PROGRESS IN MEETING
Strategic Plan Mission, Goals and Objectives aligned with
2005 SELF STUDY AND VISITING TEAM RECOMMENDATIONS
University of Puerto Rico at Cayey

MSCHE Stand.	UPRC Ref. Table	UPRC Mission	UPRC Objective	Primary Responsibility	Status Level	Status Description	Activities carried out to meet Institutional Mission & Objectives and Accreditation Remarks	Self-Study 49 Recommendations (February 25, 2005)	Final report from evaluation team of MSCHE (May 12, 2005)
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1	1.1	4	5	Academic Senate	6	Completed	The Mission was revised and approved in 2006 (Cert. SA 89-2005-06)	Revise the Mission, Goals, and Objectives to integrate educational principles and practices that have recently been emphasized at UPRC, especially in connection with interdisciplinary activities, research, and community service.	That the institution ensure that the UPR Cayey mission statement, it's the mission, goals, and objectives guide all institutional programmatic and budgetary decision making processes. (1)
1	1.5	4	5	Faculty Committee on Planning and Assessment	6	Completed & Documented	The Mission was revised and approved in 2006 (Cert. SA 89-2005-06)	Continue to develop institutional-level assessment practices campus-wide, as stated in the Institutional Assessment Plan, in order to provide useful data for revising the mission.	
2	1.2	9	1	Assessment and Institutional Research Office; Information System's Office	3	Nearly 50% of work has been done	Decisions were made regarding data structures, and information to be migrated in terms of Enrollment, Degree Conferral, Admissions, and HR. The institution was waitning for the implementation of the ORACLE EBS system to complete its process of establishing an institutional database. Oracle was not implemented at the system level, hence affecting the timely development of the Institutional Database. The AIRO did however establish its internal procedures for using census data annually in a standard format for dealing with student information (enrollment, degrees, course offerings, admissions) and human resources information (employee information from the payroll on November 1 each year).	Complete the database structure that will articulate institutional research activities that are needed to fully implement the Institutional Assessment Plan.	
2	1.2	9	1	Assessment and Institutional Research Office; Budget Office	6	Completed & Documented	With the establishment of the Assessment & Institutional Research Office procedures have been established to support more effective data-driven decision-making regarding both academic and personnel decisions, amongst others. With the 2007 Monitoring Report, the process through which decisions are made in relation to planning and assessment were established (see 2007 and 2011 Monitoring Reports). Also, faculty recruitment is carried out using each departments' needs assessment.		UPRC needs to develop policies and procedures in which decisions on resource allocation are made in relation to planning and assessment. Academic and personnel decisions should be supported with documented evidence of the relationship to the mission, goals and objectives of the university.(3)

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2	1.3	4	5	Faculty Committee on Planning and Assessment	6	Completed	Approved Cert. SA 89-2005-06	Initiate a process to update the Strategic Plan with all the assessment results that have been gathered through the implementation of the operational plans.	The operational plan should make more explicit the relationship between the strategic plan and budget allocations. (2)
2	1.3	9	1	Faculty Committee on Planning and Assessment	6	Completed	Approved Cert. SA 89-2005-06 and the 2007 Monitoring Report		The proposed new UPRC strategic plan be developed and implemented utilizing a new format for reporting annual accomplishments based on sound assessment practices. (3)
2	1.3	4	5	Faculty Committee on Planning and Assessment	6	Completed	Approved Cert. SA 89-2005-06		Complete new Strategic Plan, using widespread faculty, staff, and student participation and input. (7)
2		9	8	Chancellor's Office	2	Decisions Regarding how to proceed have been made/In Progress	Administrative Staff positions are not being filled as a strategy to bring salaries and fringe benefits into a more acceptable level. A thorough analysis of compensations to administrative staff was performed in order to guarantee the most effective use of human resources. Administrative staff were recruited only when it is determined that their functions are Mission Critical. TRENDS FOR THE LAST YEARS IN TERMS OF BUDGET ALLOCATION MUST BE ANALIZED FOR PURPOSES OF DETERMINING PROGRESS.		The University must bring salaries and benefits into a more acceptable/typical proportion with the operating budget. (2)
2		9	8	Chancellor's Office	6	Completed & Documented	The budget allocation process at the UPR Cayey for the last years relies entirely on institutional funds. External funds are used mainly for non-operational activities.		UPRC should develop a plan for funding from its own budget the continuation of all operational activities supported by grants/soft money. (2)

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3	1.4	8	5	Planning Office	-1	Will not be addressed at the Institutional Level	A request was elevated to the Central Administration's Office of Planning and Development to update the Master Plan through the *Permanent Improvements Program* (i.e., Mejoras Permanentes) covered by the Board of Trustees Certification 66 (2008-2009). A five year plan will include infrastructure facilities including capital improvements. **(SEE https://docs.google.com/fileview?id=0B5WQ0yEs8X7VMjE4YWVjOGYtZjJmZi00N2YwLWE1NmYtZjE3MDdkOTE1MmQy&hl=en)**	Develop and implement a new Master Plan.	
3	1.6	9	8	Dean of Student Affairs	3	Nearly 50% of work has been done	Surveys to assess the satisfaction with infrastructure, bookstore and cafeteria services have been performed and results are used for decision-making. Both the Human Resources and Finance Offices have yet to work on their instruments, although the latter does have preliminary surveys. However, other effectiveness measures are also being contemplated as part of the assessment processes of these offices.	Implement annual surveys to assess the effectiveness and efficiency of the physical, human and financial support provided to the entire community.	

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3	4.1	5	1	OSI	2	Initiated (e.g., discussed, some initiatives, etc.)	The UPR Cayey has shifted its software implementation strategy from a proprietary closed-source commercial licensing model to a free and open source software base. Initially, this transition has been implemented at the core data center level of the IT infrastructure, but the ultimate goal is to achieve full deployment and widespread use of free and open source software solutions campus-wide. This initiative has already produced significant cost savings for the institution and will continue to reduce operational and capital expenses as the deployment progresses. The Strategic Plan for Technology has been developed and presented to the Faculty Committee on Planning and Assessment, however it was not accepted as it did not include objectives for teaching and other academic activities. Developing this plan is a primary function of the newly approved Information Systems Office's Director and should be developed and presented during the 2010 - 2011 Academic Year. As of 2013-2014 the Plan has not been developed or presented. A work plan was presented to the Chancellor's Staff in Fall 2013.	Acquire or develop cost effective technological options, in order to minimize the increasing and recurring costs of maintaining access to technologies in both the administ	The University must develop a strategic plan for technology. (2)
3	4.1	9	4	OSI	2	Initiated (e.g., discussed, some initiatives, etc.)	The institution has yet to develop goals and objectives for teaching with technology, which will be the core of the Information Systems Office's Strategic Plan. To date, we have made significant progress in the infrastructure for teaching with technolgy having 48 smart boards, 52 computers allocated to our smart classrooms and labs, 48 infocus, 1 sympodium, and one classroom for microteaching.		The University must develop goals and objectives for teaching with technology, goals that recognize the serious equipment and infrastructure issues related to course sites – faculty who build media-rich courses need first-rate equipment, as do the students who access these courses. (2)

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3	4.1	5	8	OSI	3	Nearly 50% of work has been done	Currently all technology related policies are dictated by the Administrative Board's *Institutional Policies for the Acceptable Use of Information Technology in the UPR* (35, 2007-2008), which led us to discontinue the work of the ad hoc committee created in 2006-2007 for these purposes. Institutional policies related to replacement cycles, software support and acquisition are yet to be developed and were to be included in the Techonlogical Strategic Plan to be developed by the newly created Information Systems Office; as of 2013-2014 this has not been done.		UPRC must develop an array of technology-related policies, including those related to replacement cycles and software support and acquisition. (2) UPRC should take steps immediately to develop and implement a plan for the maintenance and replacement/updating of all campus computers. (11)
3	4.1	5	8	OSI	6	Completed & Documented	There have been two main technology committees between 2006-2007 and 2009-10, one for the development of institutional policies on the use of technology and the latter serving as an advisory committee on technology. Currently all technology related policies are dictated by the Administrative Board's *Institutional Policies for the Acceptable Use of Information Technology in the UPR* (35, 2007-2008), which led us to discontinue the work of the ad hoc committee created for these purposes. In 2007-2008, the *Advisory Committee on Academic Computing* was reactivated as a means to incorporate more faculty participation in the development of technological strategies for improving teaching and other areas of technological impact. UPDATED INFORMATION FOR 2013-2014 IS NEEDED.		The University should form a faculty advisory committee for computing. Such a committee might have representatives from each academic department. (2)
3	4.1	9	7	OSI	6	Completed & Documented	In Februrary 2010 the Administrative Board approved the new structure for the Information Systems Office reporting directing to the chancellor and achieving better utilization of human resources by merging the two existing technological units (Certification 58, 2009-2010). The effectiveness of this structure is to be assessed between January 2014 and December 2014.		The University should re-examine the reporting lines for academic and administrative computing with an eye to merging the two units under a chief information officer reporting at the chancellor level and achieving better utilization of human resources. (2)

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3	4.2	5	2	Deanship of Administrative Affairs	2	Initiated (e.g., discussed, some initiatives, etc.)	Several offices within the Deanship of Administrative Affairs have begun to use on-line systems as means to improve the effectiveness of administrative processes (eg. University Financial Information System and online access to salary vouchers). Documents related to Human Resources issues, student grades, enrollment terms, and other areas are readily available online. The university as a whole has prioritized going paperless (including publications, notifications, etc.). Much progress is yet to be achieved.	Complete on-line access to administrative procedures through all offices and programs.	
3	4.3	9	7	Chancellor's Office	6	Completed & Documented	Three committees between 2008-2009 and 2009-10 (a group consisting of external and internal resources, a group consisting of the three deans, and a committee with 2 faculty, student, and administrative personnelrepresentatives) have been commissioned with the assignment of forseeing and analyzing the financial situation at the UPRC and have elaborated recommendations (including some related to overloads and release time) for a more efficient allocation and use of budget. The UPR-AC set forth a set of cautionary measures (R-0809-23, June 8, 2009) in an effort to implement measures to reduce expenses throughout the university; with the country's fiscal state, budgets havebeen reduced continuously and balancing income and expenses has turned into a ongoing process.	Create a committee to foresee and analyze the financial situation of UPRC and to present possible recommendations and solutions that balance current income and expenses in light of the difficult budget scenario.	An in-depth analysis of the fixed budget be undertaken to identify areas where reductions can be made in the fixed budget allowing for a shift of resources to the operating budget. Areas that appear to have potential for shifting funds are overload and released time.

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3	4.4	3	6	Chancellor's Office	6	Completed & Documented	1 external consultant has been recruited to provide support. The office now has been appointed an Executive Official who : (1) documents proposals submitted, approval status, and funds awarded on a timely basis and (2) offers consulting and followup on issues related to Post-Award. The Chief Financial Officer is also reorganizing the accounting office so that issues regarding external funding and donations are managed by a specific work group. The first step towards this objective was revising the Campus Organizational Chart (Administrative Board Certification 25:2013-14, establishment of the Special Projects, Grants, Contracts and Donations Division).	Strengthen the External Resources Office with trained personnel and additional funding to continue successful developments in grants and funding opportunities for the institution.	
4	1.5	9	1	Assessment and Institutional Research Office (AIR)	3	Nearly 50% of work has been done	The UPRC relied on its approved model for the evaluation of Chancellor's & Deans (Academic Senate Certification 23, 2004-2005), which was postponed by virtue of Certification 43, 2007-2008, which requested that a Milestone Report be presented on behalf of the Chancellor indicated the degree to which the Plan presented to the community when aspiring the position was met, and requesting that the Assessment & Institutional Research Office revise the evaluation process and that as of 2009-2010 the Chancellor presented an annual assessment report, presenting the strengths and areas to improve in the implementation of the Institutional Strategic Plan. In October 2008 the Assessment and Institutional Research Office presented a model based on the Baldrige Quality Program's,¿Are we making progress? Institutional leadership survey to the Academic Senate . The Model was approved by means of Certification # 20, 2008-2009 pending revisions; revisions to the instrument are still pending.	Develop specific procedures for assessing the level of satisfaction of all university constituencies with their governance structure.	
4	5.1	9	7	Academic Senate	-1	Will not be addressed at the Institutional Level	The institution has determined that this is not a possibility nor an institutional priority.	Study the possibility of offering academic credit for student participation in governance.	

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4	5.2	9	7	Dean of Academic Affairs	6	Completed & Documented	The current organization in three areas is for informational purposes only, offering the Dean a more direct way to communicate with faculty members in smaller groups. The only process tied to this structure is the representation to the Institutional Funds for Research Development (FIDI) committee. However, the financial constraints the institution is facing call for assessing the financial and operational impact that restructuring academic departments would have on the institution.	Study the adequacy of the current organization of all academic departments in three areas (arts, natural science and professional schools) .	
5	1.5	9	7	Assessment and Institutional Research Office (AIR)	3	Nearly 50% of work has been done	The UPRC relied on its approved model for the evaluation of Chancellor's & Deans (Academic Senate Certification 23, 2004-2005), which was postponed by virtue of Certiofication 43, 2007-2008, which requested that a Milestone Report be presented on behalf of the Chancellor indicated the degree to which the Plan presented to the community when aspiring the position was met, and requesting that the Assessment & Institutional Research Office revise the evaluation process and that as of 2009-2010 the Chancellor presented an annual assessment report, presenting the strengths and areas to improve in the implementation of the Institutional Strategic Plan. In October 2008 the Assessment and Institutional Research Office presented to the Academic Senate a model based on the Baldrige Quality Program's,¿Are we making progress? Institutional leadership survey. The Model was approved by means of Certification # 20, 2008-2009, and revisions to the instrument are still pending.	Continue the evaluation process of the Chancellor, Deans, and Department Chairs.	It is recommended that UPRC puts in place a procedure for evaluating administrators. (4)
5	3.1	4	9	Chancellor/ Human Resources Office	3	Nearly 50% of work has been done	Annually, two workshops are offered to administrative leaders. These workshops have included "Conflict Management" and "Coaching for Success". A formal plan is yet to be developed, and it's development, by means of a needs assessment, has been requested by the Steering Team to the Dean of Administration.	Establish formal professional development experiences for all its academic and administrative leaders, so that updated knowledge and administrative skills may help them discharge their duties more effectively.	

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5		1	8	Chancellor's Office	6	Completed & Documented	Regular Chancellor's Staff meetings take place that rely heavily on the input of discussions and decisions made at each deanship. Our reliance on data-driven decision making and documenting our activities has allowed us to sustain that decisions are made as a result of improved communication among administrative structures.	Continue to improve communication among all administrative structures.	
6	5.3	9	1	Chancellor	6	Completed & Documented	An institutional ethics committee has been appointed and meets on a regular basis.	Revise the composition and duties of its Institutional Ethics Committee, in order to develop a periodic assessment of integrity in institutional policies and procedures.	
6	6.1	9	1	Chancellor	6	Completed & Documented	Every year the Chancellor deploys a letter concerning the dissemination of integrity issues.	Improve timely dissemination of all polices regarding student grievances, research misconduct and other issues related to integrity. These should be explicitly stated in the Institution's Catalog.	
6	6.2	9	1	Chancellor	3	Nearly 50% of work has been done	A committee for promotional materials has not been established, nevertheless and initiative to standardize institutional communications was taken into consideration. The development of our new institutional website is including institutional standards to guarantee the accuracy and consistency of information.	Establish procedures to review all promotional materials before publication – for compliance with institutional standards, accuracy and consistency of the information.	
6	6.3	9	1	Academic Senate	-1	Will not be addressed at the Institutional Level	Will be completed at the Systemic Level, as opposed to the institutional level. The students'code of ethics will be presented in the Student Policies developed by the UPR-AC, while the faculty code of ethics have been met through the establishment of the Research Integrity Officer and the Faculty Code on In tegrity and Academic Honesty.	Incorporate a Code of Ethics in the revised Student Regulations and also in the Internal Faculty Regulations.	

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7	1.5	9	1	Assessment and Institutional Research Office (AIR)	6	Completed & Documented	In January 2007, the Assessment and Institutional Research Office, responding directly to the Chancellor, was established The UPRC. Workshops have been offerred, as well as continuous individual consultations, leading to the development and revision of mission and goals at the units, as well as programatic levels. Assessment instruments have been designed, administered and analyzed as a means for establishing baselines and identifying areas for improvement. At several units, this data has lead to decision making.	Continue to provide leadership, training, and administrative support to increase campus-wide involvement in assessment.	Consider assigning responsibility for assessment to one individual... who would then serve to coordinate assessment activities and provide support ti programs and units in conducting these activities. (7)

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7	1.5	4	1	Assessment and Institutional Research Office (AIR)	6	Completed & Documented / ONGOING	The Institutional Assessment Plan (IAP)was revised to include new initiatives such as the Board of Trustees Certification #43, 2006-07, on Periodic Program Revision as a guide for program assessment, the recent Strategic Plan, the new General Education Module Assessment Plan, and assessment initiatives at the Student Services and Administrative levels, amongst others. It also includes information gathered at the Program and Departmental Level on initiatives that are already underway. This process was done by expanding on the IAP, and leaving the approved document as the underlying framework for all assessment activities. It was presented to the September 2011 Visiting Team which affirmed "that the institution meets Standard 7, Institutional Assessment, and Standard 14, Assessment of Student Learning". Their report also stated the the Visiting Team "commends UPR Cayey for the well developed and organized monitoring report and appendices addressing the fundamental elements for Standards 7 (Institutional Assessment) and 14 (Assessment of Student Learning). The documentation and evidence provided in the exhibit room was extensive and comprehensive and supported the monitoring report. We also commend the campus community for their openness, frankness and honesty in discussing the institutional progress in Standards 7 and 14". Teh Team made two suggestions: "1. While we applaud the excellent work conducted in institutional assessment and assessment of student learning, we believe the institution would benefit from more widely communicating their success stories to the general campus constituency and external audiences. 2. The University might also consider ways in which they can share their promising practices with their assessment initiatives throughout the United States by for example case studies or conference presentations".	Initiate a revision of the IPA to make necessary adjustments in content as well as implementation strategies.	Make explicit relationships among the Strategic Plan, Institutional Assessment Plan, and operational plans and take steps to ensure that the community atlarge understands these relationships. (7)

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7	1.5	4	4	Assessment and Institutional Research Office (AIR)	6	Comleted & Documented / ONGOING	The linkages between Planning, Budgeting, and Assessment were established through the 2007 Monitoring Report to the MSCHE, which documents how the community at-large is made aware of these links. Also, annual orientations explaining how the Insitutional Priorities, and the alignment of the Strategic Plan with the Budget for the Fiscal year take place with the Student, Non Faculty, and Faculty sectors of the Campus Community.		Strengthen and make explicit linkages between planning, assessment, and the budget and take steps to ensure that the community at large understands these linkages... (7)
7	6.4	9	1	Dean of Academic Affairs/AIR	6	Comleted & Documented / ONGOING	The Programmatic Assessment Committee has implemented the dissemination of assessment efforts through meetings geared at sharing what has been done. There have also been colloquia and faculty development workshops on the matter. The AIR has also created a Web space for these purposes.	Disseminate outstanding efforts and promising practices in institutional assessment, especially through annual plenary sessions in which faculty and administration participate	
8	1.5	4	11	Assessment and Institutional Research Office (AIR)	6	Completed & Documented	The Assessment and Institutional Research Office, continuously offers workshops along with individual consultations, leading to the development and revision of mission and goals at the units, as well as programatic levels. Assessment instruments have been designed, administered and analyzed as a means for establishing baselines and identifying areas for improvement. At several units, this data has lead to decision making. Assessment results, as well as those from Institutional Research are published through the office's web page, as well as through the Student Right to Know institutional site which is geared towards prospective students and stakeholders. Biannual Student Learning Assessment evidence is gathered online through a system developed on the Google Apps platform.	Continue to enhance assessment activities regarding student outcomes and to disseminate their results to prospective students.	

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8	1.5	1	4	Assessment and Institutional Research Office (AIR)	6	Completed & Documented	Graduation requirements are periodically reviewed by virtue of Certification 43 of the Board of Trustees. One standard was agreed upon regarding the General Education Requirements by virtue Academic Senate Certification 78, 2008-2009, where all programs will have 45 credit hours of *Core General Education Courses,* 3 credit hours of an *Insterdisciplinary Seminar* (taken during freshmen year or the first semester of the sophmore year), and a *Capstone Eperience* where competencies developed for at least three habilities and one content area of the Gen. Ed. Model are to be integrated with specialization content knowledge, and student learning is assessed directly one last time.		Further study be conducted to examine the graduation requirements of all academic majors and determine if one standard total can be agreed upon. (8)
8	2.1	1	5	Dean of Students Affairs	3	Nearly 50% of work has been done	The Faculty Committee for Student support prepared their final proposal to the Academic Senate for the implementation of The Pilot Project for the Establishment of Two Bridge Programs for Freshmen and Sophomore Students Geared Towards Retention Improvement at the UPR at Cayey (See on the basis of institutional studies documenting that the transition from second to third year is the most critical stage for UPRC Students. The model stemmed from assessment strategies identifying factors contributing to student attrition, while proposing a concrete assessment model for the programs, while relying on literature on programs that have demonstrated effectiveness for other institutions. VERIFY IF THE PROGRAM WAS FINALLY IMPLEMENTED. The University is assessing its attrition rates beyond the sophomore year. Trends are indicative that admissions into a program that was not the student's first choice is related to attrition.	Establish a bridge program for incoming students, to help them integrate into university life.	The University has attempted to monitor its first year retention rates in an effort to verify its assessment of student success. The University continues to evaluate its graduation rates. Further analysis will determine whether or not the University has been successful in its retention efforts. Further examination of attrition data needs to be undertaken. While studies have been focused primarily on first year persistence and the composition of the freshman class, additional study is warranted to comprehend the true impact of the University on its students.

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8		1	5	Admission's Office	6	Completed & Documented	The Admission's Office was evaluated in 2006. In 2009 and assessment of the Admissions Office's roles and responsibilities was carried out, leading it to bereassigned to the Deanship of Academic Affairs (Administrative Board Certification 46: 2009-10), as its work affairs were directly related, as opposed to its being part of the Deanship of Students' Affairs.		There has not been an evaluation of the admissions office. (8)
9	1.6	4	11	Dean of Student Affairs	6	Completed & Documented	All offices have instruments for assessing service satisfaction, Placement, CEDE, Student Bodies Office, Cultural Activities, and the Athletics Department include narratives of how the use their assessment instruments; CEDE, Student Bodies Office, the Exchange Program have gathered data. Assessment projects are contiunously developed as it is clearly understood that to assess the totality of the student services offices and all their activities is extremely ambitious.	Develop specific mechanisms for the ongoing assessment of student satisfaction with the services provided.	The evaluation of student services area... may be very ambitious.
9	1.7	1	8	Dean of Student Affairs	6	Completed & Documented	The Athletic Department revised its Mission and Goals, and assessment instruments. Data was also used to identify those teams which are to be strengthened and areas in which there is little progress, in order to determine which teams are to be supported and strengthend, as well as which teams should cease to exist. Only those sports in which the UPR Cayey was exhibiting high performance rates remained.	Complete assessment of the Athletic Program, taking into consideration input from student athletes, trainers and recruitment guides in order to revise norms and procedures	Completion of the review... will be very important... Recreational programs need to be expanded if funding were to be identified...external fundraising may need to be developed. (9)
9	2.4	5	7	DECEP	3	Nearly 50% of work has been done	Moodle is used as part of preparatory courses.	Incorporate the use of web-based technologies as teaching resources in preparatory courses.	
9	2.7	1	6	Dean of Students Affairs	6	Completed	A Referral system was created in 2005 and an annual report is prepared with the number of referrals that have been made. Annual Report has been provided as evidence of documentation.	Create a referral system for student orientation and support by Improving coordination among academic advisors, counselors and personnel from CEDE.	
9	2.8	1	6	Dean of Students Affairs	2	In progress	The procedure is written and dissemination has occurred. Articulation is still needed. UPDATE STATUS 2013-2014	Develop a tracking system to monitor at-risk students in order to individualize support for their academic and personal needs.	

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9	5.4	1	3	Faculty Committee on Student Affairs	4	Advanced Status/Near Completion	The Faculty Committee on Student Affairs has been formed and has been meeting. Better coordination amongst all student suppport services is taking place as a result of continuous staff meetings (student dean and unit directors) leading to the development of an integrated strategic plan for the Deanship of Student Affairs, that is aligned with both the institutional and systemic plans. Assessment initiatives are underway, and their result will provide insight on the level of improvement. UPDATE STATUS 2013-2014	Provide better coordination among all student support services through the faculty Committee on Student Affairs.	
9		8	3	Dean of Students Affairs	4	Advanced Status/Near Completion	The Student Center has undergone remodeling and continuous improvements. The game room and Student Body offices have yet to be completed. In January 2009 the adequacy of the Student Center in terms of physical resources was assessed (N = 33, mostly employees) , and the bathrooms were identified as the most problematic area warranting improvement. The bathrooms were remodeled in 2010-2011, as were the Financial Aid Office, the Cafeteria and the Students' Game Room. The Student Organization's center is currently under construction as of March 2014.		Improvements need to be addressed in the Student Center facility. When compared to other campus buildings, it has basic needs that leave the impression that students are not as important as other members of the university community. (9)
10	3.2	4	11	Dean of Academic Affairs	3	Nearly 50% of work has been done	Evidence sustaining that alternative methods has been considered and implemented. *Trends in faculty members with 12 or less credits, 13 to 18 credits, and greater than 18 credits* is to be requested to the Deanship of Academic Affairs, as financial constraints and low faculty recruitment indices have made it difficult to reduce faculty overloads.	Evaluate and implement alternative methods of reducing the teaching overload, in a way that improves teaching quality and does not focus on downsizing the daytime student	UPRC should take immediate steps to reduce the number of faculty overloads. (10)

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10	3.2	8	7	Dean of Academic Affairs	6	Completed & Documented	Between 2005-2006 and 2009-2010 the UPRC has aimed at increasing class size without impairing the educational experience, and while keeping in tune with the Presidents Circular Letter 95-02 (Aug. 1995) establishing a maximum capacity of 30 students in conventional courses, and the Academic Senate's Certification # 41 (2008-2009) which established that the maximum capacity in in Basic English, Spanish and Math courses would be 25. More efficient use of section capacity has been implemented, with an increase in average lecture size of 23 students in 2005-2006 to 26 students in 2009-2010. Course offering has decreased (from 254 in 2005-2006 to 223 in 2009-2010); with the objective of maintaining a variety, without hindering the offer of courses that student need to adequately complete their degree. The direct impact to students is that we have been able to service more students in 2009-2010 (Aggregated Head Count = 17, 003) as compared to 2005-2006 (Aggregated Head Count = 15,726). Two major milestones occurred in 2008 when the capacity of Basic Spanish courses was increased to 30, by adding a writing workshop requirement (AdBrd Cert. 41), and in 2009 when the capacity of two Basic Math courses was increased to 30 (AdBrd Cert. 3). "Mega Courses are now offered whereby faculty members are paid an extra credit hour for every 10 students in excess of 30 students that are enrolled".		UPRC should re-examine the issue of class size with an eye to increasing size without impairing the educational experience. (10)

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10		4	9	Academic Senate	2	Decisions Regarding how to proceed have been made/In Progress	The new faculty evaluation plan, as presented in the 2005 MSCHE Self Study, has not been approved, and has been an issue of great debate. The Academic Senate established a work plan, as requested by the MSCHEPRR Steering Team establishing that in 2009-2010, the new format for evaluating instructional faculty would be piloted, analyzed in 2010-2011, and projected to be evaluated for approval by 2011-2012. Currently eight sections, corresponding to four courses (English, Biology, and Physics) taught by tenured faculty, are piloting the online version of the Student Faculty Evaluation Survey in order to establish its validity and the students' perception and acceptance of the new system. UPDATE STATUS FOR 2013-2014.	Further reaffirm the positive aspects of implementing the proposed evaluation system for the faculty, through articulated and effective methods.	The faculty evaluation plan should be completed and implemented. (10)
10		3	6	Office of External Research; Chancellor's Office; Deanof Academic Affairs	3	Nearly 50% of work has been done	Research Academies, faculty development workshops, and individual consultations have been offered, along with the establishment of a incentive for publications $2,000 has been established as a means to engage faculty in submitting proposals to obtain external funds. Despite our efforts, Senior faculty are not engaged in proposal development and initiatives to establish research requirements for tenure-track junior faculty as a condition for achieving tenure are underway. MUCH PROGRESS HAS YET TO BE DONE.	Continue to engage faculty in submitting proposals to obtain external funds, in order to maintain the high quality of their work in research and community service.	
11	2.2	6	8	Dean of Academic Affairs	3	Nearly 50% of work has been done	As of 2006-2007 the use of the Dr. Pío López Museum as a pedagogical resource has been emphasized, in compliance with the recommendation of the 2005 MSCHE Self-Study and the American Association of Museums (AAM) Accreditation Program. Activities and Faculty Development Days aimed at promoting its collections, services, and pedagogical potential have taken place, leading to the establishment during Fall 2008-2009 of the Integration of the *Museum to the Academic Curriculum Committee*. UPDATE STATUS 2013-14	Identify specific strategies to further promote the contribution of the museum as a learning resource.	

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11	4.5	5	8	Dean of Academic Affairs	6	Completed & Documented	The institutional recommendation was completed by means of the Title V Coop and the students' Technological Fee. To date, we have 48 smart boards, 52 computers allocated to our smart classrooms and labs, 48 infocus, 1 sympodium, and one classroom for microteaching. The institution has yet to develop a plan for the maintenance and replacement/updating of all computers.	Equip classrooms with multimedia presentation equipment.	
11		6	3	Dean of Academic Affairs	6	Completed & Documented	The new General Education Model includes an Interdisciplinary course as a requirement for all freshmen as of August, 2009.	Continue to promote the development of interdisciplinary courses and courses with interdisciplinary approach.	
11		6	3	Dean of Academic Affairs	6	Completed & Documented	As of the Graduating Class of 2009, all alumni all certified as having formal course experiences in research, community service and creation. The Honor's Program includes community service embedded courses, while in 2009 an Interdisciplinary Course in Community Service was implemented, in an alliance with the Cayey Menonite Hospital. THE ESTABLISHMENT OF CASA UNIVERSIDAD IN 2013, UNDER THE LEADERSHIP OF DR. JOSÉ VARGAS VIDOT,THE UPR CAYEY STRIVES TO ASSIGN THE RESPONSIBILITY OF DOCUMENTING AND STRUCTURING ALL FORMAL COMMUNITY SERVICE ACTIVITIES THAT STUDENTS ARE TO BE CREDITED FOR.	Continue promoting the integration of community service within courses.	

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11		2	14	Dean of Academic Affairs	5	Completed, Documentation Required	The *Information Literacy Development Program* is executed by dual means: (1) skills offered in response to faculty assessment of students' needs in the following courses: *Basic English*, *Occidental Cultures Studies*, *General Psychology*, *Human Development*, and *Introduction to Educational Tecnhnology* (2) Course embedded objectives regarding information skills included in the syllabus of several courses (including: *Organic Chemistry Lab II*; *Chemical Literature, Bibliography and Research Seminar*; *Instrumental Analytical Chemistry*; *Literature in Biological Topics*, and throughout concentration courses of the *Special Education Program*, amongst others. There is one faculty member designated as liaison with the library, with the responsibility to contribute in the development of collections, instructional design, and maintaining the department's faculty and students abreast of all library developments. MAGDA PEREZ DOCUMENTACIÓN AL RESPECTO.	Continue to integrate librarians in the teaching process and academic tasks of the Departments.	Each academic department should appoint a faculty member to work directly with the library to develop the collections, design instruction, and keep the department's faculty and students abreast of all library developments.

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11		4	11	Dean of Academic Affairs	6	Completed & Documented/ Ongoing	Assessment of program effectiveness led to the moratorium of the Baccalaureate of Arts in Economy, Baccalaureate of Arts in Elementary Education with a Concentration in Social Studies, Baccalaureate of Arts in Secondary Education with a Concentration in Social Sciences, and the Associate Degree in Office Technology and Administration. The Baccalaureate of Arts in Hispanic Studies, and the Baccalaureate of Arts in English, both of which have experienced low enrollment and retention levels have been reviewed through Certification 43 of the Board of Trustees in order to develop strategies for program improvement. IN 2013-2014 THE SYSTEMS ADMINISTRATION PROGRAM WAS ALSO PLACED ON MORATORIUM. THE ACADEMIC SENATE WAS PRESENTED IN FEBRUARY 2014 WITH THE INSITUTIONAL EFFECTIVENESS INDICATORS OF ALL ACADEMIC PROGRAMS, AND DECISIONS ARE TO BE MADE REGARDING THE SUSPENSION OF PROGRAMS THAT ARE NOT EFFECTIVE.		Consider suspending those programs that have a total enrollment of less than 50 majors spread over four years, following the example of Economics. Students in low-enrolled programs are having difficulty completing the degree requirements in a timely manner due to the fact that not enough courses are offered on a regular basis or those courses that are offered are cancelled because of low registration. Students indicated that in some programs it could take five to six years to graduate.
12	1.8	3	3	Dean of Academic Affairs	6	Completed & Documented	In November 2007, the New Model for General Education was approved by virtue of Certification 21 (AS, 2007-2008). The model establishes that all baccalaureate programs are to include 45 credit hours of Core General Education Courses, 3 credit hours of an Interdisciplinary Seminar (taken during freshmen year or the first semester of the sophomore year), and a Capstone Experience where competencies developed for at least three abilities and one content area of the General Education Model are to be integrated with specialization content knowledge, and student learning is assessed directly one last time.	Continue disseminating the results from the General Education revision, in order to attract more faculty members to become involved in this important initiative.	That the "Project for the Transformation of general Education" be expanded and applied to all areas of concentration.... Assessment of the general education program is conducted... (12)

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12	1.8	3	3	Dean of Academic Affairs	6	Completed	Data from 2003-2008 was gathered to documento the historical background of the Gen Ed Model Development, and a 2008-2010 Work Plan for developing and implementing the new module was prepared. IN 2009-2010 THE NEW GENERAL EDUCATIONMODEL BEGAN IMPLEMENTATION (ACADEMIC SENATE 73: 2008-2009) AND IS CONTINUOUSLY ASSESSED BY THE GENERAL EDUCATION COMMITTEE.	Develop a work plan for the Faculty General Education Committee to articulate current and future plans for curriculum renovation in this important component.	
12	2.3	2	14	Faculty Committee on General Education	3	Nearly 50% of work has been done	Initiatives are taking place to incorporate information literacy as part of the student learning outcomes of all General Education Core Course Syllabi. Courses currently forming part of the GenEd Model have been analyzed and identified as having included information literacy as a course objective or as an ability to be assessed in the course (See https://spreadsheets.google.com/ccc?key=0ApWQ0yEs8X7VdFNZVVgwYXR3Uk4tQzhkU2NTM01vTmc&hl=en). All Interdisciplinary Seminar courses that form part of the General Education Model include information literacy as one of the required student learning outcomes. DOCUMENTATION REGARDING IMPLEMENTATION AND CURRENT STATUS IS STILL PENDING.	Complete the integration of information literacy skills in all general education courses.	
12	3.3	3	9	Dean of Academic Affairs	6	Completed & Documented	In 2005, the Academic Senate (74, 2004-05) approved the Faculty Professional Development Plan, which included: an annual cycle of 3 days per semester dedicated specifically to workshops and experiences in the areas of alternative curricular structures, integrative models for teaching and learning, and student learning assessment, amongst others; budget allocation to traveling for professional development experiences; sponsoring faculty development experiences throughout the academic year.	Offer additional faculty development on alternative curricular structures, integrative models for teaching and learning, and assessment of students learning in order to ad	

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13	2.5	6	10	DECEP	-1	Will not be addressed at the Institutional Level	As of 2009-2010 it has been derermined that this reccommendation is not within the Scope of the Insitituional Priorities. It would require going through the program approval process stipulated in the Board of Trustee's Certification # 80 (2005-06).	Offer formal certificate programs, through the DCEPS, based on current need of private and public agencies.	
13		4	11	Dean of Academic Affairs Assessment & Institutional Research Office	6	Completed & Documented	Two institutional studies carried out by the Assessment & Institutional Research Office on the effectiveness of the preparatory courses in English and Mathematics (Available at http://www.cayey.upr.edu/node/1878). IN SPANISH, PREPARATORY COURSES ARE ASSESSED AND STUDENTS ARE REQUIRED TO TAKE A WRITING WORKSHOP.		Continue to assess non-credit preparatory courses in Mathematics, English, and Spanish to insure that all students are successful in acquiring the knowledge and skills in those areas needed to succeed at UPRC.
14	1.5	4	3	Assessment and Institutional Research Office (AIR)	6	Completed & Documented	With the establishment of the Assessment and Institutional Research Office in January 2007 an official system for providing continuous administrative, academic and institutional support for campus-wide involvement in assessment initiatives. SEE SEPTEMBER 2011 MONITORING REPORT	Continue to provide administrative support in order to increase campus-wide involvement in student learning assessment.	
14	1.8	4	11	Dean of Academic Affairs	6	Completed & Documented	In May 2009 (Cert. 73; 2008-2009, Ac.Senate) the Implementation and Assessment Plan for the New General Education Model was approved, and its implementation began with the 2009 Freshmen Cohort. Standardized rubrics to assess student learning across all General Education courses were developed and project the project was implemented as of August 2010. Formative Assessment within the Classroom is being documented through the Assessment Tool designed to summarize the course objective aligned to the General Education objectives, the formative assessment tools used, and how assessment results were used by the Executive Programmatic Assessment Committee between 2009-2012.	Continue the comprehensive assessment of general education courses, disseminate the results, and share successful assessment practices with other institutions.	Develop and implement a programmatic assessment plan for General Education that includes direct measures of student learning. (14)

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14	2.6	9	1	Dean of Academic Affairs/Program Assessment Committee	6	Completed & Documented	Guided by the Committee on Programmatic Assessment & the Assessment & Institutional Research Office, and in compliance with the Periodic Program Review certification, all programs stated their objectives in terms of student learning outcomes. Programs doccument and assess their student learning outcomes through their Program Reviews and through the biannual Student Learning Assessment System. The Second Cycle of Program Reviews is currently under way.	Complete the revision of student learning outcomes in all academic programs.	All programs must state their goals and objectives in terms of student learning outcomes. (11)
14	2.6	9	1	Dean of Academic Affairs/Program Assessment Committee	6	Completed & Documented	The *Periodic Program Review Reports: Compliance Itinerary (Board of Trustees: 43, 2006-2007*; SEE https://docs.google.com/fileview?id=0B5WQ0yEs8X7VZjQ2MTY0ZmQtZjA0ZS00ODllLWE5N2QtOTA2ODhhOTU2MDI3&hl=en)serves as a guide for identifying when programatic student learning outcomes are to be revised or updated. At the end of the Spring Session, all Programs must annually submit their achievement reports which documents their Student Learning Assessment Activities, while all General Education Medular Courses submit their End of Semester Assessment Report where information on specific Student Learning Outcomes assessment strategies and decisions made on the basis of these instruments are documented. The Second Assessment Cycle Schedule was prepared for the Academic Year 2013-2014.		Develop time schedule for academic programs to submit student learning outcomes-based assessment that include direct measures of student learning outcomes, and adhere to that schedule. (14)
14	2.6	9	1	Dean of Academic Affairs/Program Assessment Committee	6	Completed & Documented	The *Periodic Program Review Reports: Compliance Itinerary (Board of Trustees: 43, 2006-2007*; SEE https://docs.google.com/fileview?id=0B5WQ0yEs8X7VZjQ2MTY0ZmQtZjA0ZS00ODllLWE5N2QtOTA2ODhhOTU2MDI3&hl=en)serves as a guide for identifying when programatic student learning outcomes are to be revised or updated.		Develop and implement a program review schedule for all academic programs, coordinating this schedule with required external certification or accreditation reviews as appropriate. (14)

Status Level and Status Description: Institutional progress in meeting objectives and accreditation recommendation.

11/15/2010

PROGRESS IN MEETING
Strategic Plan Mission, Goals and Objectives aligned with
2005 SELF STUDY AND VISITING TEAM RECOMMENDATIONS
University of Puerto Rico at Cayey

MSCHE Stand.	UPRC Ref. Table	UPRC Mission	UPRC Objective	Primary Responsibility	Status Level	Status Description	Activities carried out to meet Institutional Mission & Objectives and Accreditation Remarks	Self-Study 49 Recommendations (February 25, 2005)	Final report from evaluation team of MSCHE (May 12, 2005)
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14	3.3	5	11	Dean of Academic Affairs	6	Completed & Documented	Faculty development workshops on Assessment have been included as part of the *Faculty Poressional Development Plan* which have included external as well as internal facilitators. The Assessment & Institutional Research Office has also sponsored multiple workshops and sessions on the topic, as well as individual consultations.	Continue faculty development on assessment techniques.	Consider bringing in an external consultant that can provide training workshops and expertise in the area of programmatic assessment. (14)
14	6.4	9	1	Dean of Academic Affairs/AIR	6	Completed & Documented	Guided by the Committee on Programmatic Assessment & the Assessment & Institutional Research Office, and in compliance with the Periodic Program Review certification, all programs stated their objectives in terms of student learning outcomes. Programs document and assess their student learning outcomes through their Program Reviews and through the biannual Student Learning Assessment System. The Second Cycle of Program Reviews is currently under way.	Recognize and disseminate outstanding efforts and promising practices in student learning assessment at all levels.	All programs should assess student learning relative to their goals and use the results of those assessments to improve student learning as well as the effectiveness of the academic program. (11)

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Status Level and Status Description: Institutional progress in meeting objectives and accreditation recommendation.

11/15/2010