

# **SELF-STUDY DESIGN**

**MIDDLE STATES COMMISSION ON HIGHER EDUCATION**

**UNIVERSITY OF PUERTO RICO AT HUMACAO**



**Dr. Aida Rodríguez Roig  
Chancellor**

**April 2020**

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**Submitted by:**

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**Steering Committee**

**Chairperson**

Dr. Nilsa Lugo Colón

**Co-chairperson**

Dr. Aníbal Muñoz Claudio

**Co-chairperson**

Dr. Mildred Cuadrado Cuadrado

**Accreditation Liaison Officer**

Prof. Ivette Irizarry Santiago

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**Working Groups**

**Standard I: Mission and Goals**

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Prof. Ivette Irizarry Santiago  
Prof. Flor I. Figueroa Rosa

**Standard II: Ethics and Integrity**

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Dr. Héctor R. Piñero Cádiz  
Prof. Ivette Irizarry Santiago

**Standard III: Design and Delivery of the Student Learning Experience**

Prof. Ivelisse Reyes García  
Dr. Liz Pagán Santana  
Dr. Magaly Rodríguez Pérez  
Prof. José A. Baldaguez Matos

**Standard IV: Support of the Student Experience**

Dr. Ivelisse Blasini Torres  
Mrs. Carmen B. Rodríguez  
Prof. Julia Alicea Campos  
Prof. Olga L. Berríos Villegas  
Ms. Alondra Díaz Delgado

**Standard V: Educational Effectiveness Assessment**

Dr. Eneida Silva Collazo  
Prof. Alba I. Pérez Ramos  
Prof. Zaira Luna Laboy

**Standard VI: Planning, Resources, and Institutional Improvement**

Prof. Rody Rivera Rojas  
Dr. Rosa Reyes Borges  
Mrs. Daisy Rivera Torres  
Mrs. Inés Sánchez Mercado  
Mrs. Adiairy Laviena Rodríguez

**Standard 7: Governance, Leadership, and Administration**

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Mrs. Mariolga Rotger González  
Dr. Daniel Rodríguez Howell  
Mrs. Edna I. Reyes Pomales  
Ms. Nina F. Morales Vázquez

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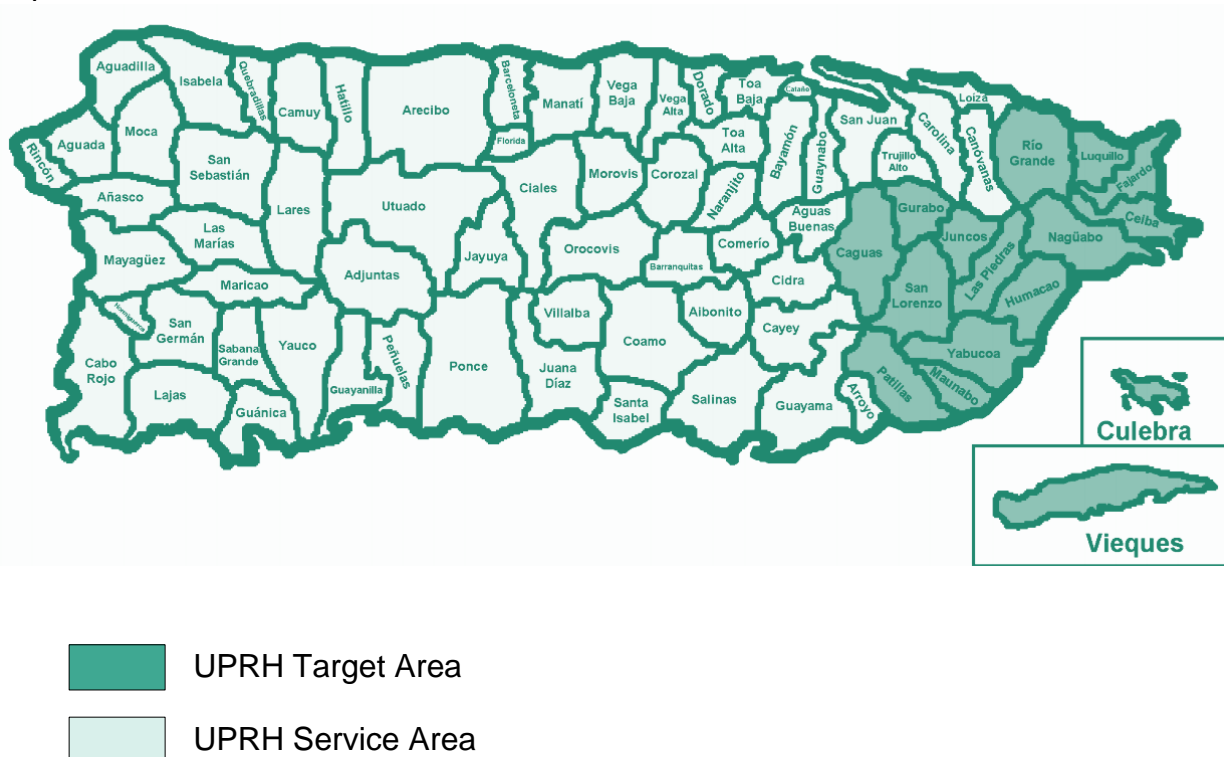
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## I. INSTITUTIONAL OVERVIEW

The University of Puerto Rico at Humacao (UPRH), founded in 1962, is an undergraduate public institution classified as a Bachelor/Diverse: Baccalaureate Colleges-Diverse Fields by the Carnegie Foundation for the Advancement of Teaching. UPRH is one of eleven units which comprise the University of Puerto Rico (UPR) State system. It is located in the Eastern region of the island, about 30 miles east from Puerto Rico's capital of San Juan. Eighty-eight (88%) percent of the total enrollment comes from 16 adjacent municipalities which constitute the Institution's target area –one of the most impoverished areas in Puerto Rico, according to the 2010 Federal Census. UPRH is the only UPR campus with a presence in the eastern region of PR. In 2018, UPRH provided service to 17% of the island's population that extends beyond our target area, including the municipalities of Vieques and Culebra. Forty-eight percent of our students are below the poverty line that results in UPRH being a vital component in the economic and social development of the eastern region. Seventy-three percent of new student enrollments are graduates of public schools, which demonstrates the need for a public institution of higher education for students to continue their studies.

**Figure 1**

Map of Puerto Rico



On October 3, 2019, the UPRH Administrative Board (AB) approved to extend the UPRH 2013-2014 to 2017- 2018 Strategic Development Plan (SDP) until 2021-2022, the end of the system year to which it is adjusted through Certification (C) 2019-2020-047.

## **Mission**

The University of Puerto Rico at Humacao, as the leading higher education institution in the eastern area of Puerto Rico: Establishes students as the center of university activity; therefore, the university's efforts are directed toward teaching, research, and services that foster ethical, cultural, aesthetic, humanistic, technological, and student intellectual development; furthermore, the university contributes to the formation of citizens that are instilled with knowledge and values that serve to strengthen participatory democracy, ecological sustainability, justice, and equity in the eastern region, Puerto Rico, and the Caribbean.

## **Institutional goals**

- Goal A** Enhance student success by means of an excellent general and professional education
- Goal B** Improve quality of life within the service areas of the UPRH through educational programs, services, and community projects that promote socioeconomic development
- Goal C** Promote, preserve, and disseminate the values and characteristics of Puerto Rican culture and enrich Puerto Rican culture through regional, national, and international exchange
- Goal D** Promote an institutional climate in which the university community can share and discuss ideas of mutual interest in a secure and respectful environment, in order to bring about necessary changes that are consistent with internal and external reality
- Goal E** Revitalize research through a participatory role by constituents that are involved in emerging paradigms based on competitiveness in the natural, administrative, and human sciences in ways that contribute to the advancement of knowledge and to the solution of problems of the eastern region, Puerto Rico, Caribbean, and beyond

UPRH offers a total of 24 academic programs of which 20 lead to bachelor's degrees, and the remaining 4 lead to associate degrees. Also, there are 12 articulated transfer programs which allow students to move to other academic programs at one of four other units of the UPR system. Among the 24 academic programs, six (6) are unique in Puerto Rico: Wildlife Management, Coastal Marine Life (Biology), Physics Applied to Electronics, Computational Mathematics, Social Sciences with Social Action Research, and Studies of Puerto Rico and the Caribbean. Moreover, three programs are unique in the UPR system: International Commerce, Industrial Chemistry, and Occupational Therapy. In addition, the Continuing Education and Professional Studies Division (Decep by its Spanish acronym) offers articulation programs within the university system, short courses, grade-credit programs, and professional certifications.

The UPRH is part of the University of Puerto Rico (UPR) System, a multi-campus, state-supported institution of higher education licensed by the Puerto Rico Education Council

(Certification CEPR 2018-4641) and has been accredited by the Middle States Commission on Higher Education (MSCHE) since 1965. The UPR system has a governing board composed of 14 members that include faculty, students, community members, UPR President, and a representative of the Financial Advisory Authority and Fiscal Agency, created as part of the government debt restructuring and economic development process mandated by the Puerto Rico Oversight, Management, and Economic Stability Act (PROMESA) in 2016.

With the approval of PROMESA in 2016, the island entered a challenging debt restructuring and economic development process. As a direct consequence, UPR, as a state-supported higher education system, has undergone a reduction in state funding. In order for the 11 UPR campuses to achieve financial sustainability, the 11 campuses must actively secure additional funding. The UPRH is proactively addressing innovation and sustainability based on this situation.

The UPRH overcame its Show Cause status on June 27, 2019 with reaffirmation of its accreditation status. Obtaining reaffirmation of accreditation strengthened our overall institutional processes and procedures. This has set the stage for entering into the Self-Study process with rigor and commitment toward evidencing continuous improvement.

### **Statistical Profile**

The UPRH 2019-2020 first semester total fall enrollment was 3,218 students of which 3,153 (98 %) were registered in the Institution's regular programs. Out of the total number of students enrolled in regular programs, 45 % belong to natural sciences programs, 30% to business administration programs, and 22% in arts programs. Three (3%) percent were registered in the articulated programs. Sixty-four (64%) percent of students enrolled in regular programs were females and 36% males. With regards to new admissions, 89% comes from the Institution's target area. Seventy-five (75%) percent come from the public school system. Two hundred and sixty-four students (8.2%) are students with special needs, and 25 % of new admissions are first-generation.

During the first semester of the 2019-2020 academic year, UPRH had 282 faculty members of which 55% are females. Fifty-six (56%) percent of faculty members have doctoral degrees. Thirty-five (35%) percent of faculty are full professors, 15% are associate professors, 22% are assistant professors, and 77 % are instructors. Out of the 282 faculty personnel, 188 are full-time regular employees and 81 are part-time non-permanent employees. There are another 304 nonteaching employees working in the Institution (219 regular employees and 85 non-permanent employees).

The UPRH conferred 586 academic degrees in 2019: 526 Baccalaureate and 60 Associate Degrees. In the same academic year, the Institution disbursed a total of \$16,035,958 in federal and state financial aid to 79% of enrolled students, a percentage that has remained in recent years. Retention and graduation rates have also remained constant. In 2019-2020, UPRH financed its operations with an adjusted budget of \$36,478,991.

## II. INSTITUTIONAL PRIORITIES TO BE ADDRESSED IN THE SELF-STUDY

UPRH has identified three institutional priorities that align with the Requirements of Affiliation and Standards for Accreditation. This was an interesting task in light of the variety of topics on our seemingly endless wish list.

First, motivated administrators and staff met in small groups on multiple occasions to brainstorm what each believed would make our institution the university of their dreams. Then the groups took these ideas and analyzed them from four optics: our mission, current Strategic Plan, Operating Plan of the Chancellor, and UPR System Strategic Plan.

Second, we discussed that our institutional priorities had to be closely aligned with our Strategic Plan that would be ending in 2022. The activities we would be engaging in for the Self-Study process would be assessed in a way that would inform the goals that would be the framework for designing our future Strategic Plan.

Lastly, the institutional priorities needed to be framed within a context of our current reality. The Institution is facing financial issues that need to be continuously addressed. We are conscious that the best way to ensure continuous sources of funding was to have control of these sources. We also recognized our institution is in continuous competition for new students within the borders of a relatively small island market. These students will most likely be more socially conscious and sympathetic toward being productive and constructive members of their community.

The three institutional priorities that best addressed leading us toward a relevant, attainable future are:

1. **Innovation:** Planning for a technological future and integrated globalization
  - a. Developing Distance Education Programs
  - b. Developing Graduate Programs
  - c. Creating Microbusiness Ventures

We recognize that a robust venture toward using technology as a primary means of communication is a commonsense approach toward effectively delivering our mission and aspirations to our students and constituents. We have created a Distance Education Office that at this moment is offering general education and professional concentration courses in hybrid and online formats. Our goal is the development of fully online B.A. and M.A. programs. Therefore, our move toward developing graduate degree programs is a natural segue into enhancing our use of technology that will enable us to reach a world-wide population. Also, the concept of globalization extends toward creating microbusiness ventures that will awaken the entrepreneurial spirit in our students and constituents in which we are seen as an integral part of community life.

2. **Sustainability:** Striving toward maintaining economic and academic institutional autonomy as we progress into the future
  - a. Restructuring Administrative Offices and Academic Programs

- b. Diversifying Financial Base
- c. Enhancing Infrastructure

Economic and academic institutional autonomy is one of our priorities within the UPR central university system in which we are one of 11 campuses. We are fully committed to begin restructuring at all levels, both within administrative offices and academic programs, in order to embrace a culture of right sizing that will lead to greater efficacy in use of our physical, human, and fiscal resources. Autonomy entails that we diversify our financial base in terms of obtaining funds that go beyond central administration's allotment that we receive every year. This allotment has been decreasing every year, at a time when our institution is in the process of enhancing its academic offerings, hence the need for financial diversification. A stronger financial base will also increase the likelihood that we will be able to enhance our physical facilities and infrastructure to meet the growing needs of our academic programs and service offices.

- 3. **Service:** Benefitting our community in a way that is ethically responsible and meaningful
  - a. Involving Students in Community Outreach Activities
  - b. Preparing Students to meet the Professional Needs of their Community
  - c. Involving community leaders, alumni, and other constituents

Total involvement with our community and Puerto Rico at large has always, and will continue to be, at the heart of our mission and strategic planning. Most of our students are not only required, but also encouraged, to give back to the community which supports them and champions their endeavors. This involvement means that we recognize that our students need to prepare themselves to be consummate professionals in their chosen fields in order to meet the needs of the community in which they live. We also recognize the importance of having community leaders, alumni, and other constituents directly give us input and ideas through an advisory board that will give us invaluable feedback on shaping our future for the benefit of both our institution and the community we serve.

Our three priorities focused on Innovation, Sustainability, and Service are aligned with the UPR 2017-2022 Strategic Plan, the UPRH 2013-2018 (extended to 2022) Strategic Plan, the UPRH Mission, and Chancellor Aida Rodríguez Roig's commitment to UPRH and the surrounding community.

Innovation, Sustainability, and Service are not conceptualized as three separate priorities. The three priorities are conceptualized as interlocking and inseparable, in which each priority is inextricably linked to each other to create one whole concept. Our singular priority then becomes fomenting the idea that UPRH is forward-thinking, economically viable, and valuable to the community we serve.

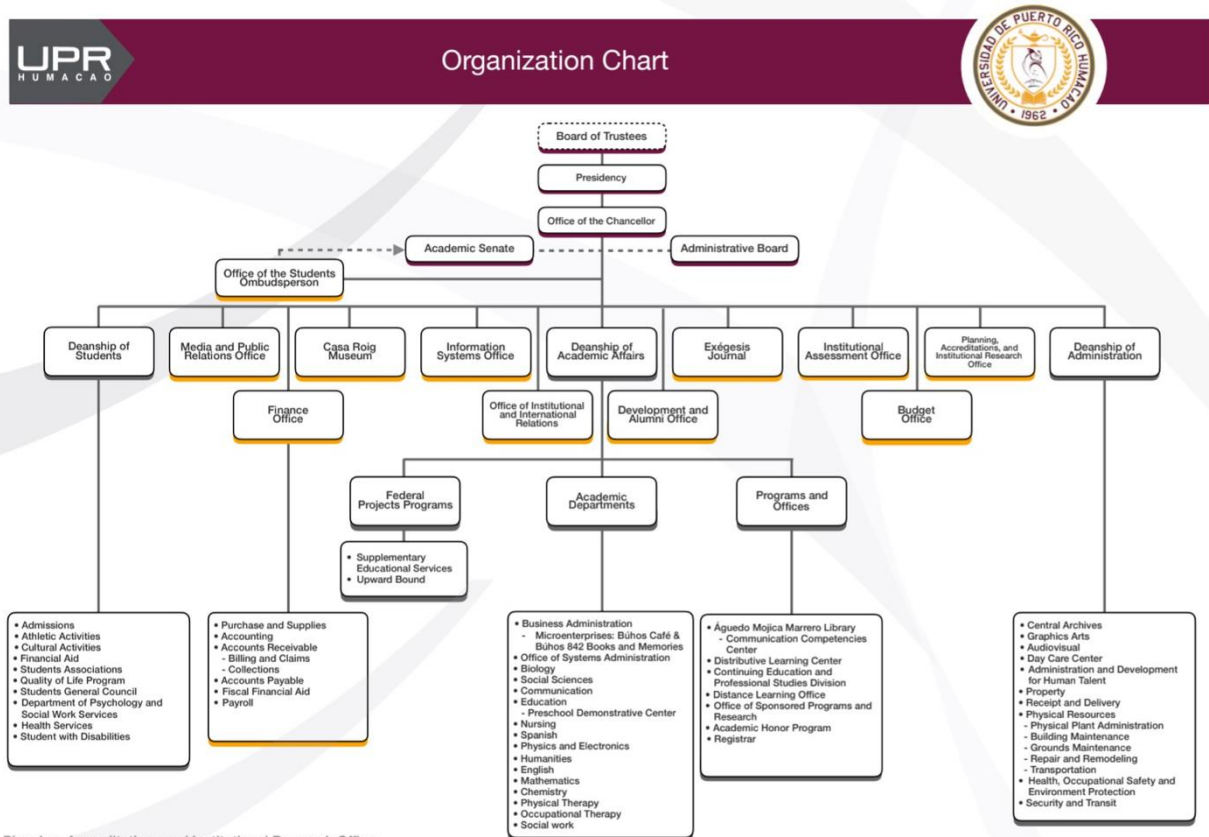


## Trends in Enrollment, Degrees Awarded, Resources, and Academic Offerings

Institutional data	2016-2017	2017-2018	2018-2019	2019-2020
Fall Enrollment	4,037	3,723	3,306	3,218
Academics Degrees Awarded	543	544	586	---
Faculty	335	298	296	282
Non-Teaching Staff	322	303	315	303
Academic offerings by degree levels	24	24	24	24
Accredited Academic Programs	12	12	12	12
Students enrolled in online courses* (New Offering)	N/A	0	346 Spring 2019	1,145

Source: Planning, Accreditations, and Institutional Research Office (2019); \*Dean of Academic Affairs

## UPRH Organizational Structure



Planning, Accreditations and Institutional Research Office  
 Planning Area and Budget Office  
 Revision: August 30, 2019  
 Design and collaboration: Dr. Ernesto Soto

**Table 1***UPRH Mission Aligned with Institutional Priorities*

Elements of the Mission Statement	UPRH Institutional Priorities (X)		
	Innovation	Sustainability	Service
• Students are the center of university activity	X	X	X
• Fostering students' ethical development	X	X	X
• Fostering students' cultural development	X	X	X
• Fostering students' aesthetical development	X		X
• Fostering students' humanistic development	X		X
• Fostering students' technological development	X	X	X
• Fostering students' intellectual development	X	X	X
• Contributes to the formation of citizens with integrated knowledge and values	X	X	X
• Contributes to a participatory democracy	X	X	X
• Contributes to a sustainable ecology, justice, and equity in the eastern region, Puerto Rico, and the Caribbean	X	X	X

**Table 2***MSCHE Requirements of Affiliation and Standards of Accreditation Aligned with Institutional Priorities*

Requirements of Affiliation	Standards of Accreditation	UPRH Institutional Priorities (X)		
		Innovation	Sustainability	Service
7, 10	I. Mission and Goals			X
	II. Ethics and Integrity	X		
8, 9, 10, 15	III. Design and Delivery of the Student Learning Experience	X		X
8, 10	IV. Support of the Student Experience			X
8, 9, 10	V. Educational Effectiveness Assessment			
8, 10, 11	VI. Planning, resources, and Institutional Improvement		X	
12, 13	VII. Governance, Leadership, and Administration		X	

### **III. INTENDED OUTCOMES OF THE SELF-STUDY**

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The intended outcomes of the Self-Study are the following:

1. Evidence how UPRH meets each of the 15 requirements of affiliation and seven MSCHE standards
2. Create buy-in by proactively moving from accreditation as an academic process to reactivating a culture of on-going assessment at the institutional level
3. Strengthen the goals and objectives of the academic departments and service programs
4. Generate the idea that UPRH is forward-thinking, economically viable, and valuable to the community it serves
5. Address areas that have opportunities for improvement to enhance the decision-making process
6. Update policies and procedures where necessary
7. Analyze how the alignment of strategic planning with human, physical, and fiscal resources contribute to the institution's mission
8. Provide data and information that will contribute to the design and implementation of the institution's 2022 Strategic Plan
9. Contribute to institution's continuous improvement initiatives
10. Contribute to the future health and well-being of the institution

The ten intended outcomes are directly aligned to institutional planning and renewal. They are useful, meaningful, and ambitiously attainable. The intended outcomes will guide the work of the Steering Committee and Working Groups by forming the base for outlining the charges that will contribute to meeting these outcomes.

### **IV. SELF-STUDY APPROACH**

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

- Standards-Based Approach
- Priorities-Based Approach

UPRH will use a standards-based approach to evidence the alignment between institution's mission and the MSCHE requirements of affiliation and standards. Our three priorities: Innovation, Sustainability, and Service, will permeate the requirements of affiliation and standards. Our academic departments and service programs are familiar with using a standards-based approach in their external accreditations and decision-making processes. A standards-based approach will help to facilitate the documenting of evidence for our Self-Study.

The Steering Committee and Working Groups are charged with using a standards-based approach in the self-study process. The members are:

Standard	Members
Standard I	Dr. Mildred Cuadrado Cuadrado* Prof. Ivette Irizarry Santiago* Prof. Flor I. Figueroa Rosa
Standard II	Dr. Maximiliano Dueñas Guzmán Dr. Héctor P. Piñero Cádiz Prof. Ivette Irizarry Santiago*
Standard III	Prof. Ivelisse Reyes García Dr. Liz Pagán Santana Dr. Magaly Rodríguez Pérez Prof. José A. Baldaguez Matos Dr. Nilsa Lugo Colón*
Standard IV	Dra. Ivelisse Blasini Torres Mrs. Carmen B. Rodríguez Prof. Julia Alicea Campos Prof. Olga L. Berríos Villegas Ms. Alondra Díaz Delgado Dr. Nilsa Lugo Colón*
Standard V	Dr. Eneida Silva Collazo Prof. Alba I. Pérez Ramos Prof. Zaira Luna Laboy Dr. Mildred Cuadrado Cuadrado*
Standard VI	Prof. Rody Rivera Rojas Dr. Rosa Reyes Borges Mrs. Daisy Rivera Torres Mrs. Inés Sánchez Mercado Mrs. Adiairy Laviena Rodríguez Dr. Aníbal Muñoz Claudio*
Standard VII	Dr. Aníbal Muñoz Claudio* Mrs. Mariolga Rotger González Dr. Daniel Rodríguez Howell Mrs. Edna I. Reyes Pomales Ms. Nina F. Morales Vázquez

\*Steering Committee

## V. ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND WORKING GROUPS

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### Steering Committee

Members	Title	Position of responsibility at the institution
Dr. Nilsa Lugo Colón	Chairperson	<ul style="list-style-type: none"> <li>• Director English Department</li> <li>• TESOL Coordinator</li> <li>• Clinical Practice Supervisor</li> <li>• Academic Counselor (2017-2019)</li> <li>• Associate Dean of Academic Affairs (2009)</li> <li>• Academic Senator (2005-2009)</li> </ul>
Dr. Anibal Muñoz Claudio	Co-chair	<ul style="list-style-type: none"> <li>• Professor English Department</li> <li>• Associate Dean of Academic Affairs (2014-2017)</li> <li>• Academic Senator (2018-2019)</li> <li>• Program Coordinator (2006-2012; 2019-2020)</li> <li>• Clinical Practice Supervisor</li> </ul>
Dr. Mildred Cuadrado Cuadrado	Co-chair	<ul style="list-style-type: none"> <li>• Director of Institutional Assessment Office</li> <li>• Work with the implementation of Institutional Planning and Assessment Cycle</li> <li>• Faculty member of Department of Office Systems Administration</li> </ul>
Prof. Ivette Irizarry Santiago	MSCHE Liaison	<ul style="list-style-type: none"> <li>• Director of Planning, Accreditation and Institutional Research Office</li> <li>• Accreditation Liaison Officer of MSCHE</li> <li>• Student Ombudsperson 2002-2012</li> <li>• Equal Opportunities Employment 2002-2010</li> <li>• Coordinator Standard Integrity in SSD 2010</li> </ul>

### Steering Committee: Responsibilities

The Steering Committee provides leadership for the Self-Study process. The responsibilities of the Steering Committee include:

1. Identifying the key issues of developing a Self-Study
2. Developing the Self-Study Design
3. Forming and developing charges of the Working Groups
4. Developing a timetable and overseeing its completion
5. Supervising the completion of the final Self-Study Report
6. Informing the deliberative bodies of the institution to obtain their response and approval of the Self-Study
7. Coordinating arrangements for the Team Chair and Evaluation Team visits
8. Collaborate with the Chancellor on the Institutional Response Report

Additional responsibilities include:

1. Maintaining communication with stakeholders

2. Sustaining enthusiasm during the self-study process
3. Providing templates, documents, and evidence to Working Groups
4. Scheduling professional development for Working Groups
5. Acting as an intermediary among Working Groups

### **Steering Committee Collaboration with Working Groups**

The Steering Committee members are proactively collaborating with each of the Working Groups by being a member of two standards:

- Dr. Nilsa Lugo Colón: Standard III; Standard IV
- Dr. Aníbal Muñoz: Standard VI; Chairperson of Standard VII
- Dr. Mildred Cuadrado Cuadrado: Chairperson of Standard I; Standard V
- Prof. Ivette Irizarry Santiago: Standard I; Standard II

This framework will strengthen the evidence-gathering and decision-making that is part of the Self-Study process by creating a stronger, more effective collaborative structure.

### **Working Groups: General Charges**

The Steering Committee identified seven general charges for the Working Groups:

1. Reading and reviewing resources provided by MSCHE, UPR Vice-presidents Office for Academic Affairs, and Steering Committee
2. Identifying relevant policies, procedures, and structures relevant to assessing each standard to be used as an Evidence Inventory
3. Analyzing relevant documents and processes to assess how each corresponds to verifying that standards are met
4. Demonstrating periodic assessment of policies, evidences, and processes inherent in each standard
5. Crafting opportunities for improvement based on findings and analysis
6. Citing at least three lines of inquiry that will compose the specific charges each group will use for evidencing a standard is met
7. Identifying gaps in the Institution's processes and documentation to meet standards
8. Recommending best-practices on how gaps can be resolved using short, medium, and long term strategies

**A brief discussion about how relevant assessment information that will be gathered, reviewed, summarized, and used by the Working Groups to accomplish its work.**

Working Groups will engage in gathering data by reviewing documents, protocols, and processes. The evidence will be analyzed and aligned with the Institution's mission, institutional goals, and institutional priorities. Furthermore, the alignment with the key elements and specific criteria of the corresponding standards will be analyzed. The

Working Groups will verify if the evidence clearly identifies that a standard has been met, and recommend how gaps in the evidence can be resolved.

**Strategies for how the Working Groups will interact with one another in the interest of engaging in common areas of inquiry and reducing undue duplication of effort.**

- Hold periodic meetings (monthly)
- Review the interrelationship of all standards to identify overlaps
- Maintain constant communication with the Steering Committee
- Share the evidence of meeting standard with other Working Groups for continuous feedback and cross-referencing

**Working Group 1: Mission and Goals**

<b>Standard 1: Mission and Goals</b>		
<b>Working Group Members</b>	<b>Title</b>	<b>Position of responsibility at the institution</b>
Dr. Mildred Cuadrado Cuadrado	Chairperson  Steering Committee	<ul style="list-style-type: none"> <li>• Director of Institutional Assessment Office</li> <li>• Work with the implementation of Institutional Planning and Assessment Cycle</li> <li>• Faculty member of Department of Office Systems Administration</li> </ul>
Prof. Flor I. Figueroa Rosa	Co-Chair	<ul style="list-style-type: none"> <li>• Director of Service Office for the Students with Impairment</li> <li>• Adjunct Professor</li> </ul>
Prof. Ivette Irizarry Santiago	Steering Committee	<ul style="list-style-type: none"> <li>• Director of Planning, Accreditation, and Institutional Research Office</li> <li>• Work with the implementation of Institutional Planning and Assessment Cycle</li> <li>• Accreditation Liaison Officer of MSCHE</li> </ul>

**Description of Standard I:** 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.

**General Questions**

1. How does the mission define its purpose with the context of higher education?
2. How does the mission define its purpose within the context of the students it serves?
3. To what extent does the mission define its purpose within the context of what it intends to accomplish?
4. To what degree are the institution’s stated goals aligned to the mission?
5. In what ways does the institution’s mission evidence a focus on service that benefits our community in a way that is ethically responsible and meaningful?

## Specific Criteria, Questions, and Evidence

Criteria	Question	Evidence
<p>1. Clearly defined mission and goals that:</p> <ul style="list-style-type: none"> <li>a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement</li> <li>b. address external as well as internal contexts and constituencies</li> <li>c. are approved and supported by the governing body</li> <li>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</li> <li>e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution</li> <li>f. are publicized and widely known by the institution's internal stakeholders</li> <li>g. are periodically evaluated</li> </ul>	<p>1. In what way and by what practices and policies does the institution promote the university community to identify and commit itself to the institutional mission and goals?</p> <p>How effective are they?</p> <p>How are they disseminated?</p>	<ul style="list-style-type: none"> <li>• Mission and goals of academic departments</li> <li>• Mission and goals of administrative offices</li> <li>• Strategic Development Plan</li> <li>• Operational plans (Implementation)</li> <li>• Assessment plans (Implementation)</li> <li>• Brochures</li> <li>• Internet web pages</li> <li>• Social networks</li> <li>• Physical spaces</li> <li>• Political and procedures</li> </ul> <p>Certification Number 2015-2016-050 and Certification 2017-2018-027 of Administrative Board (Institutional Effectiveness Policy: Alignment of Planning with Resource Allocation/Institutional Effectiveness Model)</p>
<p>2. Institutional goals that are realistic, appropriate to higher education, and consistent with mission</p>	<p>2. How does the institution ensure that the activities, services, and projects of the university reflect and respond to the institutional mission and goals?</p>	<ul style="list-style-type: none"> <li>• Annual Report of each university unit (departments and offices)</li> </ul>
<p>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</p>	<p>3. How effectively does the mission correspond to the goals and objectives related to student learning?</p>	<ul style="list-style-type: none"> <li>• Annual Report of each university unit <ul style="list-style-type: none"> <li>◦ Student Learning (Institutional Goals A and E)</li> </ul> </li> </ul>



Criteria	Question	Evidence
4. Periodic assessment of mission and goals to ensure they are relevant and achievable	4. How effectively does the mission correspond to the goals and objectives related to the improvement and development of the institution?	<ul style="list-style-type: none"> <li>• Annual Report of each university unit <ul style="list-style-type: none"> <li>○ Institutional improvement and development (Institutional Goals B, C, and D)</li> </ul> </li> </ul>

## Working Group 2: Ethics and Integrity

Standard 2: Ethics and Integrity		
Working Group Members	Title	Position of responsibility at the institution
Dr. Maximiliano Dueñas Guzmán	Chair	<ul style="list-style-type: none"> <li>• Faculty of Communication Department</li> <li>• Member Standard Integrity in SSD 2010</li> <li>• Academic Senator</li> </ul>
Dr. Héctor Piñero Cádiz	Co-Chair	<ul style="list-style-type: none"> <li>• Director of Communication Department</li> <li>• Former Academic Senator</li> <li>• Former Administrative Board Member</li> </ul>
Prof. Ivette Irizarry Santiago	Steering Committee	<ul style="list-style-type: none"> <li>• Director of Planning, Accreditation, and Institutional Research Office</li> <li>• Accreditation Liaison Officer of MSCHE</li> <li>• Student Ombudsperson 2002-2012</li> <li>• Equal Opportunities Employment 2002-2010</li> <li>• Coordinator Standard Integrity in SSD 2010</li> </ul>

**Description of Standard II:** 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.

### General Questions

1. In what ways does the institution demonstrate that ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions?
2. How does the institution demonstrate that, in all activities, whether internal or external, that it is being faithful to its mission, honors its contracts and commitments, adheres to its policies, and represent itself truthfully?
3. How does the institution integrate ethics and integrity into its policies, procedures, and activities as it innovates planning for a technological future and integrated globalization?

## Specific Criteria, Questions, and Evidence

Criteria	Question	Evidence
<p>1. A commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights</p>	<p>1. How does the UPRH demonstrate commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights?</p>	<ul style="list-style-type: none"> <li>• Institutional mission, vision, goals and objectives as elaborated in 2013-2022 strategic plan</li> <li>• Departmental missions, visions, goals and objectives related to academic freedom, intellectual freedom, freedom of expression and respect for intellectual property rights</li> <li>• UPRH entities, policies and procedures related to academic freedom</li> <li>• UPRH entities, policies and procedures related to intellectual freedom and freedom of expression</li> <li>• UPRH entities, policies and procedures related to intellectual property rights</li> </ul>
<p>2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives</p>	<p>2. How does the UPRH promote a physical environment that fosters respect among students, faculty, staff, and administration for physical and philosophical diversity?</p>	<ul style="list-style-type: none"> <li>• Institutional Mission, vision and goals &amp; objectives as elaborated in 2013-2022 strategic plan related to the promotion of respect for physical and philosophical diversity</li> <li>• Departmental missions, visions, goals and objectives related to promotion of respect for physical and philosophical diversity</li> <li>• Administrative offices missions, goals, and objectives related to promotion of respect for physical and philosophical diversity</li> <li>• UPRH entities, policies and procedures related to the promotion of respect for physical and philosophical diversity</li> </ul>
<p>3. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff</p>	<p>3. How does the UPRH address formal grievance policies that are well known and accessible to employees and students?</p>	<ul style="list-style-type: none"> <li>• UPRH entities, policies and procedures related to grievances among employees and students</li> </ul>

Criteria	Question	Evidence
3.1 The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably	3.1 In what ways are UPRH grievance policies and procedures fair, impartial and timely?	<ul style="list-style-type: none"> <li>• Institutional documents related to fair, impartial, and timely resolution of employee and student grievances</li> </ul>
4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents	4. How effective are UPRH policies related to avoidance of conflict of interest and/or the appearance of conflict of interest in all of its activities and among all of its constituents?	<ul style="list-style-type: none"> <li>• UPRH entities, policies and procedures related to avoidance of conflict of interest and/or the appearance of conflict of interest in all matters related to employees</li> <li>• UPRH entities, policies and procedures related to avoidance of conflict of interest and/or the appearance of conflict of interest in all matters related to purchases and service contracts</li> <li>• UPRH entities, policies and procedures related to avoidance of conflict of interest and/or the appearance of conflict of interest in all matters related to student admissions and academic progress</li> </ul>
5. Fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees	5. How fair and impartial is the UPRH in the hiring, evaluation, promotion, discipline, and separation of employees?	<ul style="list-style-type: none"> <li>• UPRH entities, policies and procedures related to hiring, evaluation, promotion, discipline, and separation of employees</li> </ul>
6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications	6. How honest is the UPRH in its internal and external communications, and its public relations and advertisements particularly in relation to its student recruitment and admissions materials?	<ul style="list-style-type: none"> <li>• Mission &amp; vision of UPRH Communications Office</li> <li>• Representative sample of institutional communications (digital and print)</li> <li>• Representative sample of student recruitment and admissions materials (digital and print)</li> </ul>
7. As appropriate to its mission, services or programs in place: a. to promote affordability and accessibility informed decisions about incurring debt	a. How effective is the UPRH in promoting affordability and accessibility to its programs? decisions about incurring debt?	<ul style="list-style-type: none"> <li>• UPRH entities, policies, and procedures for informing students of tuition and related costs</li> </ul>

Criteria	Question	Evidence
b. to enable students to understand funding sources and options, value received for cost, and methods to make	b. How effective is the UPRH in enabling students to understand funding sources and options, value received for cost, and methods to make informed?	<ul style="list-style-type: none"> <li>UPRH entities, policies, and procedures for enabling students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt</li> </ul>
8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding: <ol style="list-style-type: none"> <li>the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates</li> <li>the institution's compliance with the Commission's Requirements for Affiliation</li> </ol>	8. How effective is UPRH compliance with federal, local and MSCHE reporting requirements related to: <ol style="list-style-type: none"> <li>the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates</li> <li>the Commission's Requirements of Affiliation</li> </ol>	<ul style="list-style-type: none"> <li>UPRH entities, policies and procedures related to compliance with federal, local and MSCHE reporting requirements on:               <ul style="list-style-type: none"> <li>the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates</li> <li>the Commission's Requirements of Affiliation</li> </ul> </li> </ul>

### Working Group 3: Design and Delivery of the Student Learning Experience

Standard 3: Design and Delivery of the Student Learning Experience		
Working Group Member	Title	Position of responsibility at the institution
Prof. Ivelisse Reyes García	Chairperson	<ul style="list-style-type: none"> <li>Director of Office System Administration Department</li> <li>Former Associate Dean of Academic Affairs</li> <li>Former Assistant Dean of Students</li> <li>Former Administrative Board Member</li> </ul>
Dr. Liz Pagán Santana	Co-Chair	<ul style="list-style-type: none"> <li>Online Education Coordinator (EaD)</li> <li>Librarian</li> </ul>
Dr. Magaly Rodríguez Pérez	Member	<ul style="list-style-type: none"> <li>Director of the Department of Counseling, Psychology and Social Work Services</li> <li>Rehabilitation Counselor</li> </ul>
Prof. José A. Baldaque Matos	Member	<ul style="list-style-type: none"> <li>Institutional Researcher</li> <li>Former Dean of Students</li> <li>Former Director of Planning, Accreditation, and Institutional Research Office</li> <li>Former Coordinator of Assessment of Service Areas</li> </ul>

<b>Standard 3: Design and Delivery of the Student Learning Experience</b>		
<b>Working Group Member</b>	<b>Title</b>	<b>Position of responsibility at the institution</b>
Dr. Nilsa Lugo Colón	Steering Committee	<ul style="list-style-type: none"> <li>• Director English Department</li> <li>• TESOL Coordinator</li> <li>• Clinical Practice Supervisor</li> <li>• Academic Counselor (2017-2019)</li> <li>• Associate Dean of Academic Affairs (2009)</li> <li>• Academic Senator (2005-2009)</li> </ul>

**Description of Standard III:** An institution provides students with learning experiences that are characterized by rigor and coherence at all program, 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.

### General Questions

1. To what degree are student learning experiences characterized by rigor and coherence at all program, certificate, and degree levels?
2. In what ways are all learning experiences consistent with higher education expectations?
3. In what ways is the institution prepared to offer its academic programs using online modalities?
4. How are program creation and revisions approved, and what are the basis for approval?
5. How are student learning experiences aligned with innovative planning for a technological future and integrated globalization?
6. To what degree do student learning experiences reflect service that benefits our community in a way that is ethically responsible and meaningful?

### Specific Criteria, Questions, and Evidence

<b>Criteria</b>	<b>Question</b>	<b>Evidence</b>
1. 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	<p>1. How are programs aligned with the objectives and how are these objectives determined?</p> <p>How does the institution show that objectives are rigorous and consistent?</p> <p>How is learning evidenced?</p>	<ul style="list-style-type: none"> <li>• Operational Plan</li> <li>• Evaluation cycles</li> <li>• Exit questionnaires</li> <li>• Systemic exams</li> <li>• Online mode</li> <li>• Benchmarking study</li> </ul>

Criteria	Question	Evidence
<p>2. Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:</p> <ul style="list-style-type: none"> <li>a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies</li> <li>b. qualified for the positions they hold and the work they do</li> <li>c. sufficient in number</li> <li>d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation</li> <li>e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures</li> </ul>	<ul style="list-style-type: none"> <li>a. How rigorous is the teacher's performance in keeping with the mission, goals, and policies of the program?</li> <li>b. How are the qualifications of teachers evidenced?</li> <li>c. How does the institution provide opportunities for continuous improvement to the faculty?</li> <li>d. How does the institution evaluate teachers?</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Manual</li> <li>• Recruitment and evaluation process</li> <li>• Professional improvement activities</li> <li>• Attendance at conferences and training workshops</li> </ul>
<p>3. Academic programs of study that 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</p>	<p>3. How do students access correct and up-to-date information on their program, including its requirements?</p> <p>In what way are the requirements clearly described?</p> <p>How is it ensured that students meet the program requirements within a reasonable time?</p> <p>How does the institution evidence that it is helping students to complete program requirements?</p>	<ul style="list-style-type: none"> <li>• Institutional and departmental marketing plans</li> <li>• Course and program evaluation cycle</li> <li>• WEB page, institutional email and official social networks</li> <li>• Institutional Catalogs</li> </ul>

Criteria	Question	Evidence
<p>4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress</p>	<p>4. How are the program requirements disclosed?</p> <p>How do students know that they have access to correct and up-to-date information on their program?</p> <p>How are students able to meet the program requirements within a reasonable time?</p> <p>How does the institution evidence that it is helping students to complete program requirements?</p>	<ul style="list-style-type: none"> <li>• Institutional and departmental marketing plans</li> <li>• WEB page, institutional email and official social networks</li> <li>• Institutional Catalogs</li> <li>• Analysis of time to completion, graduation rates and compliance with the curricular sequence.</li> <li>• Support services reports for students to complete the program within a reasonable time.</li> </ul>
<p>5. At institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:</p> <p>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.</p>	<p>5. To what degree does the content of the general education program comply with the standard?</p> <p>a. How is the general education program assessed?</p>	<ul style="list-style-type: none"> <li>• General Education Component Policies</li> <li>• Institutional Assessment Committee Tables I, II, and III</li> </ul>
<p>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.</p>	<p>b. What student organizations within academic programs complement the learning process?</p> <p>How are students oriented and supported to participate in academic mobility experience or internships?</p>	<ul style="list-style-type: none"> <li>• List of student organizations</li> <li>• Calendar of activities of student organizations</li> <li>• Calendar of academic mobility guidelines Total exchange students</li> </ul>
<p>c. the general education program also includes the study of values, ethics, and diverse perspectives</p>	<p>c. To what degree is the general education component include the study of values, ethics, and diverse perspectives?</p>	<ul style="list-style-type: none"> <li>• General Education Component Policies</li> </ul>

Criteria	Question	Evidence
d. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills	d. How does the curriculum contribute to the integral development of the student and to student success?	As evidenced the fulfillment of the competences Assessment of the general education component
6. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula	6. How does the UPRH promote the opportunities for graduate studies to students?  How are investigations and disclosure processes promoted?	<ul style="list-style-type: none"> <li>• Study of graduates at the departmental level Catalog</li> <li>• Research list</li> <li>• List of graduate programs</li> <li>• Research Policies at the UPRH</li> <li>• Academic Honor Program report</li> </ul>
7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers	7. How is third-party access and evaluation of student learning established?  How is participation in the program established?  What modifications has the program had?  Are the objectives real and measurable?  How is the effectiveness of the program demonstrated? (use of results)  How is it shown to be cost-effective?  How many students are impacted by this experience or service?	<ul style="list-style-type: none"> <li>• Closure assessment cycles</li> <li>• Operational Plan</li> <li>• Annual report</li> <li>• Result of evaluations</li> </ul>
8. Periodic assessment of the effectiveness of programs providing student learning opportunities	8. How is the assessment cycle evidenced?  How are results used in the decision-making process?  How are results published?  What methods are used to obtain the information?	<ul style="list-style-type: none"> <li>• Assessment Reports</li> <li>• Departmental Plans</li> <li>• Assessment Bulletin</li> <li>• Disclosure Methods (website)</li> </ul>



## Working Group 4: Support of the Student Experience

Standard 4: Support of the Student Experience		
Working Group Member	Title	Position of responsibility at the institution
Dr. Ivelisse Blasini Torres	Chairperson	<ul style="list-style-type: none"> <li>• Dean of Students</li> <li>• Institutional Researcher</li> <li>• Keyholder IPEDS</li> <li>• Former Director of Planning, Accreditation, and Institutional Research Office</li> </ul>
Mrs. Carmen B. Rodríguez	Member	<ul style="list-style-type: none"> <li>• Registrar</li> </ul>
Prof. Julia Alicea Campos	Member	<ul style="list-style-type: none"> <li>• Social Worker in Department of Counseling, Psychology and Social Work Services</li> <li>• Employee Assistance Program</li> </ul>
Prof. Olga L. Berríos Villegas	Member	<ul style="list-style-type: none"> <li>• Director of the Students Support Services Program</li> <li>• Institutional Researcher</li> </ul>
Ms. Alondra Díaz Delgado	Member	<ul style="list-style-type: none"> <li>• President of the UPRH Student Council</li> <li>• Student Representative in the UPRH Academic Senate</li> </ul>
Dr. Nilsa Lugo Colón	Steering Committee	<ul style="list-style-type: none"> <li>• Director English Department</li> <li>• TESOL Coordinator</li> <li>• Clinical Practice Supervisor</li> <li>• Academic Counselor (2017-2019)</li> <li>• Associate Dean of Academic Affairs (2009)</li> <li>• Academic Senator (2005-2009)</li> </ul>

**Description of Standard IV:** 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.

### General Questions

1. How does the institution recruit and admit students whose interests, abilities, experiences, and goals are congruent with its mission and education offerings?
2. In what ways does the institution commit to student retention, persistence, completion, and success through a coherent and effective support system?
3. How is the institution's effective support system sustained by qualified professionals to enhance the quality of the learning environment, contribute to the educational experience, and foster student success?
4. To what degree does the support of the student learning experiences reflect service which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success?

## Specific Criteria, Questions, and Evidence

Criteria	Question	Evidence
<p>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:</p> <ol style="list-style-type: none"> <li>a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds</li> <li>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</li> <li>c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience</li> <li>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; clearly defined mission and goals that</li> </ol>	<p>1. How do policies and processes facilitate student success?</p>	<ul style="list-style-type: none"> <li>• Institutional Policies</li> <li>• Cost of Attendance</li> <li>• Financial Aid Policies</li> <li>• Scholarships Policies</li> <li>• Placement Policies</li> <li>• Student Support Services Programs (The program offers tutoring services and grants for low income and first-generation students. Also, the program gives support to this population to retain and graduate.)</li> <li>• Mentoring Programs</li> <li>• Services Offers by the Department of Phycology and Social Work Services</li> <li>• Academic Advising</li> <li>• Retention Plan</li> <li>• Institutional Catalog</li> </ul>
<p>2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based</p>	<p>2. How does the institution demonstrate that the policies and procedures regarding evaluation enhance the learning approaches?</p>	<ul style="list-style-type: none"> <li>• Institutional Policies</li> <li>• Institutional Catalog</li> <li>• Registrar Policies</li> <li>• Political and procedures Certification Number 2015-2016-050 and Certification 2017-2018-027 of</li> </ul>

Criteria	Question	Evidence
assessment, and other alternative learning approaches		Administrative Board (Institutional Effectiveness Policy: Alignment of Planning with Resource Allocation/Institutional Effectiveness Model)
3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records	3. How does the institution demonstrate that the policies and procedures for student records are safe and appropriate?	<ul style="list-style-type: none"> <li>• Institutional Policies (Register Office)</li> <li>• Institutional Catalog</li> <li>• Family Education Rights &amp; Privacy Act (FERPA)</li> </ul>
4. If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs	4. How does the institution develop programs to enhance extracurricular activities?	<ul style="list-style-type: none"> <li>• Athletic Program Policies</li> <li>• Student Organization Policies</li> <li>• Cultural Activities</li> <li>• Weekly billboard</li> <li>• Internet web pages</li> <li>• Social networks</li> <li>• Artistic Groups (Choir, Band, Flagbearers, Cheerleading, <i>Grupo de Bomba Bule' MarayCuá, Grupo N' Acústico, Conjunto de Cuerdas, Teatro Gris</i>)</li> <li>• <i>Nada es lo que parece</i> (Student Organization)</li> <li>• Radio Web</li> <li>• <i>Revista Universitaria Exégisis</i></li> <li>• Enactus (Student Organization)</li> <li>• PSES Program</li> <li>• <i>TRIO Triunfador</i> Bulletin</li> </ul>
5. If applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers	N/A	N/A
6. Periodic assessment of the effectiveness of programs supporting the student experience	<p>6. How does the institution's periodic assessment of effectiveness of programs support the student experience?</p> <p>How does the institution address the needs of first generation students, students with disabilities, and non-traditional students?</p>	<ul style="list-style-type: none"> <li>• OPAI Student Tracking System (Surveys)</li> <li>• Services Evaluations</li> <li>• Unit Annual Reports</li> <li>• Political and procedures Certification Number 2015-2016-050 and Certification 2017-2018-027 of Administrative Board</li> </ul>

## Working Group 5: Educational Effectiveness Assessment

Standard V: Educational Effectiveness Assessment		
Working Group Member	Title	Position of responsibility at the institution
Dr. Eneida Silva Collazo	Chairperson	<ul style="list-style-type: none"> <li>• Director of the Physical Therapy Department</li> <li>• Former Academic Senator</li> </ul>
Prof. Alba I. Pérez Ramos	Co-chair	<ul style="list-style-type: none"> <li>• Professor Nursing Department</li> <li>• Former Director Nursing Department</li> </ul>
Prof. Zaira Luna Laboy	Member	<ul style="list-style-type: none"> <li>• Assessment Coordinator of Nursing Department</li> <li>• Adjunct Professor</li> </ul>
Dr. Mildred Cuadrado Cuadrado	Steering Committee	<ul style="list-style-type: none"> <li>• Director of Institutional Assessment Office</li> <li>• Work with the implementation of Institutional Planning and Assessment Cycle</li> <li>• Faculty member of Department of Office Systems Administration</li> </ul>

**Description of Standard V:** 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.

### General Questions

1. To what degree does assessment of student learning and achievement demonstrate that the institution's students have accomplished educational goals consistent with their program of study and degree level?
2. How is the assessment of student learning and achievement aligned with the institution's mission?
3. In what ways are assessment of student learning and achievement aligned with the appropriate expectations for institutions of higher education?

### Specific Criteria, Questions, and Evidence

Criteria	Question	Evidence
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	1. How are the UPRH goals interrelated/reflected with programs, educational experiences, and mission?  What are the strengths and weaknesses in the trajectory to achieve the goals established?	<ul style="list-style-type: none"> <li>• UPRH Mission</li> <li>• UPRH Vision</li> <li>• Program systematic plan and reports</li> <li>• Institutional systematic plan and reports</li> <li>• UPRH Web pages</li> <li>• OPAI Office</li> <li>• Dean of Academic Affairs</li> </ul>
2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the	2. How do the UPRH and the programs match their assessment procedures to measure students'	<ul style="list-style-type: none"> <li>• UPRH Assessment plan</li> <li>• Programs assessment plans</li> <li>• Offices assessment plans</li> </ul>

Criteria	Question	Evidence
<p>extent of student achievement of institutional and degree/program goals.</p> <p>a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals</p> <p>b. articulate how they prepare students in a manner consistent with their mission, for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals</p> <p>c. support and sustain assessment of student achievement and communicate the results</p>	<p>achievements, knowledge, skills, and habits of mind (values)?</p> <p>How does the UPRH demonstrate the strengths and weaknesses of student achievement, based on the faculty assessment process?</p>	<ul style="list-style-type: none"> <li>• Alumni study</li> <li>• Employer surveys</li> <li>• Graduate surveys</li> <li>• Employment rates</li> <li>• Post-graduate tracking</li> <li>• UPRH Webpage</li> <li>• Open House</li> <li>• Expo</li> <li>• Social Media: Facebook, Twitter, and Instagram</li> <li>• Informational materials</li> <li>• Promotional materials</li> </ul>
<p>3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include combination of the following:</p>	<p>3. How are assessment results used in institutional decision-making processes?</p> <p>What is the role of stakeholders at different levels in the decision-making process?</p>	<ul style="list-style-type: none"> <li>• Identification of stakeholders at different levels</li> <li>• Assessment instruments</li> </ul>
<p>a. assisting students in improving their learning</p>	<p>a. How are students assisted in improving their learning?</p>	<ul style="list-style-type: none"> <li>• UPR and UPRH policies</li> <li>• Psychology Office</li> <li>• Counseling Office</li> <li>• OSEI</li> <li>• Academic Advisors</li> <li>• Orientation Officials</li> </ul>
<p>b. improving pedagogy and curriculum</p>	<p>b. How does faculty professional development improve pedagogy and curriculum?</p>	<ul style="list-style-type: none"> <li>• Professional development conferences (<i>Jornadas</i>)</li> <li>• EaD Policy</li> <li>• Distance Education Faculty Certification</li> <li>• Faculty Network</li> </ul>
<p>c. reviewing and revision academic programs and support services</p>	<p>c. What methods are used to review academic and student support services?</p>	<ul style="list-style-type: none"> <li>• 5-year Program Evaluation</li> <li>• External accreditations</li> <li>• CEPR</li> </ul>
<p>d. planning, conducting, and supporting a range of professional development activities</p>	<p>d. What are the institutional plans for conducting professional development activities?</p>	<ul style="list-style-type: none"> <li>• Ethics hours requirements</li> <li>• Policy regarding 10 hrs. of professional development</li> </ul>

Criteria	Question	Evidence
e. planning and budgeting for the provision of academic programs and services	e. What criteria is used to establish program and student services priorities?	<ul style="list-style-type: none"> <li>• Technology quota proposals</li> <li>• Budget petitions</li> <li>• Budget distribution</li> <li>• Policy on Institutional effectiveness aligned with Institutional planning</li> </ul>
f. informing appropriate constituents about the institution and its programs	f. What strategy is used for the dissemination of information?	<ul style="list-style-type: none"> <li>• Communication Office</li> <li>• Admissions Office</li> <li>• UPRH Catalog</li> <li>• UPRH Webpage</li> <li>• Office of Institutional and International Relations</li> <li>• Office of Public Relations</li> </ul>
g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates	g. How does the Institution improve key indicators of student success and retention transfer, and placement rates?	<ul style="list-style-type: none"> <li>• Data from accredited programs</li> <li>• Program Annual Reports</li> <li>• Offices Annual Reports</li> <li>• OPAI data</li> </ul>
h. implementing other processes and procedures designed to improve educational programs and services	h. How adequate are the library, cafeteria, and health services in meeting students' needs?	<ul style="list-style-type: none"> <li>• Student Surveys</li> <li>• Library Policies</li> <li>• Cafeteria Policies</li> <li>• Health Services Policies</li> </ul>
4. If applicable, adequate, and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers	4. What are the approved processes to assess the assessment?  Does UPRH have third party providers?	<ul style="list-style-type: none"> <li>• Assessment of economic aid services (FAFSA)/time to complete degree/employment</li> </ul>
5. Periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness that are meaningful, useful, efficient, cost effective, and impactful	5. What are the policies and procedures that guide the assessment process?  What is the timeline for assessment of academic programs and student services?	<ul style="list-style-type: none"> <li>• Programs and offices assessment plans and reports</li> <li>• CESPR</li> <li>• Five-year assessment</li> </ul>

## Working Group 6: Planning, Resources, and Institutional Improvement

Standard 6: Planning, Resources, and Institutional Improvement		
Working Group Member	Title	Position of responsibility at the institution
Prof. Rody Rivera Rojas	Chairperson	<ul style="list-style-type: none"> <li>• UPR-Humacao Financial Committee Member</li> <li>• Financial Plan Designer</li> <li>• Adjunct Professor</li> </ul>
Dr. Rosa Reyes Borges	Co-Chair	<ul style="list-style-type: none"> <li>• Former Dean of Academic Affairs</li> <li>• Faculty member of the Business Administration Department</li> </ul>

Standard 6: Planning, Resources, and Institutional Improvement		
Working Group Member	Title	Position of responsibility at the institution
Mrs. Daisy Rivera Torres	Member	<ul style="list-style-type: none"> <li>Budgeting Office Director</li> </ul>
Mrs. Inés Sánchez Mercado	Member	<ul style="list-style-type: none"> <li>Financial Department Director</li> </ul>
Mrs. Adiairy Laviena Rodríguez	Member	<ul style="list-style-type: none"> <li>Budgeting Analyst</li> </ul>
Dr. Aníbal Muñoz Claudio	Steering Committee	<ul style="list-style-type: none"> <li>Professor English Department</li> <li>Associate Dean of Academic Affairs (2014-2017)</li> <li>Academic Senator (2018-2019)</li> <li>Program Coordinator (2006-12 &amp; 2019-20)</li> <li>Clinical Practice Supervisor</li> </ul>

**Description of Standard VI:** 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.

**General Questions:**

1. How are the planning processes, resources, and structures aligned with each other and the mission?
2. How do the planning process, resources, and structures demonstrate fulfilling the institution’s mission and goals?
3. In what ways are the planning process, resources, and structures assessed to improve the institution’s programs and services?
4. In what ways do the planning processes, resources, and structures respond effectively to opportunities and challenges?
5. What are the outcomes of planning processes, resources, and structures designed to contribute to the institution’s priority of sustainability?

Criteria	Question (s)	Evidence
1. Institutional objectives, both institution wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation	<p>1. In what ways and how effective has the Institution been to create a planning cycle that allows the development of goals and objectives based on financial planning, to promote student success?</p> <p>How do the assessment processes strengthen the financial planning and resource allocation at the Institution?</p>	<ul style="list-style-type: none"> <li>Mission and goals of academic departments</li> <li>Mission and goals of administrative offices</li> <li>Strategic Development Plan</li> <li>Operational plans (Implementation)</li> <li>Assessment Reports</li> <li>Budget Alignment</li> <li>Political and procedures Certification Number 2015-2016-050 and Certification 2017-2018-027 of Administrative Board</li> </ul>

Criteria	Question (s)	Evidence
	Which and how relevant are the monitoring tools implemented to ensure an adequate financial planning link with the Institutional Mission?	<ul style="list-style-type: none"> <li>• Financial Plan (IMPT)</li> <li>• Budget Committee Transcripts, Minutes or Timetable meetings and minutes</li> </ul>
2. Clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results	2. How does the Institution document the financial process and ensure proper access to relevant users for their decision-making process?	<ul style="list-style-type: none"> <li>• Strategic Development Plan</li> <li>• Surveys</li> <li>• Annual Report of each university unit (departments and offices)-Financial Insights</li> <li>• Academic Department Budget Request and resource allocations.</li> </ul>
3. A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives	3. How is the budget alignment a supportive tool to lead the compliance of the Institutional Priorities?  In what ways does the financial unit support the link of financial resources with the Institutional Goals and Objectives?	<ul style="list-style-type: none"> <li>• Budget Alignment</li> <li>• Operational Plans</li> <li>• Political and procedures Certification Number 2015-2016-050 and Certification 2017-2018-027 of Administrative Board</li> <li>• Effectiveness Model</li> <li>• Budget Certifications</li> <li>• Academic Departments Budget Priorities</li> <li>• Quarterly Budget Projections</li> <li>• Annual Reports</li> </ul>
4. Fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered	4. How prepared is the physical and technical infrastructure to support the student success and institutional priorities?  In what ways are the fiscal and human resources adequate to support the student success?  What strategies has the Institution developed to assure its long-term success?	<ul style="list-style-type: none"> <li>• Infrastructure Development Plan</li> <li>• Property Reports</li> <li>• Technology fee Reports and Committee allocations reports.</li> <li>• Plant usage reports</li> <li>• Information Systems Reports (OSI)</li> <li>• HR Reports</li> <li>• Academic Departments Priorities inquiries</li> <li>• Political and procedures Certification Number 2015-2016-050 and Certification 2017-2018-027 of Administrative Board</li> <li>• Quarterly Budget Projections</li> <li>• Surveys</li> <li>• UPR Infrastructure Policies</li> </ul>



Criteria	Question (s)	Evidence
5. Well-defined decision-making processes and clear assignment of responsibility and accountability	<p>5. To what degree is the organizational structure clearly defined in a way that allows for accountability and clarity of roles?</p> <p>How engaged are the constituents with the operations and financial stability of the Institution?</p> <p>How linked is the organizational structure to facilitate and contribute to the planning and resources allocation process?</p>	<ul style="list-style-type: none"> <li>• Strategic Development Plan</li> <li>• Organizational Structure Charts</li> <li>• HR Reports</li> <li>• Budget Allocations per Academic and Service units.</li> <li>• Annual Reports</li> <li>• Operational Plans</li> <li>• Satisfaction Surveys</li> <li>• Service assessment</li> </ul>
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	6. Which comprehensive plans are in place to ensure its permanence, relevance, innovation, and sustainability in pursuit of student success?	<ul style="list-style-type: none"> <li>• Operational Plan</li> <li>• Strategic Development Plan</li> <li>• Technology Fee Committee Reports</li> <li>• Infrastructure Plans</li> <li>• Donations and Agreements Reports</li> <li>• Annual Repots</li> <li>• UPR Infrastructure Policies</li> <li>• Accounting Closing Reports</li> </ul>
7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter	<p>7. What processes has the Institution developed to respond agilely to the concerns raised?</p> <p>How effective is the financial unit to provide stakeholders with reliable and timely financial information?</p>	<ul style="list-style-type: none"> <li>• UPRH Trial Balance</li> <li>• Over shipment Report</li> <li>• Monthly Financial Reports</li> <li>• Accounting Closing Reports</li> <li>• Financial Plan (IMPT)</li> </ul>
8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals	<p>8. How does the Institutional Effectiveness Policy measure and assess the adequacy of resource allocation and efficient utilization of institutional resources?</p> <p>How does the UPRH Financial Plan support resources allocation?</p>	<ul style="list-style-type: none"> <li>• Mission and goals of academic departments</li> <li>• Mission and goals of administrative offices</li> <li>• Strategic Development Plan</li> <li>• Operational plans (Implementation)</li> <li>• Assessment Reports</li> <li>• Budget Alignment</li> <li>• Political and procedures Certification Number 2015-2016-050 and Certification 2017-2018-027 of Administrative Board</li> <li>• Financial Plan (IMPT)</li> <li>• Budget Committee Transcripts, Minutes or</li> </ul>

Criteria	Question (s)	Evidence
		Timetable meetings and minutes <ul style="list-style-type: none"> <li>Quarterly Budget Reports</li> </ul>
9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources	9. To what extent and how does the institutional assessment models facilitate the development of institutional priorities?  How do they promote the planning and allocation of resources?  How are assessment tools used as a source of information for the planning, resource allocation and institutional renewal decisions?	<ul style="list-style-type: none"> <li>Mission and goals of academic departments</li> <li>Mission and goals of administrative offices</li> <li>Strategic Development Plan</li> <li>Operational plans (Implementation)</li> <li>Assessment Reports</li> <li>Budget Alignment</li> <li>Political and procedures Certification Number 2015-2016-050 and Certification 2017-2018-027 of Administrative Board</li> <li>Financial Plan (IMPT)</li> <li>Budget Committee Transcripts, Minutes or Timetable meetings and minutes</li> <li>Accounting Closing Reports</li> </ul>

### Working Group 7: Governance, Leadership and Administration

Standard 7: Governance, Leadership and Administration		
Working Group Members	Title	Position of responsibility at the institution
Dr. Anibal Muñoz Claudio	Chairperson  Steering Committee	<ul style="list-style-type: none"> <li>Professor English Department</li> <li>Associate Dean of Academic Affairs (2014-2017)</li> <li>Academic Senator (2018-2019)</li> <li>Program Coordinator (2006-12 &amp; 2019-20)</li> <li>Clinical Practice Supervisor</li> </ul>
Mrs. Mariolga Rotger González	Member	<ul style="list-style-type: none"> <li>Dean of Administration</li> <li>Auditing Coordinator</li> <li>Former Director of Financial Aid Office</li> <li>Former Dean of Students</li> <li>Former Equal Employment Opportunity Coordinator</li> </ul>
Dr. Daniel Rodríguez Howell	Member	<ul style="list-style-type: none"> <li>Associate Dean of Academic Affairs</li> <li>Professor Nursing Department</li> </ul>
Mrs. Edna I. Reyes Pomales	Member	<ul style="list-style-type: none"> <li>Executive Official representing the Dean of Students</li> </ul>
Ms. Nina F. Morales Vázquez	Member	<ul style="list-style-type: none"> <li>Student Representative in the UPRH Academic Senate</li> <li>Student Representative in the UPRH Administrative Board</li> </ul>

Standard 7: Governance, Leadership and Administration		
		<ul style="list-style-type: none"> <li>• Student Representative in the UPR University Board</li> <li>• Member of the UPRH Student Council Directive Board</li> </ul>

**Description of Standard VII:** 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.

**General Questions**

1. How is the institution 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?
2. In what ways does the institution demonstrate that it has education as its primary purpose, and operates as an academic institution with appropriate autonomy?
3. How is the institution addressing sustainability as it strives toward maintaining economic and academic institutional autonomy as it progresses into the future?

Criteria	Question	Evidence
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	1. How does the Institution demonstrate that it possesses a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by all community members?	<ul style="list-style-type: none"> <li>• UPR Law No. 1 (January 20, 1966) “Ley de la Universidad de Puerto Rico” (with 17 amendments)</li> <li>• Institutional Organizational (Structure) Chart</li> <li>• UPR Systemic Rules and Regulations Manual</li> <li>• Institutional policies (Chancellor’s and Deanships’ Offices)</li> <li>• Puerto Rico Government Ethics Act of 2011 (Act No. 1 January 3, 2012)</li> <li>• Previous Institutional accreditation statements</li> <li>• UPR Systemic Strategic Plan 2017-2022</li> <li>• Institutional Strategic Plan</li> <li>• Institutional Administrative Board Policies and reports</li> <li>• Institutional Senate Policies and reports</li> <li>• UPR Faculty Manual</li> </ul>

Criteria	Question	Evidence
<p>2. A legally constituted governing body that:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>c. ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution</li> <li>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</li> <li>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</li> </ul>	<p>2. How does the Institution ensure it is a legally constituted governing body that demonstrates compliance with each criterion listed?</p>	<ul style="list-style-type: none"> <li>• UPR Law (with its respective 17 amendments)</li> <li>• Puerto Rico Government Ethics Act of 2011 (Act No. 1 Jan. 2012)</li> <li>• UPR Systemic Rules and Regulations Manual</li> <li>• UPR Governing Board Internal Rules and Regulations Manual No. 100 2013-2014</li> <li>• UPR Systemic Strategic Plan 2017-2022</li> <li>• Institutional Strategic Plan</li> <li>• Chancellor's appointment selection protocols and procedures</li> <li>• Chancellor's evaluation protocols and procedures</li> <li>• Audited finance reports</li> <li>• Institutional Mission and Vision</li> <li>• Institutional Values</li> <li>• Institutional Goals</li> </ul>

Criteria	Question	Evidence
<p>related to the fiscal viability of the institution</p> <p>f. appoints and regularly evaluates the performance of the Chief Executive Officer</p> <p>g. is informed in all its operations by principles of good practice in board governance</p> <p>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</p> <p>i. supports the Chief Executive Officer in maintaining the autonomy of the institution</p>		
<p>3. Chief Executive Officer who:</p> <p>a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body</p> <p>b. has appropriate credentials and professional experience consistent with the mission of the organization</p> <p>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</p>	<p>3. How does the Institution demonstrate that it is led by a Chief Executive Officer who fulfills compliance with each criterion listed?</p>	<ul style="list-style-type: none"> <li>• Chancellors' Appointment certification</li> <li>• UPR Law (with its respective 17 amendments)</li> <li>• Puerto Rico Government Ethics Act of 2011 (Act No. 1 Jan. 2012)</li> <li>• UPR Systemic Rules and Regulations Manual</li> <li>• UPR Governing Board Internal Rules and Regulations Manual No. 100 2013-2014</li> <li>• Institutional Senate reports evidencing Chancellor's auscultation protocols and processes</li> <li>• Institutional organizational chart</li> <li>• Institutional official designations and appointment of Deans, Key</li> </ul>

Criteria	Question	Evidence
<p>attaining the goals and objectives set forth in its mission</p> <p>d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively</p> <p>e. is responsible for establishing procedures for assessing the organization's efficiency and effectiveness</p>		<p>Office Directors, and other personal trusted staff</p>
<p>4. An administration possessing or demonstrating:</p> <p>a. an organizational structure that is clearly documented and that clearly defines reporting relationships</p> <p>b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities</p> <p>c. members with credentials and professional experience consistent with the mission of the organization and their functional roles</p> <p>d. skills, time, assistance, technology, and information systems expertise required to perform their duties</p> <p>e. regular engagement with faculty and students in advancing the institution's goals and objectives</p> <p>f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations</p>	<p>4. How does the Institution ensure it has an administration possessing or demonstrating fulfillment of each criterion listed?</p>	<ul style="list-style-type: none"> <li>• Chancellors' Appointment certification, protocols, and procedures</li> <li>• UPR Law (with its respective 17 amendments)</li> <li>• Puerto Rico Government Ethics Act of 2011 (Act No. 1 Jan. 2012)</li> <li>• UPR Systemic Rules and Regulations Manual</li> <li>• UPR Governing Board Internal Rules and Regulations Manual No. 100 2013-2014</li> <li>• Institutional Senate reports evidencing Chancellor's auscultation protocols and processes</li> <li>• Institutional organizational chart</li> <li>• Institutional official designations and appointment of Deans, Key Office Directors, and other personal trusted staff</li> <li>• Institutional Strategic plan</li> <li>• Institutional mission and vision</li> <li>• Institutional goals and values UPR systemic faculty Manual</li> </ul>
<p>5. Periodic assessment of the effectiveness of</p>	<p>5. How does the Institution maintain periodic</p>	<ul style="list-style-type: none"> <li>• UPR Governing Board reports and guidelines</li> </ul>

Criteria	Question	Evidence
governance, leadership, and administration	assessment of the effectiveness of governance, leadership, and administration?	<ul style="list-style-type: none"> <li>• UPR Presidency reports</li> <li>• UPR Administrative Board (<i>Junta Universitaria</i>) reports</li> <li>• Institutional Administrative Board reports and meetings</li> <li>• Institutional Senate reports</li> <li>• Chancellor's Office reports to Senate and Administrative Board</li> <li>• Deanships Offices Reports</li> <li>• Deanships Annual Reports</li> <li>• Offices Annual reports</li> <li>• OPAI reports</li> <li>• Department Annual reports</li> </ul>

**VI. GUIDELINES FOR REPORTING**

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The Steering Committee will engage in the following reporting activities to ensure that the self-study process progresses toward meeting the dates in the Self-Study timetable:

1. Create deadlines for Working Groups to submit the documents and reports on a timely basis
  - a. Working Groups will have the opportunity to present on-going activities, findings, and analysis of data that will lead toward the draft of preliminary reports and publication of the final Self-Study Report.
  - b. Stakeholders will be continuously informed of the progress of the Self-Study Report to ensure that their feedback and recommendations are taken into consideration.
2. Design templates for Working Groups to prepare their reports
  - a. Working Groups will be given templates for preparing their interim and final reports.
  - b. Templates will be revised when necessary to adapt to the findings and data analysis of each standard

**VII. ORGANIZATION OF THE FINAL SELF-STUDY REPORT**

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The Steering Committee is responsible for the organization of the Self-Study Report. This includes coordinating the Self-Study Design, initial and secondary drafts, and the final report that will be submitted to MSCHE.

The Self-Study will be structured as follows:

- Cover Page
- Table of Content

- List of Figures and Tables
- Names of Members of Steering Committee and Working Groups
- Executive Summary – brief description of the major findings and opportunities for improvement
- Introductions – brief history and description of the institution that includes student population, institutional priorities, Self-Study approach, and how chapters are organized
- Chapters for Each Standard that include Alignment with Priorities – chapters will include:
  - Heading
  - Assessment data that evidence standard is met
  - Analysis of data that is consistent with questions used in gathering evidence
  - Cross-references that align with other chapters and evidence inventory
  - Reflection on how assessment data has led to data-driven decisions
  - Conclusion that includes strengths, areas for improvement
  - Opportunities for continuous improvement with suggested strategies for implementation
- List of Acronyms
- Glossary of Terms
- Appendices

## VIII. VERIFICATION OF COMPLIANCE STRATEGY

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The UPRH SSD provides a description of several strategies in order to ensure a productively completion of a Verification of Compliance (VOC) process. These include:

1. Identification of Institutional key personnel/office responsible for assisting in providing relevant information to the Steering Committee member (table 1)
2. Preparation of a table to illustrate VOC areas and people/office responsible
3. Research and request of key documentation / regulations required for VOC completion
4. Examination, analysis, and cross-reference of documentation submitted by key personnel
5. Continuous communication and Feedback between Steering Committee member and Institutional key personnel

Verification of Compliance Area	UPRH Office Responsible	Key Personnel & Steering Committee Member
1. Student identity verification in Distance and Corresponding education	OSI Registrar's Office Deanship of Academic Affairs (EaD Office)	<ul style="list-style-type: none"> <li>• OSI Director</li> <li>• Registrar</li> <li>• Dean of Academic Affairs</li> <li>• EaD Director</li> <li>• Steering Committee- Dr. Aníbal Muñoz Claudio</li> </ul>



Verification of Compliance Area	UPRH Office Responsible	Key Personnel & Steering Committee Member
2. Transfer of credit policies and articulation agreements	Registrar's Office Deanship of Academic Affairs	<ul style="list-style-type: none"> <li>Registrar</li> <li>Dean of Academic Affairs</li> <li>Steering Committee- Dr. Aníbal Muñoz Claudio</li> </ul>
3. Title IV program responsibilities	Financial Aid office	<ul style="list-style-type: none"> <li>Financial Aid Director</li> <li>Steering Committee- Dr. Aníbal Muñoz Claudio</li> </ul>
4. Institutional records of student complaints	Student Ombudsperson Office	<ul style="list-style-type: none"> <li>Student Ombudsperson</li> <li>Steering Committee- Dr. Aníbal Muñoz Claudio</li> </ul>
5. Required information for students and the public	Deanship of Academic Affairs Deanship of Students	<ul style="list-style-type: none"> <li>Dean of Academic Affairs</li> <li>Dean of Students</li> <li>Steering Committee- Dr. Aníbal Muñoz Claudio</li> </ul>
6. Standing with State and other accrediting agencies	Deanship of Academic Affairs	<ul style="list-style-type: none"> <li>Dean of Academic Affairs</li> <li>Steering Committee- Dr. Aníbal Muñoz Claudio</li> </ul>
7. Contractual relationships	N/A	N/A
8. Assignment of credit hours	Registrar's Office Deanship of Academic Affairs	<ul style="list-style-type: none"> <li>Registrar</li> <li>Dean of Academic Affairs</li> <li>Steering Committee- Dr. Aníbal Muñoz Claudio</li> </ul>

## IX. SELF-STUDY TIMETABLE

UPRH prefers a Spring 2022 visit by the Evaluation Team. The following is a list of major milestones in the Self-Study process and when they will be achieved.

Fall Semester 2019-2020		
Date	Activity	Comments
October	Self-study Institute 2019	Philadelphia, PA
November	Identification of Working Groups Chairs	Inclusive representation
December	Attend MSCHE Annual Conference	Philadelphia, PA
	Review of Self-Study Design Criteria	<a href="http://www.msche.org">www.msche.org</a>
	Selection of Self-Study Model	

<b>Spring Semester 2019-2020</b>		
<b>Date</b>	<b>Activity</b>	<b>Comments</b>
January	Identification of Institutional Priorities	Alignment with UPRH Strategic Plan
	Initial Meeting with Working Groups Chairs	
February	Virtual visit with commission staff liaison	
	Working Groups design work plans per standard	
March	Working groups present SSD Draft	Full day session
April	Submit SSD Draft for Senate Approval	
	Submit SSD Draft Administrative Board Approval	
	Submit SSD Draft to MSCHE Liaison	UPRH Liaison
	Commission staff liaison SSD Preparation Visit	Prepare visit schedule
	Prepare SSD Final Draft	Steering Committee
May	Submit SSD to Commission	Steering Committee
June	Acceptance of SSD by Commission	

<b>Fall Semester 2020-2021</b>		
<b>Date</b>	<b>Activity</b>	<b>Comments</b>
August	Charges and task distribution to working groups per standard	Integration of institutional priorities
September	Working groups gather and analyze data that evidence compliance with Standards and institutional priorities	
October	Working groups organize evidences per standard	
November	Selection of Self-study Committee Chair and Committee Members	
December	Attend MSCHE Annual Conference	USA

<b>Spring Semester 2020-2021</b>		
<b>Date</b>	<b>Activity</b>	<b>Comments</b>
January	Working groups present first draft of narrative	Full day session
February	Share Self-Study Report with stakeholder for feedback	
March	Second draft of Self-Study Report	
April	Continue to refine evidence inventory	

<b>Fall Semester 2021-2022</b>		
<b>Date</b>	<b>Activity</b>	<b>Comments</b>
August	Review of feedback to prepare third draft of Self-Study Report	Full day session
	Agreement on Team Chair's Preliminary Visit	Negotiated with Steering Committee
September	Share Self-Study Report third draft with stakeholders	
October	Self-Study Report draft sent to Team Chair	
November	Self-Study Report finalized and shared with stakeholders	
December	Attend MSCHE Annual Conference	USA

<b>Spring Semester 2021-2022</b>		
<b>Date</b>	<b>Activity</b>	<b>Comments</b>
January	Submit Self-Study Report to MSCHE	
February	Mock Visit	UPR Professors Prepare visit schedule
February	Final Self-Study Report	
	Verification of Compliance	Steering Committee
	Evidence Inventory Uploaded to portal	Steering Committee
March	Site Team Visit	Subject to change

Spring Semester 2021-2022		
Date	Activity	Comments
April	Self-Study Team Report	
May	Institutional Response	Steering Committee
June	Commission meets to determine action	

## X. COMMUNICATION PLAN

The Steering Committee developed an initial Communication Plan in order to continually update stakeholders on the self-study process, integrate input and feedback, and ensure that the process is inclusive.

Purpose/Objective	Audiences	Methods	Timing	Person Responsible
To create buzz in order to energize the audience	Students Professors Staff	Banners and posters 20 sec. video spots Social Media Sites	Sept/November Feb/April Yearly	Communication Office
To share data, documents and research results and communicate in a secure, and convenient manner.	Steering Committee Working Groups Members	MSCHE Self-Study Website Google Drive E-mails	As appropriate	Webmaster
To update campus audiences about the Self-Study process	Students	Open Forums and email update through the student representatives who are part of the Working Groups and the deliberative bodies; Board and Senate	Monthly meeting of Administrative Board and Academic Senate (Third Thursday of each month) Student Council	MSCHE Liaison
	Alumni and Community members  External Community: Future students Alumni Donators Retired personnel General community	Communication channels (internal and external) such as: official website, social networks, lifetime institutional email (UPRH Informa), bulletin boards, monitors (televisions) in different areas of the institution and the media; Social media: Facebook, Instagram,	Continuous updates to webpage, channels, and media	Communication Office  Webmaster

Purpose/Objective	Audiences	Methods	Timing	Person Responsible
		<p>You Tube (UPR Humacao), Twitter (<i>UPR Comunica</i>) Media (internal and external) such as Radio Web, University Magazine (Saturday broadcast by WALO Radio 1240 AM and the student program of the Department of Communication <i>Nada es lo que parece</i>; In the Municipality of Humacao there are three main regional media: WALO Radio 1240 AM, Newspaper <i>El Oriental</i> (print and digital) and <i>Radio Victoria</i></p>		
	Faculty	<p>Faculty representative on Steering Committee; update at Faculty Senate meetings and Board of Trustees monthly meetings  Department Faculty Meetings</p>	Continuous updates to webpage; reporting of faculty representatives; monthly updates at Faculty Senate meetings.	<p>Dean of Academic Affairs  Department Directors</p>
	Administrative Board Academic Senate	<p>Include accreditation matters as an agenda item in all meetings of both bodies; Steering Committee will present updates of the work to the chairperson for appropriate action</p>		Chancellor
	Administration and Staff	<p>Include accreditation matters as an agenda item in the chancellor's Staff meetings, the ALO will report the work</p>	Weekly	MSCHE Liaison
To gather feedback about Working Groups reports	Steering Committee Working Groups	<p>MSCHE Self-Study Site Google Drive Electronic Communication</p>	On-going	<p>Steering Committee  Working Groups Chairs</p>

## **XI. EVALUATION TEAM PROFILE**

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The following information is provided to facilitate the organization of an Evaluation Team to evaluate the institution's compliance with the Standards for Accreditation, Requirements of Affiliation, policies and procedures, and federal requirements.

### **Team Chair**

- Chief Academic Officer
- Experience with public university systems
- Experience with Institutional Priorities: Innovation, Sustainability, and Service
- Experience with diverse student populations
- Bilingual English/Spanish

### **Peer Evaluators**

- Professors from comparable academic programs
- Expertise/experience in student affairs
- Expertise/experience in academic affairs
- Expertise/experience in faculty issues
- Expertise/experience in financial issues
- Expertise/experience in online education
- Expertise/experience in external program accreditation
- Knowledgeable in commuter universities
- Bilingual English/Spanish

### **Comparable Peers**

- Lehman College
- Bronx Community College
- University of Pennsylvania
- Delaware State University
- Bowie State University

### **UPRH Institutional Profile – 2019-2020**

- Faculty: 282
- Administrative Personnel: 304
- Freshman Enrollment: 711
- Total Enrollment: 3,218
- Undergraduate Retention Rate:  
2018 Cohort (IPEDS): 91%
- Undergraduate Graduation Rate:  
2013 Cohort (IPEDS): 57%
- Degrees Conferred 2019: 586

## XII. EVIDENCE INVENTORY

The Evidence Inventory is a strategy to identify and manage the evidences from the beginning of the self-study process forward. The Working Groups for each standard for accreditation are responsible for the identification and refinement of the Evidence Inventory.

Standards for Accreditation	Evidence Inventory
I. Mission and Goals	<ul style="list-style-type: none"> <li>• Mission and Goals of Academic Departments</li> <li>• Mission and Goals of Administrative Offices</li> <li>• UPRH Strategic Development Plan</li> <li>• UPRH Operational Plan</li> <li>• Assessment Plans (Implemented)</li> <li>• Brochures</li> <li>• Internet Webpage</li> <li>• Online Social Networks</li> <li>• Physical Spaces</li> <li>• Administrative Board Policy Certifications 2015-2016-050 and 2017-2018-027</li> <li>• Annual Reports of Academic Departments and Service Offices</li> </ul>
II. Ethics and Integrity	<ul style="list-style-type: none"> <li>• Mission, Vision and Goals</li> <li>• Academic Departments' Missions, Visions, Goals, and Objectives</li> <li>• Administrative Offices' Missions, Visions, Goals, and Objectives</li> <li>• Policies and Procedures on Intellectual Property Rights</li> <li>• UPRH Strategic Plan</li> <li>• Policies and Procedures related to Grievances among Employees and Students</li> <li>• Institutional Documents related to Fair, Impartial, and Timely Resolution of Employee and Student Grievances</li> <li>• Policies and Procedures related to Avoidance of Conflict and/or the Appearance of Conflict in All Matters Related to Purchases and Service Contracts</li> <li>• Policies and Procedures related to Avoidance of Conflict and/or the Appearance of Conflict in All Matters Related to Student Admissions and Academic Progress</li> <li>• Policies and Procedures related Hiring, Evaluation, Promotion, Disciplinary Actions, and Separation of Employees</li> <li>• Mission and Vision of the Communications Office</li> <li>• Representative Sample of Institutional Communications (digital and print)</li> <li>• Representative Sample of Student Recruitment and Admissions Materials (digital and print)</li> <li>• Policies and Procedures for Informing Students of Tuition and Related Costs</li> <li>• Policies and Procedures for Enabling Students to Understand Funding Sources and Options</li> </ul>

Standards for Accreditation	Evidence Inventory
	<ul style="list-style-type: none"> <li>• Policies and Procedures related to Compliance with Federal, Local, and MSCHE Reporting Requirements</li> </ul>
<p>III. Design and Delivery of the Student Learning Experience</p>	<ul style="list-style-type: none"> <li>• UPRH Operational Plan</li> <li>• Evaluation Cycles</li> <li>• Systemic Exams</li> <li>• Online Modalities</li> <li>• Benchmarking Study</li> <li>• Faculty Manual</li> <li>• Recruitment and Evaluation Process</li> <li>• Professional Improvement Activities</li> <li>• Attendance at Conferences and Training Workshops</li> <li>• Institutional and Departmental Marketing Plans</li> <li>• Course and program Evaluation Cycles</li> <li>• UPRH Webpage</li> <li>• Institutional Email</li> <li>• Official Institutional Online Social Networks</li> <li>• Institutional Catalogs</li> <li>• Analysis of Time to Completion, Graduation Rates, and Compliance with Curriculum Sequences</li> <li>• Calendar of Institutional Cultural Activities</li> <li>• List of Student Organizations</li> <li>• Calendar of Student Organizations Activities</li> <li>• Calendar of Academic Mobility</li> <li>• General Education Component Policy</li> <li>• Study of Graduates at the Departmental Level</li> <li>• List of Research Projects</li> <li>• List of Graduate Programs</li> <li>• Research Policies</li> <li>• Study Regarding Fair and Honor Program Report</li> <li>• Closure of Assessment Cycles</li> <li>• Results of Evaluations</li> <li>• Assessment Office Bulletins</li> </ul>
<p>IV. Support of the Student Experience</p>	<ul style="list-style-type: none"> <li>• Institutional Policies</li> <li>• Cost of Attendance</li> <li>• Financial Aid Policies</li> <li>• Scholarships Policies</li> <li>• Placement Policies</li> <li>• Student Support Services Programs</li> <li>• Mentoring Programs</li> <li>• Services Offered by the Department of Psychology and Social Work Services</li> <li>• Academic Advising</li> <li>• Retention Plan</li> <li>• Institutional Catalog</li> <li>• Registrar Policies</li> <li>• Administrative Board Policy Certifications 2015-2016-050 and 2017-2018-027</li> <li>• Family Education Rights U Privacy Act (FERPA)</li> <li>• Athletic Program Policies</li> <li>• Cultural Activities</li> <li>• Weekly Billboard</li> </ul>



Standards for Accreditation	Evidence Inventory
	<ul style="list-style-type: none"> <li>• Internet Webpages</li> <li>• Artistic Groups: Choir, Band, Flagbearers, Cheerleading, <i>Grupo de Bomba Bule' MarayCuá, Grupo N'Acústico, Conjunto de Cuerdas, Teatro Gris</i></li> <li>• Student Organization <i>Nada es lo que parece</i></li> <li>• Radio Web</li> <li>• <i>Revista Universitaria Exégesis</i></li> <li>• Student Organization Enactus</li> <li>• OPAI Student Tracking System</li> <li>• Evaluations of Student Services</li> <li>• Annual Report of Academic Departments &amp; Service Offices</li> </ul>
V. Educational Effectiveness Assessment	<ul style="list-style-type: none"> <li>• UPRH Mission and Vision</li> <li>• Institutional Webpages</li> <li>• OPAI Office Retention and Graduation Rates</li> <li>• Dean of Academic Affairs</li> <li>• Institutional Assessment Plan</li> <li>• Academic Departments Assessment Plans</li> <li>• Service Offices Assessment Plans</li> <li>• Alumni Study</li> <li>• Employers' Surveys</li> <li>• Employment Rates</li> <li>• Post-graduate Tracking</li> <li>• Academic Departments Webpages</li> <li>• Open House</li> <li>• Expos</li> <li>• Online Social Media</li> <li>• Promotional Materials</li> <li>• Identification of Stakeholders at Differing Levels</li> <li>• Systemic Policies</li> <li>• Institutional Policies</li> <li>• Academic Counselors Reports</li> <li>• OSEI Reports</li> <li>• Distance Education Policy (EaD)</li> <li>• Faculty Network</li> <li>• 5-year Evaluation of Academic Programs</li> <li>• External Accreditation of Academic Programs</li> <li>• Completion of 10 hrs. of yearly Professional Development</li> <li>• Completion of 20 hrs. of Ethics every Two Years</li> <li>• Technology Quota Proposals</li> <li>• Programs and Offices Budget Requests</li> <li>• Institutional Effectiveness Policy Aligned with Planning</li> <li>• Office of Institutional and International Relations</li> <li>• Office of Public Relations</li> <li>• Office of Admissions</li> <li>• UPRH Catalog</li> <li>• Assessment of Economic Aid Services (FAFSA) Time to Completion/Employment</li> <li>• <i>Consejo de Educación de PR (CEPR)</i></li> </ul>
VI. Planning, resources, and Institutional Improvement	<ul style="list-style-type: none"> <li>• Mission and Goals of Academic Departments</li> <li>• Mission and Goals of Administrative Offices</li> <li>• UPRH Strategic Development Plan</li> </ul>

Standards for Accreditation	Evidence Inventory
	<ul style="list-style-type: none"> <li>• UPRH Operational Plan</li> <li>• Assessment Reports</li> <li>• Budget Alignment</li> <li>• Administrative Board Policy Certifications 2015-2016-050 and 2017-2018-027</li> <li>• Financial Plan</li> <li>• Annual Reports of Academic Department &amp; Service Offices</li> <li>• Academic Departments Budget Requests</li> <li>• Resource Allocations</li> <li>• Budget Alignment</li> <li>• Effectiveness Model</li> <li>• Budget Certifications</li> <li>• Academic Departments Budget Priorities</li> <li>• Quarterly Budget Projections</li> <li>• Annual Reports regarding Budgets</li> <li>• Infrastructure Development Plan</li> <li>• Property Reports</li> <li>• Technology Fee and Allocation Reports</li> <li>• Plant Usage Reports</li> <li>• Information Systems Reports (OSI)</li> <li>• Human Resources Office Reports</li> <li>• Academic Departments Priority Inquiries</li> <li>• Organizational Structure Charts</li> <li>• Satisfaction Surveys</li> <li>• Service Assessment</li> <li>• Donations and Agreements Reports</li> <li>• Accounting Closing Reports</li> <li>• UPRH Trial Balance</li> <li>• Over Shipment Report</li> <li>• Monthly Financial Reports</li> <li>• Budget Committee Reports</li> <li>• Quarterly Budget Reports</li> </ul>
<p>VII. Governance, Leadership, and Administration</p>	<ul style="list-style-type: none"> <li>• UPR Laws and Regulations</li> <li>• UPRH Laws and Regulations</li> <li>• UPR Law No.1, January 20, 1966</li> <li>• Institutional Organizational Chart</li> <li>• UPR Rules and Regulations Manual</li> <li>• UPRH Policies</li> <li>• Puerto Rico Government Ethics Act of 2011</li> <li>• Previous Institutional Accreditation Statements</li> <li>• UPR Strategic Plan 2017-2022</li> <li>• UPRH Strategic Plan</li> <li>• Administrative Board Policies and Reports</li> <li>• Senate Policies and Reports</li> <li>• Faculty Manual</li> <li>• UPR Law (with 17 amendments)</li> <li>• UPR Governing Board Internal Rules and Regulations No. 100-2013-2014</li> <li>• Chancellor Appointment Selection Protocols &amp; Procedures</li> <li>• Chancellor Evaluation Protocols &amp; Procedures</li> <li>• Audited Financial Reports</li> </ul>

Standards for Accreditation	Evidence Inventory
	<ul style="list-style-type: none"> <li>• Institutional Mission and Vision</li> <li>• Institutional Values</li> <li>• Institutional Goals</li> <li>• Chancellor Appointment Certification</li> <li>• Institutional Official Designations and Appointments of Deans, Directors, and other Trusted Personnel and Staff</li> <li>• Senate Reports Evidencing Chancellor Auscultation Protocols and Processes</li> <li>• UPR Governing board Reports and Guidelines</li> <li>• UPR Presidency Reports</li> <li>• UPR Administrative Board Reports</li> <li>• Deanship Offices and Department Reports</li> <li>• Deanship Annual Reports</li> <li>• Office Annual Reports</li> <li>• OPAI Reports</li> <li>• Department Annual Reports</li> </ul>