM-AS play a key role in these evaluations by reviewing policies, strategic initiatives, and institutional performance indicators. OPIMI collects and analyzes institutional metrics through dashboards, surveys, and reports, providing leadership with data to assess decision-making effectiveness ([E7.17](#)). These assessments enhance accountability and inform necessary adjustments to governance structures and administrative operations. Additionally, UPRM integrates assessment mechanisms into its strategic planning process, ensuring that evaluations lead to actionable improvements. The Annual Report consolidates input from all academic and administrative units, serving as a key tool for monitoring institutional progress and measuring effectiveness and operational efficiency ([E7.25](#)). This process allows UPRM to track governance and leadership performance, ensuring data-driven and responsive decision-making.

The institution also prioritizes continuous professional development for leaders and administrators based on assessment findings. UPRM has introduced training sessions on campus regulations, sexual harassment policies, contract development, and high-level management topics to strengthen

leadership competencies ([E7.20](#)). These initiatives ensure that administrators remain well-informed about their responsibilities and institutional procedures, fostering a well-managed, accountable, and informed institutional environment. By continuously assessing and refining its governance and leadership structures, UPRM strengthens institutional effectiveness and promotes a culture of continuous improvement.

UPRM complies with the Middle States Commission on Higher Education (MSCHE) Related Entities Policy, which requires institutions to disclose governance structures, financial affiliations, and institutional relationships. As evidence, we include the Required Disclosures and Certification Statement for entities related to UPRM, ensuring compliance with MSCHE standards ([E7.26](#)). It is signed by the UPRM Chancellor, the President of the UPR-GB, and the President of the UPR System, certifying the accuracy of the information and the institution's commitment to MSCHE regulations.

Requirements of Affiliation

- **RoA 12:** UPRM fully discloses its governance structure, ensuring the mission is accomplished and maintaining quality and integrity, as evidenced by the Law of the UPR, UPR Regulations, and governance reports ([E7.01](#), [E7.02](#), [E7.24](#)).
- **RoA 13:** Most governing body members have no personal financial interest in UPRM, adhering to a conflict-of-interest policy that prioritizes academic and fiscal integrity, demonstrated by disclosures and UPR Regulations ([E7.03](#), [E7.04](#)).
- **RoA 14:** UPRM provides accurate, fair, and complete information to the Commission and accrediting agencies, ensuring transparency through published minutes and an Annual Report ([E7.26](#)).

Institutional Priority and Lines of Inquiry

The Working Group for Standard VII focused on sustaining UPRM's financial stability by aligning governance and administrative practices with financial goals, emphasizing transparency and accountability. The key line of inquiry was how UPRM balances financial stability with providing student accessibility. Areas examined included budgeting, financial oversight, accessibility initiatives, and stakeholder engagement. UPRM's governance, leadership, and administration ensure effective mission achievement through transparency, accountability, inclusive decision-making, and regular assessments.

The institution complies with Standard VII and RoA 12, 13, and 14 by maintaining a documented governance structure, ensuring independence and integrity, and providing transparent information to accrediting bodies. Addressing opportunities like improving transparency in selection processes of the Chancellor will further strengthen governance, ensuring UPRM remains resilient and capable of meeting future challenges.

VI. Analysis and Recommendations

Areas of Strength

- UPRM maintains a collegial governance system with diverse representation of faculty, students, and external stakeholders, ensuring balanced and informed decision-making.
- Governance structures, policies, and procedures are clearly defined, with conflict-of-interest policies that uphold integrity and accountability.

- Governance decisions are accessible through live-streamed meetings and published minutes. UPR live-streams UPR-GB sessions, while UPRM live-streams UPRM-AS sessions and publishes UPRM-AS and UPRM-AB minutes.
- OPIMI Dashboards and institutional assessment tools support governance, strategic planning, and institutional effectiveness.
- UPRM invests in professional development for administrators while actively engaging external stakeholders to align academic programs with workforce and societal needs.

Opportunities for Improvement and Innovation

- Strengthen communication with the academic community on administrative appointments and evaluations to enhance trust and stakeholder engagement.
- Continue assessing governance effectiveness through stakeholder feedback, performance metrics, and periodic reviews, while working toward more structured and systematic evaluations.
- Develop an annual training calendar for UPRM administrators, integrating feedback on additional training needs in governance best practices, financial oversight, and ethical leadership.
- While UPRM has a well-structured governance system, the number of policies and procedures can slow down decision-making and administrative processes. Streamlining key procedures and approval mechanisms can improve efficiency while maintaining compliance.
- Update the UPRM-AB and UPRM-AS certification and minute search system (DSpace) to a more user-friendly platform, similar to UPR-GB's, ensuring easier access to certifications, including repealed and updated policies.
- Strengthen the use of OPIMI Dashboards to enhance strategic planning, governance monitoring, and institutional assessments, ensuring data-driven and responsive decision-making.

Initial Strategies on Continuous Quality Improvement

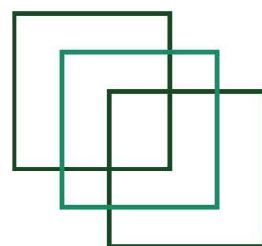
- Increase the frequency and structure of administrator evaluations, incorporating stakeholder feedback and refined rubrics for better alignment with institutional goals.
- Continue conducting governance evaluations, making them more structured and data-driven to identify areas for improvement and refine policies.
- Strengthen OPIMI for governance monitoring and real-time institutional assessments, ensuring data-driven decision-making.
- Develop an annual training schedule for governing body members and administrators, incorporating feedback on governance, compliance, and leadership needs.
- Improve communication channels between university leadership and the academic community, fostering more inclusive and participatory governance.
- Implement ongoing leadership training for UPRM administrators to strengthen governance practices and institutional continuity.
- Review and streamline administrative and governance procedures to improve efficiency while maintaining compliance.
- Upgrade UPRM-AB and UPRM-AS certification and minute search systems (DSpace) to enhance accessibility and usability, improving transparency and efficiency.

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Conclusions



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CONCLUSIONS

The self-study process has allowed the UPRM to conduct a comprehensive evaluation of its governance, academic programs, student support, institutional effectiveness, and financial sustainability. This process reaffirms UPRM's commitment to education, research and creative work, community service, and continuous improvement. The findings confirm that UPRM meets the MSCHE Standards for Accreditation and the RoA, ensuring compliance with governance, financial, and educational expectations.

The self-study highlights UPRM's institutional strengths, which demonstrate its resilience, mission-driven governance, and commitment to academic and operational excellence:

- UPRM's governance model fosters transparency, accountability, and broad stakeholder participation, allowing for inclusive and mission-driven decision-making. Faculty, staff, students, and external partners actively contribute to institutional planning, ensuring that policies and strategies align with the evolving needs of the university community.
- High-quality academic programs are supported by a strong general education framework, rigorous student learning assessments, and highly qualified faculty committed to academic excellence. Continued innovations, including the expansion of online programs and interdisciplinary initiatives, are enhancing educational offerings.
- Research and creative work strengthen faculty development and interdisciplinary collaboration, leading to significant contributions to Puerto Rico's economic, technological, and social advancement. The institution actively seeks external funding to support research, increasing competitiveness and innovation.
- Student success initiatives enhance retention, academic progress, and career readiness. Programs such as RUMboEx, the BWC, the Center for University Access, and OPIMI dashboards provide tailored academic and professional development support.
- Community engagement and service reinforce UPRM's role as a key driver of social and economic development in Puerto Rico. Partnerships with industry, government, and nonprofit organizations contribute to regional advancement and align academic programs with workforce needs.
- Institutional resilience has been demonstrated in response to financial and environmental challenges. Despite economic constraints and external pressures, UPRM has maintained operations, optimized resource allocation, and strengthened financial management practices to ensure long-term sustainability. The university continues to pursue diversified revenue streams, leveraging research collaborations, fundraising efforts, and innovative financial strategies.
- UPRM's ability to adapt and thrive amid evolving challenges underscores its institutional resilience. Through strategic planning, fiscal responsibility, and mission-driven initiatives, UPRM has successfully navigated financial constraints and unforeseen crises, such as hurricanes, earthquakes, and the COVID-19 pandemic.
- Investments in technological infrastructure, hybrid learning, and research capacity have positioned UPRM as a leader in higher education in Puerto Rico and beyond. The university's recent designation as an **R2: High Research Activity institution by the Carnegie Classification of Institutions of Higher Education** further affirms its growing research capabilities, commitment to graduate education, and increasing doctoral degree production.

While the self-study confirms compliance with MSCHE standards, it also identifies areas for continued improvement:

- Expanding financial sustainability strategies to further secure UPRM's long-term viability and operational efficiency.
- Enhancing the use of technology and data-informed decision-making in academic and administrative processes to improve institutional effectiveness.
- Strengthening transparency in governance and strategic planning to improve leadership selection, financial resource allocation, and institutional accountability.
- Increasing engagement with faculty, students, and external stakeholders to ensure that decision-making reflects the diverse perspectives and needs of the university community.

These initiatives align with UPRM's strategic priorities and will be implemented through targeted and data-driven efforts.

UPRM remains committed to continuous improvement, using assessment results to enhance academic offerings, student services, financial planning, and institutional governance. Ongoing evaluations ensure that institutional goals remain aligned with evolving educational, societal, and economic needs. Future efforts will focus on expanding faculty and staff development, improving campus infrastructure, and advancing financial stability initiatives.

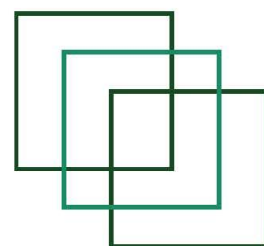
The self-study confirms that UPRM meets and exceeds accreditation expectations while maintaining its mission of academic excellence, research advancement, and service to the Puerto Rican community. Through strategic vision, collaboration, and accountability, UPRM is well-positioned for long-term success, continuous innovation, and institutional resilience.

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Appendixes



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EVIDENCE INVENTORY LIST

Evidence	File Name
1	E0.01 UPR Act
2	E0.02 UPR-General-Regulations-English-Version.pdf
3	E0.03 UPRM Undergraduate Catalogue-2024-2025.pdf
4	E0.04 UPRM Graduate Catalogue-2024-2025.pdf
5	E0.05 UPRM Professors Manual-2021.pdf
6	E1.01 UPRM Strategic Plan 2012-2022.pdf
7	E1.02 Draft Strategic Plan UPRM 2025-2029.pdf
8	E1.03 UPR Strategic Plan 2023-2028.pdf
9	E1.04 Minutes Certification Strategic Plan 2012-2022.pdf
10	E1.05 Academic Senate Curriculum Committee Report.pdf
11	E1.06 Annual-Report-2023-2024.pdf
12	E1.07 Creative Activities in Chancellor Report to Academic Senate.pdf
13	E1.08 Mission in Academic Catalog.pdf
14	E1.09 College of Arts and Sciences Strategic Plan 2012-2022.pdf
15	E1.10 Chancellor's Progress Report to Academic Senate 28 nov 2023 .pdf
16	E1.11 Certification-142-2023-2024 Five-Year Review.pdf
17	E1.12 Presentation New Strategic Plan (in progress).pdf
18	E2.01 Article 11 - UPR General Regulations.pdf
19	E2.02 Section 2.31 - UPR General Student Regulations.pdf
20	E2.03 Section 2.7 - UPR General Student Regulations.pdf
21	E2.04 UPR-GB Certification-34-2018-2019 - Policy on Patents Inventions and Commercialization of the UPR.pdf
22	E2.05 UPR-BT Certification-45-2006-2007 - Research Misconduct.pdf
23	E2.06 Turnitin and iThenticate Tools to Prevent Plagiarism in UPRM.pdf
24	E2.07 Workshops to Reinforce Ethical Research.pdf
25	E2.08 UPR-GB Certification-56-2016-2017 - Work plan for Compliance with Regulations on Transgender Students.pdf
26	E2.09 UPRM-AB Certification 04-05-351 - Procedure for requesting and providing reasonable accommodations.pdf
27	E2.10 UPR-GB Certification 125-2023-2024 - Course Actions at the UPR - Diversity Equity Inclusion.pdf
28	E2.11 Sections 2.3 and 2.4 - UPR General Student Regulations.pdf
29	E2.12 Article 2.4 - UPR Student Code of Conduct - Policies Against Sexual Harassment and the Illegal Use of Drugs.pdf
30	E2.13 UPR-GB Certification 58-2004-2005 - Policy Against Discrimination.pdf
31	E2.14 Faculty Manual - Academic Freedom.pdf
32	E2.15 Article 31 and 79 - UPR General Regulations.pdf

Evidence	File Name
33	E2.16 UPR-GB Certification 42-2015-2016 - Promote Diversity.pdf
34	E2.17 Workshops and Conferences that Promote Diversity and Respect within the Academic Community.pdf
35	E2.18 UPR-GB Certification 45-2006-2007 - Policy and Procedures for Responding to Allegations of Research Misconduct.pdf
36	E2.19 UPR-GB Certification 130-2014-2015 - Institutional Policy against Sexual Harassment at the UPR.pdf
37	E2.20 UPR-GB Certification 140-2015-2016 - Protocol for the Prevention and Handling Sexual Violence Cases at UPR.pdf
38	E2.21 UPR-GB Certification 133-2015-2016 - Policy Reasonable Modifications Academic Services for Students with Disabilities.pdf
39	E2.22 UPRM AS Certification 19-75 - Grade Changes.pdf
40	E2.23 UPR GB Certification 66-2020-2021- Institutional Protocol for Addressing Domestic Violence in the Workplace.pdf
41	E2.24 UPR GB 55-2016-2017 – Appealing Financial Aid.pdf
42	E2.25 Article 3.3 - Puerto Rico Government Ethics Office Organic Act.pdf
43	E2.26 UPR GB Certification 8-2012-2013 - Policy and Guidelines for financial conflict of interest and commitments in research.pdf
44	E2.27 Form UPR-REHU-01.pdf
45	E2.28 Workshops and Conferences on guidance on ethical research [IRB].pdf
46	E2.29 Chapter 8 - UPR General Regulations.pdf
47	E2.30 CEPR Certification 93-110 (1992-1993).pdf
48	E2.31 Presentations on hiring procedures [UPRM - HR].pdf
49	E2.32 Chapter 7 - UPR General Regulations.pdf
50	E2.33 UPRM AB Certification 86-87-476 - Procedures for the Evaluation of Faculty.pdf
51	E2.34 UPRM Details on admission, readmission and transfer procedures.pdf
52	E2.35 Job Opportunities at UPRM.pdf
53	E2.36 UPRM Enrollment website.pdf
54	E2.37 UPRMs Open House.pdf
55	E2.38 UPRM Financial Aid Services.pdf
56	E2.39 UPRM Example of Reports on Criminal Activity available online.pdf
57	E2.40 UPRM Net Price Calculator.pdf
58	E2.41 Annual Study Costs published online.pdf
59	E2.42 Guidance on scholarships, loans, and policies.pdf
60	E2.43 UPRM Outreach activities to inform prospective students about financial resources.pdf
61	E2.44 MSCHE UPRM-Monitoring-Report-March-16-2020.pdf
62	E2.45 UPR-GB Certification 125-23-24 - Academic Honesty.pdf

Evidence	File Name
63	E3.01 Registry of UPRM Academic Offerings.pdf
64	E3.02 Minor Concentrations UAC pg 75-76.pdf
65	E3.03 New Academic Programs 2019-2024.pdf
66	E3.04 Minor Concentrations 2019-2024.pdf
67	E3.05 Approved Letters of Intent.pdf
68	E3.06 LicenceRenov-2023-116 pg 10-13.pdf
69	E3.07 UPRM Academic Programs Accreditations.pdf
70	E3.08 Examples Undergraduate Program Objectives and Structure UPRM-UC 2024-2025.pdf
71	E3.09 Examples Graduate Program Objectives and Structure UPRM-GC 2024-2025.pdf
72	E3.10 UPRM vs IPEDS Graduation Rate 4-year postsecondary institutions.pdf
73	E3.11 Average Undergraduate Graduation Time per College.pdf
74	E3.12 Participation in additional academic opportunities and effect on graduation time.pdf
75	E3.13 Average Graduate Graduation Time per College.pdf
76	E3.14 UPRM Academic Offerings and Occupancy.pdf
77	E3.15 Academic Program Evaluation Calendar.pdf
78	E3.16 GB-67-2024-2025 Rules Creation New Academic Programs UPR.pdf
79	E3.17 GB-125 2023-2024 Guidelines Creation-Standard Numbering Scheme-Registration of Courses UPR.pdf
80	E3.18 GB-44-2019-2020 Policy-Second BS-Minor Concent-Prof Cert.pdf
81	E3.19 AS-15-07 Curricular Sequences at UPRM.pdf
82	E3.20 GB-142-2023-2024 - Policy for the Evaluation of Academic Programs at UPR.pdf
83	E3.21 Integration Courses at UPRM.pdf
84	E3.22 UPRM-Annual-Report-2023-2024 Objectives 2-5-6.pdf
85	E3.23 Articles 41 to 43 UPR General Regulations.pdf
86	E3.24 Faculty Qualifications UPRM.pdf
87	E3.25 Student-to-Faculty Ration at UPRM.pdf
88	E3.26 Faculty Recruitment at UPRM.pdf
89	E3.27 AB-24-25-053 Measures to Improve Faculty Workload Efficiency.pdf
90	E3.28 AB-16-17-309 Measures to Improve Research Resources Efficiency.pdf
91	E3.29 AB-16-17-242 Faculty Academic Workload at UPRM.pdf
92	E3.30 AB-21-22-038 Policy for Summer Offerings at UPRM.pdf
93	E3.31 GB-52-2012-2013 Policy on Faculty Salary Increases at UPR.pdf
94	E3.32 Faculty Handbook Ch8 - Professional Development.pdf
95	E3.33 AB-96-97-596 Creation of the Professional Enrichment Center.pdf
96	E3.34 CEP Offerings 2015 - 2024.pdf

Evidence	File Name
97	E3.35 Transition to Technology-Assisted Courses.pdf
98	E3.36 AB 13-14-002 UPRM Institutional Incentive.pdf
99	E3.37 GB 34-2018-2019 Policy of Patents Inventions and Comercialization.pdf
100	E3.38 Art. 63-65 UPR-GR Faculty duties-teaching responsibilities-elements of workload.pdf
101	E3.39 Sample Job Offer with Research Release Time.pdf
102	E3.40 UB-37-2014-2015 Recommend Contractual Letter for Faculty.pdf
103	E3.41 AS-16-45 Contractual Letter Requirements for UPRM.pdf
104	E3.42 Art 45-47 UPR-GR Faculty Evaluation.pdf
105	E3.43 Faculty Evaluation and Promotion - Ch 6-7 Prof Manual 2021.pdf
106	E3.44 AB-86-87-476 Faculty Evaluation.pdf
107	E3.45 AB-11-12-229 Frequency of Evaluation.pdf
108	E3.46 SA-13-64-Online COE.pdf
109	E3.47 SA-16-79 COE for online and hybrid courses.pdf
110	E3.48 SA-23-07 Refer COE Low Response to AS Committee.pdf
111	E3.49 AB 24-25-067 Measures to increase COE participation.pdf
112	E3.50 UB-8-2022-2023 Guidelines for Faculty Evaluation.pdf
113	E3.51 UB-51-2022-2023 Workshops for Personnel Committees and Department Heads.pdf
114	E3.52 JA-23-24-040 Revision of Procedure for Faculty Evaluation.pdf
115	E3.53 Flowcharts and Flightpath.pdf
116	E3.54 Sample Webpages Brochures Curriculum Eval Form.pdf
117	E3.55 ININ Build-Your-Study-Program Rev-2023.pdf
118	E3.56 Graduate Plan of Study Form.pdf
119	E3.57 Credit Reduction Initiatives Undergrad and Graduate.pdf
120	E3.58 Early Alert System.pdf
121	E3.59 General Library resources.pdf
122	E3.60 UPRM General Library Repository - Scholar.pdf
123	E3.61 Instrumentation Facilities and Laboratories.pdf
124	E3.62 UPRM Collections.pdf
125	E3.63 Electronic Resources and VCL.pdf
126	E3.64 Student Exchange-COOP Program-Internships.pdf
127	E3.65 Student Exchange Program Webpage.pdf
128	E3.66 Examples of hands-on experiences.pdf
129	E3.67 AS-23-29 Online Course Offerings at UPRM.pdf
130	E3.68 CREAD support to students and faculty.pdf
131	E3.69 CIVIS and GRIC webpages.pdf
132	E3.70 RUMboEx webpage.pdf

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133	E3.71 CERT-SA-10-14 GE Philosophy.pdf
134	E3.72 AS 18-25 GE Student Learning Outcomes.pdf
135	E3.73 AS 21-51 UPRM General Education Definition.pdf
136	E3.74 AS 22-51 GE Subject-Based Distribution Model.pdf
137	E3.75 AS 24-65 GE Structure and Credits.pdf
138	E3.76 AS 22-60 New Spanish Sequence for Engineering.pdf
139	E3.77 AS 13-16 Revision of Basic English Sequence.pdf
140	E3.78 AS 23-71 New General Chemistry Course for Engineering.pdf
141	E3.79 Minimum GE Requirements per Academic College.pdf
142	E3.80 Peer Tutoring CRE EWC FWC.pdf
143	E3.81 AS 03-43 Institutional Plan for Assessment of Student Learning.pdf
144	E3.82 UPRM General Education Assessment Plan.pdf
145	E3.83 UPRM Graduate Programs Philosophy and Objectives.pdf
146	E3.84 General Academic Regulations and Requirements - Graduate Studies.pdf
147	E3.85 AS 09-09E Rules that Govern Graduate Studies at UPRM.pdf
148	E3.86 AS-05-62E Regulations Governing Graduate Assistantships.pdf
149	E3.87 AB 06-07-092 Tuition Assistance System.pdf
150	E3.88 Graduate Support CIVIS GRIC CEP.pdf
151	E3.89 GB 147-2022-2023 Graduate Assistantship Program at UPR.pdf
152	E3.90 GB 49-2018-2019E Financial Assistance Regulations at UPR.pdf
153	E3.91 UPR Institutional Policy for Special Permits.pdf
154	E3.92 Procedure for Authorization Take Courses at Other Institutions.pdf
155	E3.93 GB 187-2023-2024 UPR Institutional Policy for Transfers.pdf
156	E3.94 Articulated Transfer UPRM-CCA and UPRU.pdf
157	E3.95 UPRM Chancellor Letter-Periodic Evaluation of Academic Programs.pdf
158	E3.96 UPR General Guide for Proposals Academic Changes.pdf
159	E4.01 UPRM-AB 24-25-118 IMI and Capacity Undergraduate Programs 2025-2026.pdf
160	E4.02 UPR-GB 162-2023-2024 Admissions Policy.pdf
161	E4.03 UPR GB 99 2013-2014 Law 250, Government of Puerto Rico, 2012.pdf
162	E4.04 UPR-GB 111- 2014-2025 Extended Admission.pdf
163	E4.05 Registration Fees for UPRM.pdf
164	E4.06 Financial Aid Packaging Policy.pdf
165	E4.07 Financial Aid Manual.pdf
166	E4.08 Cert. #55-2016-2017 Institutional Policy on Granting Financial Aid for Students with Academic Distinctions at the University of Puerto Rico.pdf
167	E4.09 Cert. #49 2018-2019 Regulations for Granting Financial Assistance from the Special Fund for UPR Scholarships.pdf

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168	E4.10 Guidelines for Filling Out the Pell Grant (FAFSA).pdf
169	E4.11 Instructions for Creating FSA IDs.pdf
170	E4.12 Instructions for the NEXT Portal.pdf
171	E4.13 Scholarship Verification Instructions.pdf
172	E4.14 Presentation for New Students.pdf
173	E4.15 Instructions for Direct Deposit.pdf
174	E4.16 Cost of Attendance.pdf
175	E4.17 Reimbursement Policy.pdf
176	E4.18 Return of Title IV Funds Policy.pdf
177	E4.19 Cert #18-105 Academic Eligibility Policies and Regulations - Academic Progress.pdf
178	E4.20 Process for Verification of Financial Aid Applications.pdf
179	E4.21 Professional Judgment Procedure.pdf
180	E4.22 Dependency Override Procedure.pdf
181	E4.23 Academic progress eligibility.pdf
182	E4.24 Instructions for Academic Progress.pdf
183	E4.25 Application for Academic Progress Revision.pdf
184	E4.26 Financial Aid Manual.pdf
185	E4.27 Books and Supplies Disbursement Policy.pdf
186	E4.28 Direct Federal Loan (general information and instructions).pdf
187	E4.29 Federal Student Loans – Basics for Students.pdf
188	E4.30 Federal Student Loan Programs.pdf
189	E4.31 Student Loan Repayment Checklist.pdf
190	E4.32 Federal Student Loan Program Conduct Code.pdf
191	E4.33 Guide & Procedure for the Administration of the Federal Work-Study Program.pdf
192	E4.34 General Information for Students and Supervisors.pdf
193	E4.35 New Bill of Rights for the Puerto Rican Veteran of the 21st Century.pdf
194	E4.36 UPRM-AS 94-04 and 88-24 Advanced Placement.pdf
195	E4.37 UPRM-AS 00-55 Mathematics Advanced Placement.pdf
196	E4.38 UPRM-AS 21-30 and 31-44 Exam Advanced Placement.pdf
197	E4.39 Cert #21-47 Academic Advising.pdf
198	E4.40 Undergraduate Academic Catalog 2024-2025 -Policies.pdf
199	E4.41 Guidelines for the reclassification, transfer, and readmission of students within UPRM.pdf
200	E4.42 UPR-GB 187-2023-2024 Policy for Transfers and Reclassifications.pdf
201	E4.43 Cert #09-20 Guidelines for the admission of high school students to UPRM.pdf
202	E4.44 Certification CEPR 93-139 Access to Official Documents.pdf

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203	E4.45 FERPA - Student Manual.pdf
204	E4.46 HIPAA Act of 1996 - UPR Central Administration, 2004.pdf
205	E4.47 Law No. 111 of September 7, 2005, as amended (Information Security).pdf
206	E4.48 UPR-GB 47-2019-2020 Institutional Policy on the Granting of Financial Aid for Students with Academic Distinctions.pdf
207	E5.01 UPRM-Strategic-Plan-2012-2022.pdf
208	E5.02 JG-142-2023-2024 - Policy for the Evaluation of Academic Programs at UPR.pdf
209	E5.03 Internal Policy for the Evaluation of Academic Programs at UPRM.pdf
210	E5.04 Calendar Five-Year Academic Program Review.pdf
211	E5.05 UPRM General Education Learning Outcomes.pdf
212	E5.06 College of Arts and Sciences Undergraduate Student Learning Outcomes.pdf
213	E5.07 Assessment Symposium Assessment Plus.pdf
214	E5.08 Avaluo Plus Journal .pdf
215	E5.09 Sample Assessment Publication by Faculty.pdf
216	E5.10 Assessment Workshop for UPRM Faculty in Collaboration with Other Institutions.pdf
217	E5.11 Sample Assessment Projects - Microbiology Program Project.pdf
218	E5.12 College-of-Agricultural-Sciences-Annual-Report-2022-2023-July-21-2023.pdf
219	E5.13 ABET Accredited Programs.pdf
220	E5.14 CAEP-Self Study Report.pdf
221	E5.15 Examples of Assessment Plans.pdf
222	E5.16 ABET Letters Final Response to Institutions.pdf
223	E5.17 Agendas and Minutes Assessment Committee Meetings.pdf
224	E5.18 UPRM Surv T-ANSAC ABET SELF-STUDY.pdf
225	E5.19 UPRM Civil E EAC-ABET Self-Study 2020-2021.pdf
226	E5.20 Certification Academic Senate 19-66.pdf
227	E5.21 Certification Academic Senate 03-43.pdf
228	E5.22 Industrial Advisory Board Minutes - College of Engineering.pdf
229	E5.23 CAEP Accreditation Report.pdf
230	E5.24 Nursing Accreditation Self-study Report.pdf
231	E5.25 Self Study-Quality Assurance Report Bachelor Graduate.pdf
232	E5.26 Assessment Reports.pdf
233	E5.27 Mathematics Support Center.pdf
234	E5.28 CERT 142 (2023-2024) JG Five-Year Academic Program Review.pdf
235	E5.29 HUMANITIES -Annual Reportl-2022-2023.pdf
236	E5.30 - Summary and Certification JA 14-15-247 - Professional Development.pdf
237	E5.31 Assessment Workshops and Symposiums.pdf

Evidence	File Name
238	E5.32 Five-Year Program Review Reports (Quinquenales).pdf
239	E6.01 UPRM-Strategic-Plan-2012-2022 Extension.pdf
240	E6.02 Cert AB 14-15-374 Implementation of UPRM Strategic Plan.pdf
241	E6.03 UPRM Units Strategic Plans.pdf
242	E6.04 Evidence of Key accomplishments highlighted in the Annual Report 2023-2024.pdf
243	E6.05 Cert SA 24-37 (permanent committee).pdf
244	E6.06 23-24-177 UPRM-AB Work Plan 2024-2025.pdf
245	E6.07 Cert UPR-BT 30-2008-2009 Purchasing Regulations approved 08 certificate 072 boards of trustees.pdf
246	E6.08 OPIMI UPRM in Numbers.pdf
247	E6.09 Recruitment-plan-RUM-2021-2022.pdf
248	E6.10 UPR-2023-Financial-Single-Audit-Report 2023.pdf
249	E6.11 AB 24-25-053-1ra-E-Improve-Efficiency-in-the-Use-of-Resources-on-Teaching-Tasks.pdf
250	E6.12 Cert AB 16-17-309.pdf
251	E6.13 Improvement Projects.pdf
252	E6.14 AS 17-59 SA Internal Regulations.pdf
253	E6.15 Cert AB 99-00-047 Review of Regulations of the Administrative Board.pdf
254	E6.16 Autonomy UPRM.pdf
255	E6.17 AS 17-59 SA Internal Regulations.pdf
256	E6.18 SA minutes 24-10.pdf
257	E6.19 Evidence with procedures Fundamental Rights of the Faculty.pdf
258	E6.20 UPRM Master Plan.pdf
259	E6.21-MEMORIAL - Budget 2023-2024 -(6-22-23) approved JU middle amendment.pdf
260	E6.22 UPRM-OPIMI Dashboards Examples.pdf
261	E6.23 Cert Governing Board 142-2023-2024 Periodic evaluation to evaluate academic programs.pdf
262	E7.01 UPR Act Sections 3 5 to 11.pdf
263	E7.02 UPR General Regulations - Articles 12 to 25.pdf
264	E7.03 UPR-GB Internal Regulations - Article 5.pdf
265	E7.04 PR Ethics Act Article 4.pdf
266	E7.05 Governing Board Meetings.pdf
267	E7.06 UPR General Regulation - Article 10.pdf
268	E7.07 UPR-GB 199 2023-2024 UPR Budget 2024-2025.pdf
269	E7.08 UPR-2023-Financial-Single-Audit-Report.pdf
270	E7.09 UPR-GB 150 2021-2022 UPR President appointment.pdf
271	E7.10 UPR-GB 93-2018-2019 UPRM Chancellor Appointment.pdf

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272	E7.11 UPRM-AS 23-38 UPRM Chancellor Evaluation Committee.pdf
273	E7.12 UPR-GB Internal Regulations Cert 177 2023-2024 1.pdf
274	E7.13 UPRM-AB 24-25-001 Budget Distribution 2024-2025.pdf
275	E7.14 UPR General Regulations -Articles 37 and 40.pdf
276	E7.15 UPR-GB 99 2009-2010 Terminal Degree.pdf
277	E7.16 UPRM Organizational Structure and Administrators.pdf
278	E7.17 OPIMI Webpage and Dashboards.pdf
279	E7.18 Organizational Chart of the Chancellor Office.pdf
280	E7.19 UPRM Deans CVs.pdf
281	E7.20 Trainings and Resources.pdf
282	E7.21 22-23-101 Regulations of the Administrative Board.pdf
283	E7.22 17-59 Internal Regulations of UPRM-AS.pdf
284	E7.23 Examples of Consultation Committees.pdf
285	E7.24 Certifications and Livestreams.pdf
286	E7.25 UPRM Annual-Report-2023-2024.pdf
287	E7.26 UPRM Related Entities Forms Complete sgn.pdf