



MONITORING REPORT
TO THE
MIDDLE STATES COMMISSION ON HIGHER EDUCATION

UNIVERSITY OF PUERTO RICO
IN PONCE

September 1, 2010

Submitted by:
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Date of Visiting Team:
September 12-16, 2010

Chair of Visiting Team:
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August 27, 2010


Dr. Luis G. Pedraja, Vicepresident
Middle States Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104

Dear Dr. Pedraja:

I am pleased to submit the **Monitoring Report** prepared by the University of Puerto Rico in Ponce, as required by the Middle States Commission on Higher Education. This report presents evidence that the institution is in compliance with Standards 4 (Leadership and Governance) and 11 (Educational Offerings). It also provides a picture of UPR-Ponce's current finances and describes strategies implemented to strengthen them, and to develop alternative funding sources.

We appreciate your interest in the well-being of the UPR in Ponce.

Cordially yours,


Carmen A. Bracero-Lugo
Acting Chancellor

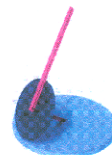


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ELECTRONIC DOCUMENTS INCLUDED WITH THIS REPORT (CD)

- ✓ 2007-2010 UPR-Ponce Catalog
 - ✓ 2007, 2008, 2009 UPR Audited Financial Statement
 - ✓ 2009 IPEDS Finance Reports
 - ✓ UPR-Ponce Institutional Assessment Plan
 - ✓ UPR-Ponce Strategic Plan 2006-2016 (Excerpt)
 - ✓ UPR-Ponce Profile (brochure)
 - ✓ UPR-Ponce Annual Institutional Data Profile 2008-2009
 - ✓ Final Exams Itinerary, Second Semester 2009-2010 (Revised)
 - ✓ Samples of 2009-2010 Student Learning Outcomes Assessment Reports
 - ✓ Faculty Handbook
 - ✓ Student By-Laws
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SECTION 1: INTRODUCTION

Institutional Overview

The University of Puerto Rico in Ponce (UPR-Ponce) is one of the eleven campuses of the University of Puerto Rico (UPR), a large publicly supported multi-campus, coeducational university system. The Central Administration, located in Río Piedras, oversees the operations of the eleven academic units. The UPR University law confers on the President the highest organizational rank and responsibility for leading the University system. In collaboration with the University Board, which he presides, President Dr. José Ramón de la Torre coordinates and supervises the academic, administrative, and financial tasks of the Institution. Dr. de la Torre was appointed by the Board of Trustees in January 2010. Appendix 1 depicts the UPR organizational structure.

Each unit is headed by a Chancellor who presides over the Academic Senate, the Administrative Board, and faculty meetings. The Chancellor holds the maximum academic and administrative authority of the UPR-Ponce. Professor Carmen Bracero was appointed Interim Chancellor in October 2009. Appendix 2 describes the UPR-Ponce organizational structure.

Established as Ponce Regional College in 1969 and first accredited by Middle States in 1970, UPR-Ponce was originally authorized to offer associate degrees and transfer programs, but added a number of baccalaureate degree programs beginning in the 1980s. It is located in the city of Ponce in the southern coast of Puerto Rico, approximately 67 miles from the capital city of San Juan. At present, the institution offers twelve baccalaureate programs in Business Administration, Elementary Education, Social Sciences, Office Systems, Athletic Training, Computer Information Systems, and Natural Sciences; four technical programs in Engineering and Physical Therapy; and fifty-two articulated transfer programs to other UPR campuses (see UPR-Ponce Catalog).

Total headcount enrollment for fall 2009 was 3,438, slightly more than the average 3,371 for the previous five-year period. Eighty-nine percent (89%) of the student population studied full time, approximately 80% received some form of financial aid, and 59% was female. Seventy percent (70%) of the student body was enrolled in bachelor degree programs, 12% in technical programs, and 11% in transfer programs. The remainder was classified into other categories.

The first to second year retention rates for the last five years average 81%. For the 2008-2009 and 2009-2010 academic years, the retention rate was 83%, an increase of 4% over academic year 2007-2008. The six-year graduation rate has increased gradually during the previous five years and reached 42% in academic year 2009-2010.

The student body is served by approximately 200 faculty and 250 non-faculty staff members. On average, the student/faculty ratio is 17:1. The 2008-2009 faculty profile revealed that 82% of faculty taught full-time, of whom 68% was tenured. Seventeen percent had a doctoral degree. Twenty-six percent of faculty held the rank of full professor, 20% associate professor, 18% assistant professor and 36% instructor. UPR-Ponce had a consolidated budget of \$47,203,022 for academic year 2009-2010.

Recent changes

On June 1, 2010, the institution submitted its Periodic Review Report (PRR) to the MSCHE. On August 3, 2010, reports were provided to the UPR-Ponce by the external reviewers and the finance associate. The reviewers stated that “*The 2010 UPRP PRR reflects UPR-Ponce’s progress toward mission clarification and institutional effectiveness since the 2005 Middle States Visiting Team Report. UPR-Ponce is to be commended for the thoroughness with which its PRR addresses a total of 40 recommendations, including seven from the 2005 Visiting Team Report, and 33 from its own 2005 Self-Study*”. They concluded that “*The 2010 University of Puerto Rico-Ponce Periodic Review Report builds on the strengths of the campus’s 2005 Self-Study and helps make an already fine institution of higher learning even better. UPR-Ponce can be justly proud of its many accomplishments and especially its continuing efforts to make institutional renewal a normal part of doing business*”.

The PRR reviewers made the following recommendations and suggestions:

- *Recommendation 1:* The campus should operationalize and consolidate its 18 general education attributes by reformulating them in terms of student learning outcomes and integrating them with major program assessment.
- *Recommendation 2:* The campus should explore how to further concentrate institutional improvement efforts by using assessment results to help prioritize the goals, objectives, and action steps articulated in its strategic plan and other planning documents.
- *Suggestion 1:* As it enacts its newly revised mission and goals over the next several years, the campus should evaluate whether the current mission statement can be reformulated to convey its distinctive campus mission as the unit of UPR serving southern Puerto Rico.
- *Suggestion 2:* The library should implement the ACRL review findings that it participate in the Lib Qual+ survey, develop a new mission statement, develop a new strategic plan, and reduce paper/electronic redundancy.
- *Suggestion 3:* Given increasing student debt and difficulty in funding a college education, the institution should consider a stronger focus on four-year graduation as the norm.
- *Suggestion 4:* In responding to NSSE results, the institution should consider how to add enriching educational experiences and improve academic support services for students beyond their first year.
- *Suggestion 5:* Where possible, the institution should expand its assessment document map to include a performance snapshot of every important institutional function.

Upon receipt of the reports provided by the external reviewers and the finance associate, the institution found no disagreements with the recommendations and suggestions included in these reviews. The UPR-Ponce reaffirms its commitment to use those recommendations and suggestions as signposts to mark its route towards continuous improvement.

No significant changes or developments have occurred in the UPR-Ponce other than those informed in the past PRR submitted in June 2010. Recent changes or developments at the UPR system level were informed by the Central Administration. Updates on UPR-Ponce’s finances will be discussed in the last section of this report.

Institutional Context on Issues Addressed in the Report

On April 27, 2010, the UPR Ponce students voted to support the Río Piedras Campus students’ system-wide closure proposal in response to opposition to fiscal measures that the University

administration was evaluating to alleviate the reduction in the 2010-2011 budget. A total of 23 class days were affected by this decision.

The UPR-Ponce administration implemented actions to ensure that essential academic and administrative operations and processes were continued during the closure period. In response to the Chancellor's initiative, the Mayor of Ponce authorized the use of municipal facilities to carry out orientation sessions with the 2010-2011 freshmen, as well as to complete important procedures related to their admission. Municipal facilities were also used to hold meetings with the deans and student council members. The municipal library served as a working space for completing the Periodic Review Report.

The Chancellor, Carmen A. Bracero, was proactive in planning with the Dean of Administrative Affairs and the Security Director and supervisors to guarantee campus security. College security personnel teamed up with private guards to patrol the campus twenty-four hours a day. They ensured the access of authorized personnel and private contractors charged with maintenance and repair of equipment and other services. These included pest control, repair of vital air conditioning units, and waste disposal. University property was not adversely affected during the closure and no violent incidents were reported.

There were open communication channels with the Student Council President. Meetings with student representatives were held during this period. Chancellor Bracero employed conflict management and mediation techniques with student leaders in order to reach consensus on diverse issues related to the student conflict. She advised students on the implications and consequences of the extension of this closure and presented strategies to determine a possible date for continuing the semester. The Chancellor demonstrated openness and willingness to disclose information to the press and to the university and external community concerning the institution's closure and related future actions. She sent communications to all constituencies by means of the institution's web page to apprise them of decisions made by the UPR Board of Trustees and the President and of other institutional actions and processes.

Chancellor Bracero was unswerving in her commitment to the timely completion of the UPR-Ponce's 2010 Periodic Review Report. Under her leadership, a dedicated team of faculty and staff members overcame all obstacles in order to submit the report to MSCHE before June 1, 2010.

The President of the University of Puerto Rico and the Board of Trustees reached an agreement with student representatives that put an end to the systemic closure on June 21, 2010. The second semester of academic year 2009-2010 resumed on July 1, 2010, following conditioning of the UPR-Ponce campus and was completed on August 3.

In its session on June 24, 2010, and after noting receipt of the voluntary report submitted by the University of Puerto Rico's Central Administration on the closure of ten of its campuses, the Middle States Commission on Higher Education acted to place them on probation, including the University of Puerto Rico in Ponce, due to a lack of evidence that the institution is in compliance with Standards 4 and 11. This report documents compliance with the two standards on which the commission has asked UPR-Ponce to report, as well as other commission concerns regarding the institution's finances. Appendix 11 presents UPR-Ponce actions plans with specific steps for assuring compliance.

SECTION 2: PROGRESS TO DATE AND CURRENT STATUS

Standard 4: Leadership and Governance

This section documents evidence of the existence and implementation of clear institutional policies specifying the respective authority of the different governance bodies and their respective roles and responsibilities in shared governance.

Overview

UPR Law (Law #1, January 20, 1966, as amended) clearly delineates the institution's governing structure, including the composition, duties, and responsibilities of each university constituent in the development of policies and in the decision-making process (<http://sindicos.upr.edu/docs/ley-upr.pdf>). The internal management of each institutional unit is directed by applicable dispositions of law, UPR General By-Laws, and complimentary by-laws, as well as by resolutions adopted by the Board of Trustees, by the guidelines established by the University President, and by the rules and regulations adopted by each institutional governing body (<http://sindicos.upr.edu/regl-pol-norm.htm>).

Governing bodies give direction to and facilitate the effective operation of UPR-Ponce by approving policies, regulations, certifications and any other dispositions which must respond to a priority norm as established by Article 7 of the University of Puerto Rico By-Laws. Any rules, norms, resolutions, instructions and procedures established by the corresponding College authorities must respect the following order of regulations:

1. Applicable Law dispositions
2. UPR General By-Laws
3. Resolutions of the Board of Trustees
4. UPR Ten Challenges 2006-2016: An Agenda for Planning
5. Norms, instructions, resolutions and any other disposition of the President
6. Resolutions of the University Board
7. Regulations of each institutional unit in accordance with the internally established hierarchy

When any rule, norm, resolution, instruction or procedure is emitted, not only must the established hierarchy be taken into consideration, but it must also guarantee democratic principles, the functional autonomy of each unit, and provide uniform articulation and solidarity as established in the Declaration of Principles of the General By-Laws of the UPR. This should reduce any possible conflicts and foster a sense of belonging to the group, which is a basic requirement for the effective administration of any institution. UPR-Ponce's governance structure is stated in the following Laws:

- Law No. 1 of January 20, 1966 as amended, known as the University of Puerto Rico Law
- Laws No. 2 and 3 of January 20, 1966
- Law No. 16 of June 16, 1993 as amended
- Law No. 186 of August 7, 1998
- Law No. 5 of October 14, 1995 after amendments (Law for Personnel of the Public System of Puerto Rico)

The Law of the University of Puerto Rico guarantees that in the effective government of each unit, including UPR-Ponce, the University Law prevails over any other rule, norm, procedure, certification, resolution and usual practices. When conflicts arise over which law prevails, the rules will be established by the Board of Trustees. The President can establish policies, but the Board of Trustees should be informed (Articles 5 and 6 of the UPR General By-Laws). When establishing any public policy, whether administrative or academic, governing bodies must guarantee UPR-Ponce autonomy (Article 10.1 of the UPR General By-Laws). Effective administration requires that the community has access to and be well informed about governance documents, policies, and procedures. Governing bodies issue official certifications every time a new policy or procedure is adopted or changed in order to ensure both its fulfillment and community awareness. To that end, the UPR Board of Trustees and the University Board disseminate certifications throughout the University webpage (<http://www.certifica.upr.edu/certificaciones/External/Certificaciones.aspx>).

UPR-Ponce Academic Senate and Administrative Board distribute electronic copies of approved certifications to the academic departments, administrative offices, and the library. Elected senators present written and oral reports at faculty meetings regarding academic issues of interest to this body, and newly approved certifications. These are also discussed in departmental faculty meetings. The Academic Senate keeps students informed about its decisions and activities through the Student Council representatives. Students are also informed by means of bulletin boards across the campus.

The Academic Senate participates in determining the general course of UPR-Ponce's teaching and research programs. The UPR Law (Law No. 1 of January 20th, 1966, as amended on page 87, Article 11) clearly defines the nature and functions of the Academic Senate. On page 87, Article 8, the aforementioned law defines the functions of the Administrative Board which can also be found in the Internal By-Laws in Chapter IV, Articles 1 and 2. These clear definitions of their functions prevent conflicts between the bodies. Article 15 of the General UPR By-Laws provides for the referral of any conflict to the University Board, the President, and as an ultimate step, to the Board of Trustees. Law No. 16 of June 16, 1993, Article 3, "D-9" empowers the Board of Trustees to consider and approve the budget for the whole UPR system.

The University Law and UPR General By-Laws state clearly that the institution's governing bodies are responsible for the development of institutional projects and plans and for the general direction of its teaching and research programs. The 2005 MSCHE team report's executive summary noted that *"UPR-Ponce has a well-defined organizational structure with clear lines of organization and authority,"* and that *"one of the institution's strengths lies in its clear rules, regulations, and policies for providing appropriate direction and facilitating the effective governance and functioning of the institution."*

Since the 2005 Self Study Report, UPR-Ponce has evidenced its commitment to complying with policies requiring that its governing bodies share institutional governance. At the beginning of each academic year, new academic senators are advised of their roles in institutional leadership. A formal orientation, facilitated by the Executive Academic Senate Secretary, touches on the institution's mission, vision, values, goals, and academic programs. New members have the opportunity to clarify concerns about these elements in order to facilitate their work in these institutional bodies.

Table 2.1 presents evidence of the participation of the bodies in revising the institution's mission, vision, goals, and strategic plan and in establishing institutional values through approval certifications.

Table 2.1
Participation of the Academic Senate and Administrative Board
in the Establishment of Institution’s Mission, Vision, Goals, and Strategic Plan

Academic Senate	Administrative Board
<ul style="list-style-type: none"> • Mission (Certification 2006-2007-51) • Vision (Certification 2006-2007-52) • Institutional Values (Certification 2007-2008-50) • Institutional Goals (Certification 2008-2009-50) 	<ul style="list-style-type: none"> • Strategic Plan (Certification 2006-2007-69)

Source: UPR-Ponce Academic Senate and Administrative Board

These documents were approved after wide discussion with community constituents. This confirms the involvement of institutional bodies in establishing the framework for institutional guidance.

Program assessment at UPR-Ponce has been an ongoing activity in order to achieve the institutional goal of offering academic programs that develop professionals who possess the knowledge, skills, and dispositions necessary to contribute responsibly to their social, cultural, and environmental surroundings. The Academic Senate has been actively involved in the review and revision process, aware of its role as academic gatekeeper and of the part assessment plays in decision-making. Table 2.2 includes revisions carried out in the last five years based on program assessment.

Table 2.2
Changes Made to Academic Programs Based on Program Assessment

Academic program	Results/Recommendations from program assessment	Changes made	Academic Senate Certification
B.A. in Psychology and Mental Health and in Forensic Psychology	Curricular structure not satisfying the graduating student profile competencies	Both programs: <i>Interviews and intervention in crisis situations</i> added as a required course and as a pre-requisite for the <i>Practicum; Counseling and short therapies</i> as a directed elective; broadening of the social sciences courses which can be taken as directed electives; Forensic Psychology program: <i>Theories of personality</i> course added as a requirement; <i>Criminology</i> as a directed elective	2005-2006-12
B.S. in Biomedical Sciences	Broaden students’ curricular options	The following social sciences courses added as options: <i>Principles and problems of political sciences, Social morality, Introduction to economics I, Interviews and intervention in crisis situations, and Principles of sociology</i> ; the <i>Molecular Biology</i> course incorporated as an option in the cellular molecular biology cluster; the <i>General Ecology</i> course incorporated as an option in the environmental biology cluster	2005-2006-21
B.A. in Elementary Education	Curricular structure misaligned to acquisition of student competencies	Course substitutions (<i>Family as a social institution</i> substitutes <i>Child management in the classroom</i> ; <i>Principles of research</i> substitutes <i>Diagnostic correction of reading and writing</i> ; <i>Development of reading and writing skills</i> substitutes <i>The child and his language</i>)	2006-2007-22

Academic program	Results/Recommendations from program assessment	Changes made	Academic Senate Certification
	Teacher certification requirements changed	New course requirement: <i>Introduction to computers in education</i>	
Physical Therapy Assistant Program	Curricular structure misaligned to acquisition of student competencies; Changes in <i>American Physical Therapy Association (APTA)</i> accreditation requirements	Philosophical framework updated; course substitution (<i>Human development</i> substitutes <i>General Psychology</i>); changes in curricular sequence (specialized courses shifted in order to develop competencies spirally); increase in the total number of hours of clinical experience; change in specialized course requirements (co-requisites switched to pre-requisites)	2007-2008-27
Industrial Engineering Technology Program	Accreditation requirements of the <i>Accreditation Board for Engineering and Technology (ABET)</i>	Basic technical mathematics substituted with a pre-calculus course; a new course (<i>AutoCad</i>) required and a socio-humanistic elective course added; the <i>Introduction to statistics</i> course eliminated and its content integrated to specialized courses; a science course and laboratory added (<i>Introduction to General, Organic, and Biochemistry I</i>)	2007-2008-52

Source: UPR-Ponce Academic Senate Office

Actions involving institutional governing bodies were thoroughly analyzed by the two reviewers appointed by the MSCHE to examine UPR-Ponce’s 2010 Periodic Review Report. In the *Report to Faculty, Administrators, Trustees, and Students*, the two reviewers pointed out that ... “*Despite recent changes in leadership, UPR-Ponce’s 2010 Periodic Review Report shows that the institution has continued to implement its own self-study recommendations to increase the effectiveness of its leadership, governance, and administrative processes.*”

Actions taken by UPR-Ponce to evidence compliance with institutional policies specifying the respective authority of the different governance bodies and their respective roles and responsibilities in shared governance

The UPR-Ponce has in place a variety of mechanisms that promote an institutional climate of mutual respect and collaboration among all constituents at all levels. These have played a significant role in achieving a climate of shared collegial governance prior to, during, and after the stoppage. The recent institutional scenario provided the UPR-Ponce with an opportunity to evidence its commitment in assuring that proper processes and procedures were in place in order to facilitate its governance and functioning. Some of the measures taken by UPR-Ponce’s administration are presented in Table 2.3.

Table 2.3

Actions taken by UPR-Ponce to ensure institutional functioning during and after closure

Structure	Actions taken
Chancellor	<ul style="list-style-type: none"> • Response to State Comptroller’s Audit Reports. • Continuous communication with the UPR President and with the Board of Trustees to discuss issues related to the student conflict. • Meetings with institutional leadership and with student representatives to keep them informed about closure’s impact and to coordinate institutional processes. • Meeting with campus security personnel for coordinating strategies and procedures for addressing closure situations. • Follow- up to MSCHE Periodic Review Report compliance. • Follow-up to the preparation and submittal of external funding proposals. • Continuous communication with freshmen and their parents. • Disclosure of information to the press and to the university and external community concerning the institution’s closure and related future actions.
Academic Affairs Dean	<ul style="list-style-type: none"> • Recommendations to amend the 2009-2010 academic calendar in order to resume and complete the second semester academic session. • Directions on class and exam make-ups to assure content, depth, rigor, and evaluation of student learning. • Provision of templates for documenting student and faculty attendance. • Revision of dates in Institutional Faculty Personnel Committee calendar for evaluating records of candidates for promotion. • Preparation of class schedules for the fall semester, academic year 2010-2011. • Arrangements for the continuation of externally funded projects. • Meetings with the UPR Vice-President of Academic Affairs to identify measures for ensuring compliance with educational offerings. • Amendments to faculty service contracts to ensure completion of course contact hours. • Extension of library service hours. • Coordination of availability of educational facilities and services.
Student Affairs Dean	<ul style="list-style-type: none"> • Coordination and execution of the admission process for freshmen, including continuous orientation about procedures and required documents via e-mail, postings on the web page, phone calls, and regular mail. • Guidance to both freshmen and parents, and receipt of required documents at a location off campus. • Provision of online counseling to students asking about admission, internships, transfers, special permits, economic assistance, medical insurance, and other concerns. • Development and submission by personnel of the Counseling Department of a renewed proposal for the FIESTA IX Project, involving peer mentors with the <i>Calidad de Vida</i> office. • Awarding of the UPR-Ponce Academic Excellence trophies to outstanding high school students in their graduation ceremonies.
Administrative Affairs Dean	<ul style="list-style-type: none"> • Timely compliance with payroll schedule. • Assurance of proper vigilance of institutional facilities and property. • Coordination of scheduled maintenance of equipment and facilities by private contractors.
Administrative Board	<ul style="list-style-type: none"> • Approval of amended calendar for the second semester of academic year 2009–2010. • Approval of the academic calendar for 2010-2011 • Approval of the 2010-2011 budget distribution.

As part of its commitment to ensuring effective institutional leadership, UPR-Ponce administration established the Executive Committee for Institutional Renewal (ECIR). The ECIR is directed by the Chancellor and integrated by institutional personnel with the required capability and decision-

making power to examine data, prioritize strategic initiatives, allocate resources, and assess the value of these activities in furthering UPR-Ponce’s mission and goals. Based on the 2010 Periodic Review Report reviewers’ recommendations and suggestions, the ECIR developed a plan for actively involving the institution’s governance structure, ensuring that it strengthens the institutional climate and identity and promotes a culture of participation and access. It provides for multiple spaces in which all constituents can actively participate. The plan for continuous improvement is included below in Table 2.4.

**Table 2.4
UPR-Ponce Plan for Continuous Improvement**

Objective	Actions	Responsible	Timeframe	Results
1. Operationalize and consolidate the 18 general education attributes, reformulate them in terms of student learning outcomes, and integrate them with major program assessment (MSCHE/PRR Recommendation 1)	1.1 Identify strategies for the consolidation of the 18 general education attributes	Academic Senate, constituents	June 2011	Consolidated general education attributes
	1.2 Develop general education student learning outcomes, based on attributes, and means to assess them	Academic Senate, constituents	January 2012	General education student learning outcomes and assessment plan developed
	1.3 Develop and implement structure to assess general education student learning outcomes	Academic Senate, Administrative Board, constituents	June 2012	Structure developed and implemented
2. Further concentrate institutional improvement efforts by using assessment results to help prioritize the goals, objectives, and action steps articulated in its strategic plan and other planning documents (MSCHE/PRR Recommendation 2)	2.1 Examine assessment results to prioritize strategic objectives and action plans	ECIR, Academic Senate, Admin. Board	Continuously	Prioritized strategic objectives and action plans
	2.2 Implement action plans	UPR administration, constituents	Continuously	Implemented action plans
	2.3 Assess effectiveness of action plans	ECIR	Continuously	Assessed effectiveness of action plans
3. Evaluate whether the current mission statement can be reformulated to convey UPR-Ponce’s distinctive mission as the unit of UPR serving southern Puerto Rico (MSCHE/PRR Suggestion 1)	3.1 Assess current UPR-Ponce mission statement as pertains to its distinctiveness	Academic Senate, constituents	June 2011	Assessment of mission statement
	3.2 Revise mission statement based on findings	Academic Senate, constituents	June 2012	Revised mission statement
4. Implement ACRL review findings (MSCHE/PRR	4.1 Assess the use of Lib Qual+ Survey	Library staff, Academic Senate	December 2010	Decision made based on evaluation findings

Objective	Actions	Responsible	Timeframe	Results
Suggestion 2)	4.2 Develop a new mission statement	Library staff, Academic Senate	June 2011	Mission statement revised
	4.3 Develop, approve, and implement a new Strategic Plan	Library staff, Academic Senate	December 2012	Strategic Plan implemented
5. Consider a stronger focus on four-year graduation as the norm (MSCHE/PRR Suggestion 3)	5.1 Analyze institutional studies data to identify reasons that affect institutional graduation rates	ECIR, Office of Planning and Institutional Research	June 2012	Strategies implemented, graduation rates increased
	5.2 Examine benchmarks for setting an institutional goal for 4-year graduation rates	ECIR, Office of Planning and Institutional Research	June 2012	Strategies implemented, graduation rates increased
	5.3 Develop strategies for increasing graduation rates according to benchmark data	ECIR, Office of Planning and Institutional Research	June 2012	Strategies implemented, graduation rates increased
6. Add enriching educational experiences and improve academic support services for students beyond their second year (MSCHE/PRR Suggestion 4)	6.1 Appoint an institutional committee with representation of university constituents to develop a plan for further enhancing students' educational experiences and support services beyond their second year	Chancellor, appointed committee	June 2013	Plan developed and implemented, evidence of student satisfaction in NSSE 2014
7. Expand assessment document map to include a performance snapshot of every important institutional function (MSCHE/PRR Suggestion 5)	7.1 Appraise the performance assessment activities for all principal institutional functions	ECIR, Office of Planning and Institutional Research	June 2011	Assessment document map expanded to provide a performance snapshot of institutional effectiveness

The recent system-wide closure, resulting from the student conflict, provided the institutional leadership with the occasion to reflect and act upon UPR-Ponce's ability to guarantee ongoing compliance with MSCHE Standard 4. They developed a plan with actions for further assuring the deployment of clear institutional policies specifying the respective authority of the different governance bodies and their respective roles and responsibilities in shared governance. These actions are grouped into the following three spheres of action: strengthening the institutional climate and identity; open university culture: participation and access; and strengthening of governance. The resulting Action Plan for sustaining ongoing compliance with Standard 4 is included in Appendix 11. Chancellor Bracero took immediate action to execute the Plan in collaboration with her staff. Most actions included are already being put in practice and generating the expected outcomes.

Standard 11: Educational Offerings

Overview

The educational offerings of UPR-Ponce reflect and promote its mission and goals, and are of sufficient content, breadth, length, and academic rigor for college level programs. The curriculum is structured into four interrelated components: general education, specialization, specialization-related and elective courses. These four components are directed to form a professional citizen with an integrated education. Programs are structured so that their curricula provide for skill building, attitude development, and mastery of increasingly difficult subject content.

At the baccalaureate level, all programs have 12 credit hours of free electives, with the general education component ranging from 24 to 46 credit hours and comprising from 18 to 35% of the total credit-hours of each program. At the associate degree level, the general education component provides from 15 to 26 credit hours, which make up from 21 to 36% of the total credit hours. The specialization and specialization-related components constitute the highest percentage of the programs. All programs comply with the required number of credit hours for their levels. All baccalaureate degree programs comply with the required minimum of 30 credit hours of general education course work.

The curricular structure of transfer programs is the same as the first two years of the equivalent program at other campuses of the University of Puerto Rico. UPR-Ponce transfer programs are “articulated”, which means that students entering these programs are guaranteed a space in their sophomore year in the UPR unit with which the articulation agreement was signed.

The 2005 report of the MSA visiting team stated that:

“The academic offerings of UPR-Ponce reflect and promote its mission and goals. The curricular sequences of the academic programs foster coherent learning experiences and promote the learning process. Program assessment revealed that, in general, academic programs are effective in providing skills building, attitude development, and presenting clear student learning outcomes. An analysis of the self-study, document analysis (syllables, academic programs), and interviews with faculty members and with students reveal that the goals and objectives of academic offerings are consistent with the mission and goals of the institution. Course content and their outlined objectives reveal that there are rigorous academic levels according to the sequence of the curriculum. An examination of the syllabi shows that the courses analyzed specify knowledge, skills, and attitudes that the students should develop in order to satisfy the expectations set in the graduating or transfer student profile. Information outlined in course syllabi also indicates that students are required to utilize different technological resources that support their learning and develop skills in information resources and related areas. This is supported through the collaborative relationships between faculty and library personnel that results in student achievement. There is strong faculty involvement in curriculum development and revision. Information provided in the additional support data reveals that there is written policy for the systematic revision of academic programs.”

Actions taken by the UPR-Ponce to assure the rigor, depth, and length of courses affected by the institution's closure

During and after the recent university closure, UPR-Ponce sustained its evidenced commitment to assuring that its educational offerings display academic content, rigor, and coherence. Towards this end, the UPR-Ponce's governance and academic leadership took conscious measures by developing and implementing an Action Plan to guarantee sustained length, rigor, and depth of the academic offerings (see Appendix 11.) Current and projected actions included in this plan are discussed below in this section.

In order to guarantee the completion of course contact hours affected by the closure period, the UPR-Ponce Administrative Board extended the academic calendar for the second semester 2009-2010 (Appendix 3 Certification 2009-2010-96). A total of twenty-three (23) instruction days were affected by the closure, which included fifteen class days, one reading day, and seven days for the administration of final exams. The revised academic calendar considered the replacement of these days. According to the original academic calendar, the academic semester was programmed to end on May 25, 2010. After the extension, the instruction days and final exam period were extended to end on July 31, 2010. In addition, provisions were taken for assuring that summer courses were offered for those programs that require them as part of their curricular structure. The amended calendar was disclosed through diverse mechanisms, such as university community electronic mails, institutional bulletin boards, and academic directors' meetings. It clearly specified the day to be replaced and the date for its replacement.

Along with this action, there is documented evidence that the Chancellor and the Academic Dean imparted written directives to the academic community regarding documentation of students' and professors' attendance, compliance with course content, objectives, evaluations, completion of student internships, and treatment of students with particular academic or personal circumstances. Professors were required to register student attendance on a template provided by the Academic Dean for this purpose. These documents were collected and certified by the academic department directors and then submitted to the Dean's Office. In addition, the Academic Dean provided forms for professors to certify that they complied with course requisites in terms of length, content, objectives, and evaluative criteria. In this document, professors were also required to specify the mechanisms deployed to assure the proper rigor and continuity of courses. Appendixes 4 and 5 include a copy of these forms, while the documentation collected is filed in the Academic Dean's Office and will be available during the on-site evaluation. Provisions were made to extend service contracts to faculty members under these terms.

Students participating in clinical and field experiences for the Physical Therapy Assistant, Athletic Training, Elementary Education, Office Systems, Social Sciences, and Business Administration Programs continued carrying out their learning experiences during the closure period. UPR-Ponce's professors supervised and coordinated practicum activities during this period, in collaboration with practicum supervisors. Academic program directors submitted reports to the Academic Dean to document professors' visits to intern students to evidence continuity and completion of clinical and field experience activities and evaluations. Student achievement in practicum courses is included in the next section.

Completion of student learning outcomes assessment of courses and academic programs

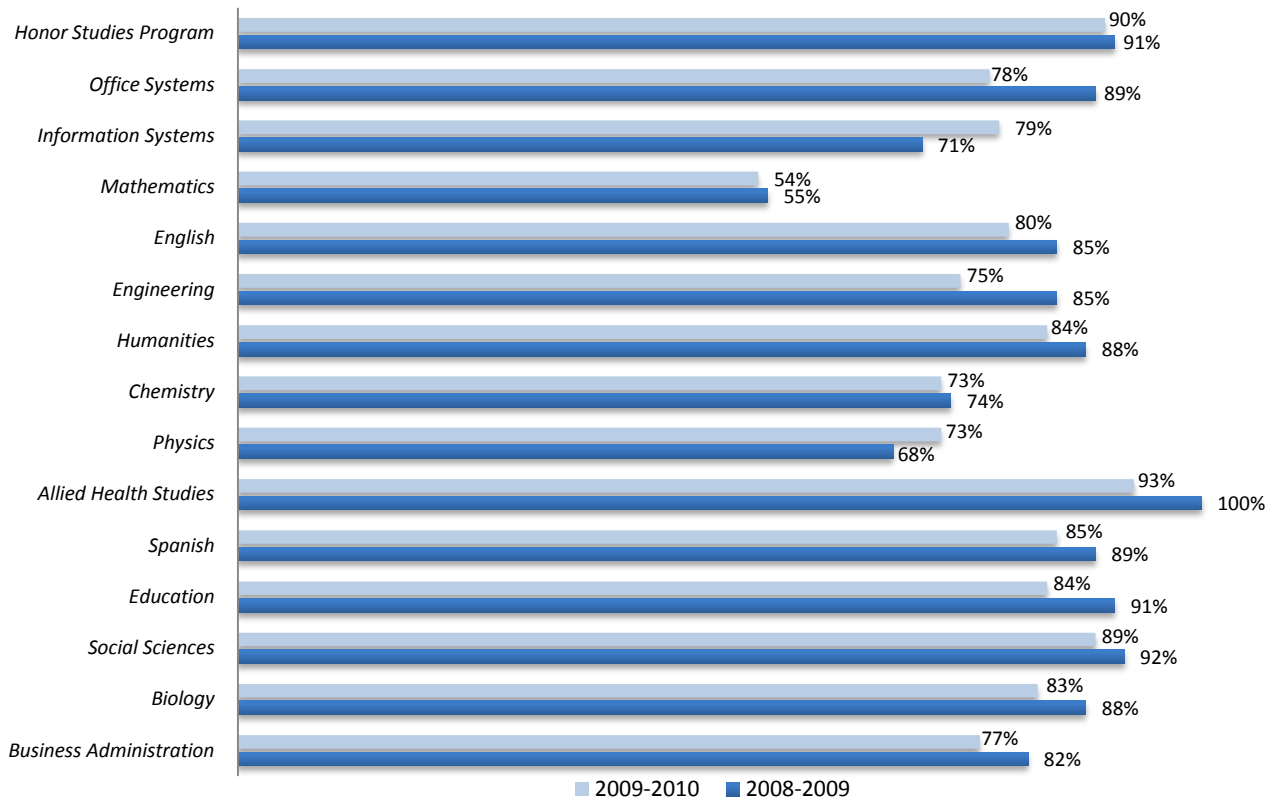
UPR-Ponce recognizes that student learning assessment is paramount to determining and achieving its educational effectiveness. Evaluation and analysis of the data gathered and the use of assessment results are crucial for the improvement of the educational programs. Through the assessment process, the institution determines if upon graduation students possess the knowledge, skills, competencies, and attitudes that are consistent with the established educational goals, both at the institutional level and at the program level. In its commitment to assessment, the UPR-Ponce has taken steps, since 1995, to develop and establish institutional processes for the systematic assessment of its effectiveness in all areas, including the assessment of student learning. As affirmed by the MSCHE evaluation team during their visit to the campus on April 3-6, 2005, “UPR-Ponce has developed each of the fundamental elements of assessment of student learning. A culture of assessment has been created through the cooperative efforts of those at every level of the institution”.

The Dean of Academic Affairs has responsibility for overseeing the student learning outcomes assessment activities of all academic departments, in collaboration with the Student Learning Assessment Coordinator. An analysis of program assessment plans and reports conducted as part of this Monitoring Report process revealed that all academic departments implemented their assessment plans and completed their activities for academic year 2009-2010. The institutional assessment calendar was revised to extend the deadline for completing and submitting assessment reports by August 13, 2010. Samples of 2009-2010 student learning outcomes assessment reports are included in the supporting document CD accompanying this report.

Final exams were rescheduled for all courses offered during the second semester of academic year 2009-2010. A copy of this revised itinerary is included as a supporting document of this report. Professors posted student grades by August 3, 2010. A distribution of 2009-2010 second semester grades, aggregated by academic departments, is included in Appendix 6.

Figure 2.1 depicts a comparison of current and past year second semester academic department course passing rates.

Figure 2.1
Academic Department Course Passing Rates
Second Semester - Academic Years 2008-2009 and 2009-2010



Source: Office of Planning and Institutional Research, UPR-Ponce

The above figure reveals differences in course passing rates of more than five per cent (5%) in courses belonging to the following academic departments: Office Systems, Engineering, Allied Health Studies, and Elementary Education. However, increases in passing rates were registered in the courses of the Information Systems and Physics departments. An increased pattern of course attrition was also observed for the past semester, when compared to the previous year.

Assessment of student performance in clinical and practical experiences was performed in a timely manner and according to established evaluative criteria which clearly define the level and rigor of performance required. A grade distribution of practicum courses by academic program for the second semester 2009-2010 evidences student achievement, as shown in Table 2.5.

Table 2.5
Grade Distribution of Practicum Courses
Second Semester 2009-2010

Department/Program	Course	Total students	A	B	C	D	F	W	I	Pass rate*
Elementary Education	EDPE 2007	30	20 (67%)	4 (13%)	1 (3%)		2 (7%)	1 (3%)	2 (7%)	90%
Physical Therapy Assistant	TEFI 2002	29	27 (93%)	1 (3%)				1 (3%)		96%
Athletic Training	TATL 4202	19	19 (100%)							100%
Business Administration (Accounting)	CONT 4026	17	16 (94%)						1 (6%)	100%
Business Administration (Computer Sciences)	SICI 4038	16	7 (44%)					3 (19%)	6 (37%)	81%
Business Administration (Computer Sciences)	SICI 3016	8	7 (88%)					1 (12%)		88%
Business Administration (Management)	REHU 4450	5	5 (100%)							100%
Forensic Psychology	PSIC 4415	18	18 (100%)							100%
Psychology and Mental Health	PSIC 4097	31	31 (100%)							100%
Rehabilitation Services	REHA 4006	11	11 (100%)							100%
Office Systems	SOFI 4985	16	16 (100%)							100%
Average pass rate										95.91%

*Calculated pass rate does not consider students that received a course grade of “incomplete” after making course completion agreements with professors.

Source: Office of Planning and Institutional Research, UPR-Ponce

The above table reflects an average pass rate of near 96% for all practicum courses during the second semester. The number of “incompletes” could be attributed to the fact that some students made arrangements with professors for making-up course requirements during the next semester, for reasons related to professional, academic or personal circumstances.

Facilities and learning resources to support instruction

Upon the extension of the academic calendar, all institutional resources and services were on hand as usual. Furthermore, in order to provide students with more opportunities for study and completion of assignments, library services were also offered on Saturdays and holidays. The Title V Project offered extended hours for tutoring services. Other related educational components, such as the Honor Studies Office and the Continuing Education Division, provided students with convenient hours of service in order to help them achieve their educational goals.

A great many faculty members made use of institutionally available educational technology tools such as *Elluminate* and *Blackboard* so as to facilitate communication with students regarding coursework during and after the closure period.

The institution activated an aggressive maintenance campaign to guarantee that physical facilities would be in optimum conditions for the return of students and staff after the closure. The UPR-Ponce's Chief Executive Officer led these efforts in collaboration with the Dean of Administrative Affairs and his staff. Grounds were conditioned, classrooms and offices were cleaned, and the campus was fumigated to eliminate mosquitoes after heavy rains.

Student admissions, transfers, and program completion

The UPR-Ponce took steps to ensure the continuity of all major administrative processes affecting students, such as admission and transfer processes. Applications for transfer to other UPR units were processed by the Registrar's Office in a timely manner. The UPR Board of Registrars met to articulate transfers, special permissions and readmissions for students coming from the Mayagüez Campus since this campus had to extend its academic calendar due to the celebration of the Central American and Caribbean Games held in the city and on campus.

The Admissions Office occupied temporary facilities provided by the City of Ponce where they received students and documents. Freshmen were contacted by mail or telephone and invited to attend an orientation session in which they were informed about the admissions process, deadlines, and documents required. The Chancellor, Deans, and representatives from the Athletics Program, Financial Aid, Information Systems, Counseling, and Honors Program participated in this activity. Institutional e-mail accounts were activated for each student which enabled the office to communicate with them more effectively. A second assembly was held to receive students' admissions and medical documents. Freshmen were received on campus from August 3-5 for orientation and registration. Their parents were invited to a special session on August 6.

On-line counseling, a service provided through Title V funding, proved to be a useful tool for helping students from all programs and academic years during the closure. Students received reliable official information and support.

Students who applied for graduation previous to the closure and completed all requirements during the extended calendar were evaluated and will be officially certified as degree recipients by the Registrar's Office. Degree distribution by program for this academic year is shown in Table 2.6.

Data on Table 2.6 reveals a decrease of approximately ten per cent (10%) in baccalaureate degrees conferred, and a seventeen per cent (17%) decline in associate degrees granted, when compared to 2008-2009. Overall degrees granted revealed a reduction of twelve per cent (12%) over the past two years, associated to fluctuations in the institution's total enrollment over the past decade.

Table 2.6
Distribution of Degrees Conferred by Program
Academic Year 2009-2010

Degree	Degrees Granted
<i>Baccalaureate Degrees</i>	
Business Administration	
• Accounting	36
• Management	23
• Marketing	9
• Finance	16
Computer Information Systems	16
Office Systems	24
Biology	
• Biomedical Sciences	32
• Biotechnology	8
• Coastal and Marine Environment Evaluator	1
Elementary Education	65
Psychology and Mental Health	37
• Rehabilitation Services	1
Forensic Psychology	26
Athletic Training	25
Subtotal	326
<i>Associate Degrees</i>	
Physical Therapy	25
Office Systems	1
Engineering	
• Civil Engineering Technology in Construction	16
• Civil Engineering Technology in Drafting	21
• Civil Engineering Technology in Industrial Engineering	12
Subtotal	75
TOTAL	401

Source: UPR-Ponce Registrar's Office (Preliminary Report as of August 16, 2010)

Academic research and internships

Research projects were not prejudiced by the campus closure. Several investigators had already completed their data collection process. In one case that required access to campus laboratories, the faculty member was able to enter and carry out her research as dictated by the Board of Trustees Certification 2007-2008-63 (Appendix 7).

Two students that were participating in international internships in the Universidad Autónoma de Madrid during this semester were not affected in any way by the closure. Other students left during the closure to participate in summer internships on the mainland. The Chancellor instructed faculty to give them incompletes in their second-semester courses, according to the norms stipulated in the Catalog. This will provide an opportunity for students to complete their work upon their return.

STANDARD 3: INSTITUTIONAL RESOURCES

Overview

In times of fiscal constraint, careful planning and budgeting play critical roles in attaining institutional goals while maintaining financial stability. As a result of the last self study process, the institution acknowledged its need to reinforce the connection between assessment, planning, and budgeting. The MSCHE evaluation team also recommended that the institution “continue to strive to tie together these processes, and that in doing so, it should assign the responsibility of using assessment findings to personnel who have the ability to allocate resources”. To this end, UPR-Ponce took important steps to assure sensible budgeting and planning processes, informed by and linked to assessment, in order to guide institutional renewal efforts.

One of the most significant steps toward this goal has been the establishment of the Executive Committee for Institutional Renewal (ECIR). This component was appointed and incorporated in the institution’s revamped assessment structure in 2008 as a mechanism to further improve the use of assessment findings for planning and budgeting. Other changes include establishing a clearer, well-communicated timetable for the planning-budgeting cycle in order to assist the institution in further using assessment findings to inform budget requests. The UPR-Ponce revised its planning and budgeting cycle timeline is shown in the following table.

**Table 2.7
Planning-Budgeting Cycle Timeline**

<i>Process steps</i>	<i>Timeline</i>
Department and office chairs submit previous year departmental and assessment reports to the Deans; Deans submit deanship consolidated reports to the Chancellor and to the OPIR.	May-June
Departments and office chairs and deans prepare and submit next year operational plans based on assessment results and tied to budget request; chairs and deans review and revise budget petitions according to operational plans.	June-July
UPR Central Administration makes the budget available to UPR-Ponce.	July
OPIR compiles the UPR Ponce Annual Institutional Effectiveness Report; ECIR reviews reports and operational plans; ECIR revises institutional strategic priorities and reallocates resources accordingly.	July-August
UPR-Ponce Budget Office makes funds available to institutional units to implement the operational plans.	August
Departments and offices submit and implement annual assessment plans according to institutional timeline.	October
Distribution of planning and budgeting guidelines for next year (templates are provided integrating action plans).	December
Departments and offices carry out budget petition exercise for next year and submit completed budget forms to the Budget Office.	February
ECIR/Budget team review budget petitions and align them to budget allocation and institutional priorities.	March
UPR-Ponce Administrative Board reviews and approves budget distribution and final proposed budget for the institution.	April- May
Final budget distribution submitted to UPR Central Administration for approval.	June

Substantial progress has been made in addressing the need to link planning with budgeting. The UPR-Ponce is committed to ongoing planning and resource allocation anchored in its mission and goals, to developing objectives to achieve them, and to utilizing the results of its assessment activities for institutional renewal. The institution's annual budgeting process aims to link planning and budgeting. Plans are linked to budget at every level of the institution, as can be verified in institutional planning and budget documents.

In evaluating these processes, the 2010 PRR reviewers commented: "As recommended by the Visiting Team, the campus has systematically linked assessment, planning, and resource allocation by establishing an Executive Committee for Institutional Renewal (ECIR), led by the Chief Executive Officer, and charged with alignment of planning, assessment and budgeting...Thanks to its prudent and efficient planning and fiscal management, UPR-Ponce seems to have weathered the financial downturn well. Internal reallocation has increased the percentage of the budget allocated to the academic programs from 35% in AY 2004-2005 to 45% in AY 2008-2009, a truly remarkable achievement. UPR-Ponce's successful track record, together with its plans to continue this reallocation, suggests that at the time of the PRR, the campus was well positioned to cope with continued economic instability... Despite the recession, UPR-Ponce has successfully managed to internally reallocate resources from the administrative to the academic sector, a trend that the campus wisely intends to continue."

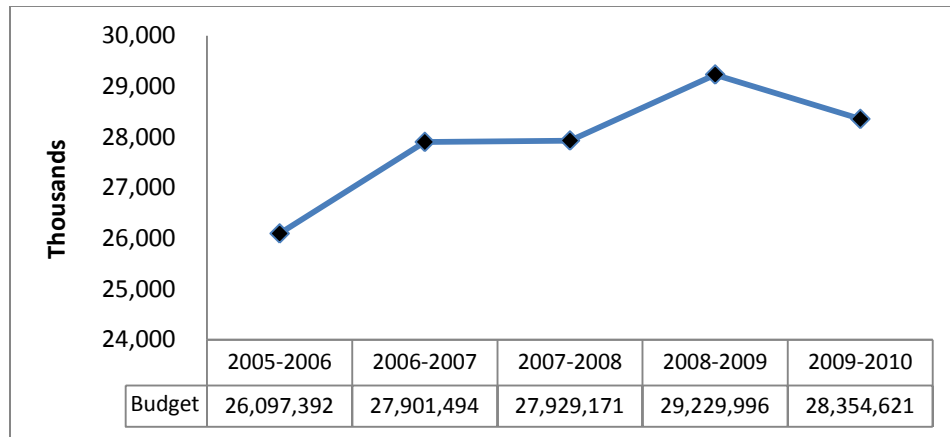
UPR-Ponce Financial Trends

Law Number 2 of January 20, 1966, stipulates how the University of Puerto Rico is financed. Each year the University is assigned an amount equivalent to 9.60% of the average total amount of government revenues for the previous two years to facilitate its operation and development. Tuition fees, which are among the lowest in the nation, account for a very small part of the university's fiscal resources. Additional sources of revenues include federal and state grants and contracts, gifts, and others. External funds obtained through proposals are received for service programs and research. Expenditures include disbursements for instruction, research, public service, academic support, student services, institutional support, and operation and maintenance of physical facilities, among others. By law, the UPR units are required to balance revenues and expenditures, returning unused resources to the government's General Fund.

Externally audited financial statements are carried out for the University of Puerto Rico as a system. UPR-Ponce's financial information is available in the Finance Office and in the IPEDS Finance Reports completed by the Central Administration. The financial analysis included in this section considers these sources.

Trends in UPR-Ponce's General Fund budget, a source which has accounted for over 60% of all UPR-Ponce revenues in the past five years, is presented in Figure 2.2

Figure 2.2
Trends in UPR-Ponce’s General Fund Budget Allocation
for Fiscal Years 2005-2006 to 2009-2010



Up until fiscal year 2008-2009, UPR-Ponce’s General Fund budget allocation showed an increasing trend, while fiscal year 2009-2010 reflects a 5.3% drop in funding from this source.

As a result of the global recession which, according to Puerto Rico Planning Board figures, started impacting the Island’s economy since 2006, PR Government Appropriations have steadily declined and currently reflect a reduction of approximately 14% in tax revenues which aggravates the central government’s deficit. Consequently, the UPR budget confronts a proportional decline for the current and upcoming fiscal years, requiring the institution to judiciously plan to weather out projected budget reductions. An action plan, budget projections, and alternative funding sources are presented as part of the planning measures taken to stabilize institutional finances.

Action Plan for Achieving and Sustaining Financial Stability

Through Certification No. 135 (2009-2010) of the Board of Trustees, the approved budget of the UPR for fiscal year 2010-2011 was disclosed. The approved budget for UPR-Ponce was \$23,063,866, which imposes a new institutional challenge for this academic year 2010-2011.

The present financial circumstances will require the cooperation from all sectors of the University community. Reductions in operating expenses identified as non-essential, and identification of additional funding sources is essential. Presently, the University Administration is implementing a number of options to confront the budget decline. The UPR-Ponce Action Plan to preserve compliance with Standard 3 (see Appendix 11) has two main purposes: (1) Secure continuity and institutional effectiveness with available resources; and (2) Maintain and nurture additional sources of funding to continue advancing institutional education, service, and research priorities.

Currently, the institution has initiated a variety of these efforts in order to increase revenues and reduce expenditures, particularly in salary and benefits. These actions will lead the UPR-Ponce to reach a sustained fiscal stability. Some of these incorporate initiatives that have already been implemented and underway, as well as others that are to be developed. The most relevant steps executed by the UPR Board of Trustees and by the UPR-Ponce leadership to improve the institution’s finances and to develop alternative funding sources are mentioned below:

- Establishment of a special tuition fee of \$800 per year.
- Revision of institutional tuition waiver policies.
- Five per cent decrease in all administrative compensations.
- Five per cent decrease in the faculty teaching load scale.
- Freezing all vacant administrative positions.
- Vacant faculty positions filled in accordance with institutional priorities and program needs assessment.
- Vacant faculty positions would be filled at the lowest faculty entry level on the basis of: institutional and departmental priorities and, departmental and programmatic needs assessments.
- Fifty per cent reduction in the Christmas bonus to all personnel.
- Elimination of special stipends to all personnel.
- Establishment of minimum course occupancy of thirty students per section, without hindering academic excellence and student learning outcomes.
- Course scheduling prioritizing a programmatic offer course required for degree completion.
- Elimination of payment for sick leave days exceeding 90.
- Moratorium on faculty promotions.
- Promotion of proposal writing and collaborative agreements.
- Reduction in energy consumption through the establishment of energy saving policies, the acquisition of energy-efficient equipment, and the submission of proposals for energy saving projects.
- Paper work reduction through a policy that encourages the use of electronic mechanisms.
- Submittal of new externally funded proposals to enhance academic activities.
- Reduction in the number of full and part-time professors on service contracts.
- Reduction in the number of credit hours granted to faculty for carrying out special administrative tasks.
- Reduction in funds available for traveling outside the Island.
- Maximization of institution's resources available for transportation within the Island.

Official documents with institutional normative referring to some of these actions will be available for examination during the on-site visit.

UPR-Ponce Budget Projections

Budget projections for UPR-Ponce have been prepared taking into consideration decreasing government budget allocations, fiscal constraint measures, and the anticipated revenues coming from different sources. Tables 2.8 and 2.9 present budget projections by program and by category, respectively.

Table 2.8
UPR-Ponce's Five-Year Budget Projections by Program

Program	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Instruction	\$13,305,305	\$11,112,272	\$10,478,870	\$10,928,528	\$11,351,132	\$11,652,992
Investigation	245,486	195,311	195,311	201,311	201,311	206,811
Community Service	425,302	391,905	391,905	391,905	392,405	397,405
Academic Support	3,353,645	2,178,700	2,011,776	2,143,016	2,144,880	2,215,535
Student Services	2,247,357	1,877,384	1,821,647	1,847,257	1,933,939	1,971,666
Institutional Support	4,851,066	3,964,331	3,769,408	3,822,726	3,822,726	3,849,726
Infrastructure Maintenance and Operation	3,926,460	3,343,963	3,304,377	3,390,196	3,390,196	3,470,196
Total	\$28,354,621	\$23,063,866	\$21,973,294	\$22,724,939	\$23,236,589	\$23,764,331

Source: UPR-Ponce Budget Office

Table 2.9
UPR-Ponce's Five-Year Budget Projections by Category

Category	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Salaries	\$19,410,014	\$15,886,333	\$14,972,747	\$15,497,965	\$15,919,909	\$16,219,855
Fringe Benefits	5,850,403	5,272,952	5,095,966	5,220,077	5,307,419	5,385,715
Materials, Services and Supplies	2,728,014	1,804,581	1,804,581	1,900,400	1,900,900	2,040,400
Travel Expenses	38,000	30,000	30,000	30,000	30,000	40,000
Equipment	328,190	70,000	70,000	76,497	78,361	78,361
Total	\$28,354,621	\$23,063,866	\$21,973,294	\$22,724,939	\$23,236,589	\$23,764,331

Source: UPR-Ponce Budget Office

The above budget figures take into consideration a thorough analysis of Puerto Rico economic trends made by the UPR Central Administration's Finance Office. An economic recovery is expected to favorably impact UPR finances beginning in fiscal year 2012-2013. Table 2.10 shows other funding sources which will be used to achieve sustained financial stability.

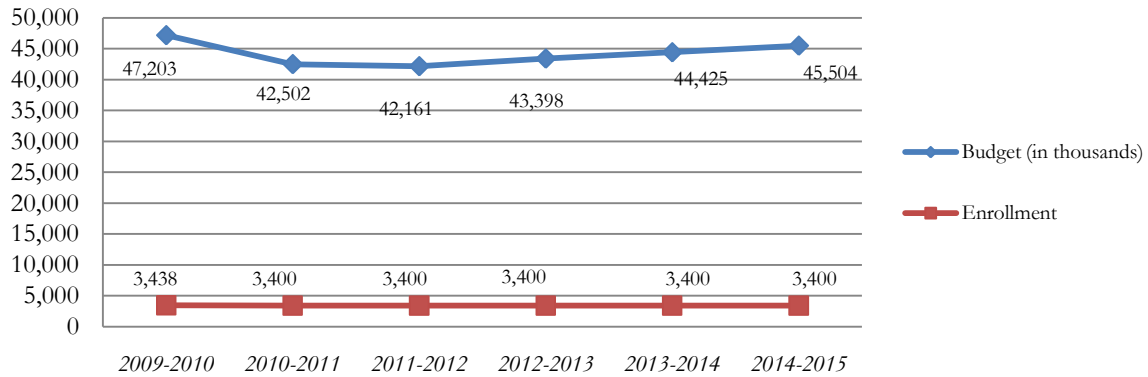
Table 2.10
UPR-Ponce's Statement of Projected Revenues and Expenses for Consolidated Budget
Fiscal Years 2010-2011 to 2014-2015

Source	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Revenues					
General Fund	\$ 23,063,866	\$ 21,973,293	\$ 22,724,939	\$23,236,589	\$ 23,764,331
Federal Funds	1,620,512	1,620,512	1,701,538	1,786,615	1,875,946
Other funds	12,483,940	13,108,137	13,370,300	13,637,706	13,910,460
Tuition and fees	3,629,100	3,629,100	3,629,100	3,629,100	3,629,100
Special state funds	873,442	873,442	873,442	873,442	873,442
Rental earnings	13,515	16,218	17,029	17,880	19,500
Other	818,367	941,122	1,082,291	1,244,635	1,431,330
Total revenues	\$42,502,742	\$42,161,824	\$43,398,639	\$44,425,967	45,504,109
Expenses					
Faculty salaries	\$ 19,047,382	\$ 19,047,382	\$ 19,428,330	19,428,330	19,816,897
Non-faculty salaries	11,427,599	11,427,599	11,656,151	11,656,151	11,889,274
Student services	2,017,090	2,017,090	2,057,432	2,098,581	2,140,553
Materials	2,601,686	2,601,686	2,861,855	3,062,185	3,245,916
Library resources	76,889	76,889	92,267	110,720	138,400
Communications	51,081	51,081	52,102	53,144	54,207
Professional services	1,109,838	1,109,838	1,109,838	1,109,838	1,109,838
Depreciation	1,175,224	1,175,224	1,175,224	1,175,224	1,175,224
Utilities	1,634,488	1,634,488	1,618,143	1,650,000	1,683,000
Travel and per diem	849,679	849,679	866,673	890,000	916,700
Equipment	2,094,414	2,052,526	2,052,526	2,100,000	2,142,000
Total expenses	\$ 42,085,370	\$ 42,043,482	\$42,970,541	\$43,334,173	\$44,312,009
Net revenues	\$417,372	\$118,342	\$428,098	\$1,091,794	\$1,192,100

Source: UPR-Ponce Budget Office

Considering the above financial scenario, and making necessary adjustments to guarantee academic excellence and quality services, the institution projects no increase in enrollment during the next five years. It will be kept at approximately 3,400 students, with percentage distribution by type of program remaining essentially constant. Figure 2.3 presents budget and enrollment projections for the next three academic years.

Figure 2.3
UPR-Ponce's Budget (in thousands) and Enrollment Projections
Academic Years 2009-2010 to 2014-2015



Alternative Funding Sources

UPR-Ponce has increased its efforts to seek external funding in order to supplement revenues coming from state and tuition sources. Federal and state grants and other sources, such as alumni, parents, students, and private donors, have provided the institution with much-needed monies. Table 2.11 reflects income proceeding from these sources.

Table 2.11
External Resources Received by Source
Academic Years 2005-2006 to 2009-2010

Source	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
State funds	\$41,158 (7%)	\$73,317 (9%)	\$31,681 (2%)	\$134,488 (8%)	\$87,153 (7%)
Private funds	220,532 (40%)	91,752 (11%)	182,578 (14%)	183,185 (12%)	72,238 (6%)
Federal funds	290,488 (53%)	679,166 (80%)	1,105,681 (84%)	1,258,283 (80%)	1,029,177 (87%)
TOTAL	\$552,178	\$844,235	\$1,319,940	\$1,575,956	\$1,188,568

Source: UPR-Ponce Office of External Resources and Development

Funding from these sources varies. Although federal grants have more than doubled, private and state funds have not kept pace. Since academic year 2006-2007, federal funding has accounted for over eighty per cent (80%) of the institutional external resources. An analysis of private funding has shown that special events constitute the strongest source. Alumni donations are a small apportionment of private funding, but might increase as strategies in progress to tap this source are proven successful.

The institution is strongly committed to seeking further external funding that could provide additional resources for supporting its programs. An intelligent pairing of funding sources and institutional needs will allow UPR-Ponce to further enhance its position as a small institution

offering high-quality education. Table 2.12 shows the sources of external funds projected for academic year 2010-2011, while Appendix 8 presents a detailed description of these funding sources.

Table 2.12
External Funds Projected for Academic Year 2010-2011

Source	Continuing	Newly Approved	Submitted pending for approval	Total
State funds	\$ 23,513	\$ 100,000	\$ 282,533 ¹	\$ 406,046 (20%)
Private funds	\$ 3,000	\$ 0	\$ 72,000	\$ 75,000 (4%) ²
Federal funds	\$ 1,104,613	\$ 0	\$ 411,711 ³	\$ 1,516,324 (76%)
TOTAL	\$ 1,131,126	\$ 100,000	\$ 766,244	\$1,997,370

¹One proposal requesting \$200,000 submitted to the Building Energy Efficiency Retrofit Program of the ARRA State Energy Program administered by the Puerto Rico Infrastructure Financing Authority, another proposal requesting \$82,533 submitted to the PR Commission for Transit Security.

²Based on projected private funds from alumni, parents, UPRP friends and corporations

³One proposal requesting \$2,705,010 for 5 years, submitted to NIH. First year funds requested, \$411,711
Source: UPR-Ponce Office of External Resources and Development

SECTION 3: CONCLUSION

Since its foundation and first accreditation in 1970, UPR-Ponce has evidenced a proven commitment to academic excellence and institutional effectiveness. External evaluations by accrediting, federal, and state agencies have consistently confirmed UPR-Ponce's effectiveness and continuous improvement. This Monitoring Report has provided supporting evidence of UPR-Ponce's compliance with Standards 4 (Leadership and Governance) and 11 (Educational Offerings).

As stated in the report, the University of Puerto Rico Law and policies provide appropriate direction and facilitate the effective governance and functioning of the institution by establishing a well-defined governance structure whose lines of authority are clearly defined and followed. Governing body by-laws and policies provide appropriate directions and facilitate the effective governance and functioning of the institution. The institutional closure provided UPR-Ponce with an opportunity to restore institutional normality by implementing existing institutional policies which clearly specify the roles and responsibilities of leadership and governing structures, as well as their respective authority in shared governance.

During and after the recent university closure, UPR-Ponce sustained its evidenced commitment to ensuring that its educational offerings display academic content, rigor, and coherence. UPR-Ponce's governance and academic leadership took conscious measures to this end, assuring that the closure did not adversely affect these offerings as evidenced throughout this report. Student learning outcomes assessment of courses and academic programs was completed, campus facilities and learning resources to support instruction were available, and essential student services and processes were continued.

UPR-Ponce is not exempt from the fiscal constraints faced by most higher education institutions at the present time. Addressing these will demand firm discipline driven by an overarching concern for progress towards academic quality. UPR-Ponce's linked planning and budgeting process will ensure that the institution uses its limited budget effectively, and that it exercises prudent mechanisms for resource allocation. The institution is strongly committed to seeking further external funding that could provide additional resources for supporting its programs. An intelligent pairing of funding sources and institutional needs will allow UPR-Ponce to further enhance its position as a small institution offering high-quality education.

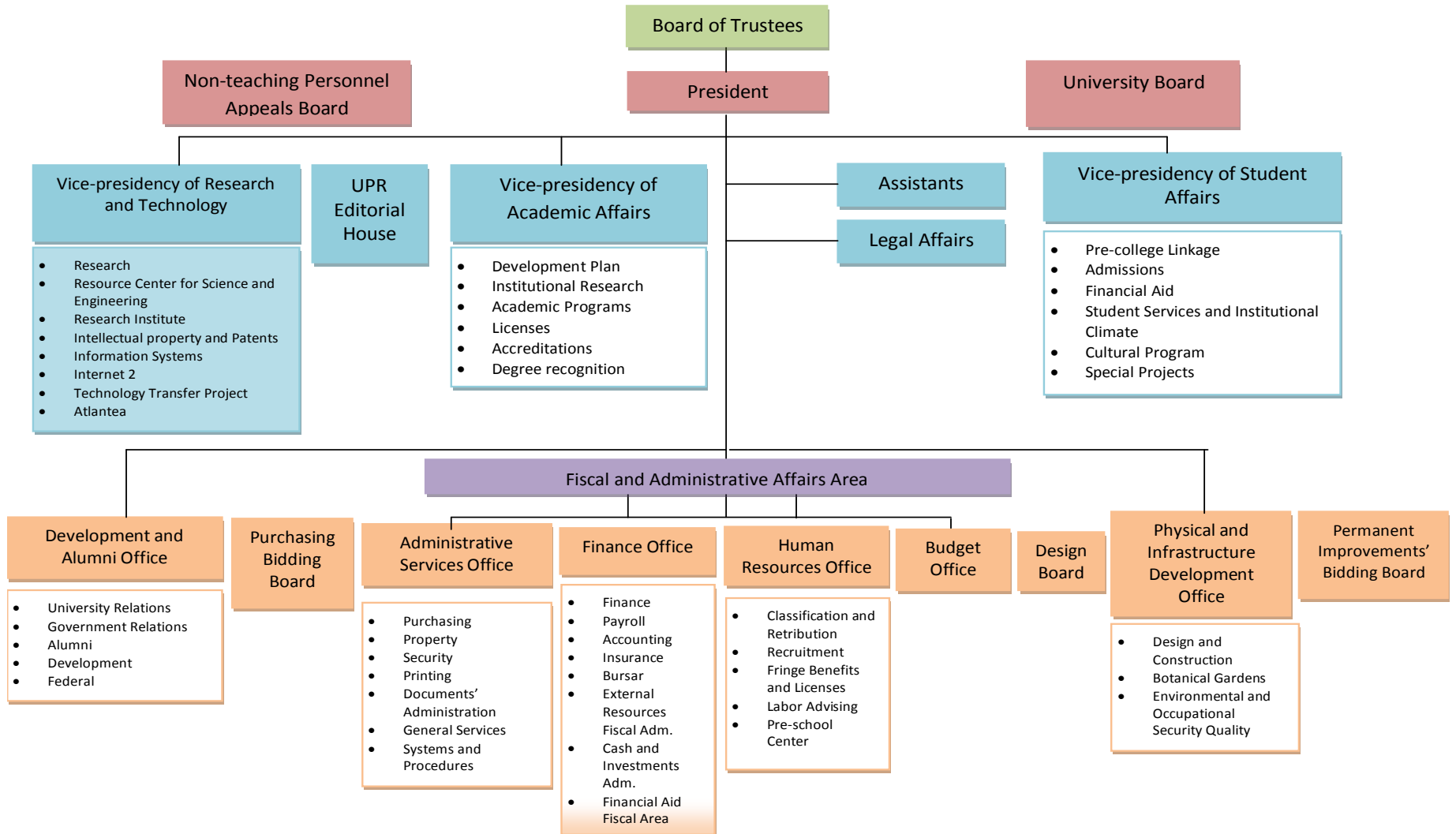
APPENDICES

APPENDIX 1

UNIVERSITY OF PUERTO RICO SYSTEM ORGANIZATIONAL STRUCTURE

UNIVERSITY OF PUERTO RICO

ORGANIZATIONAL STRUCTURE

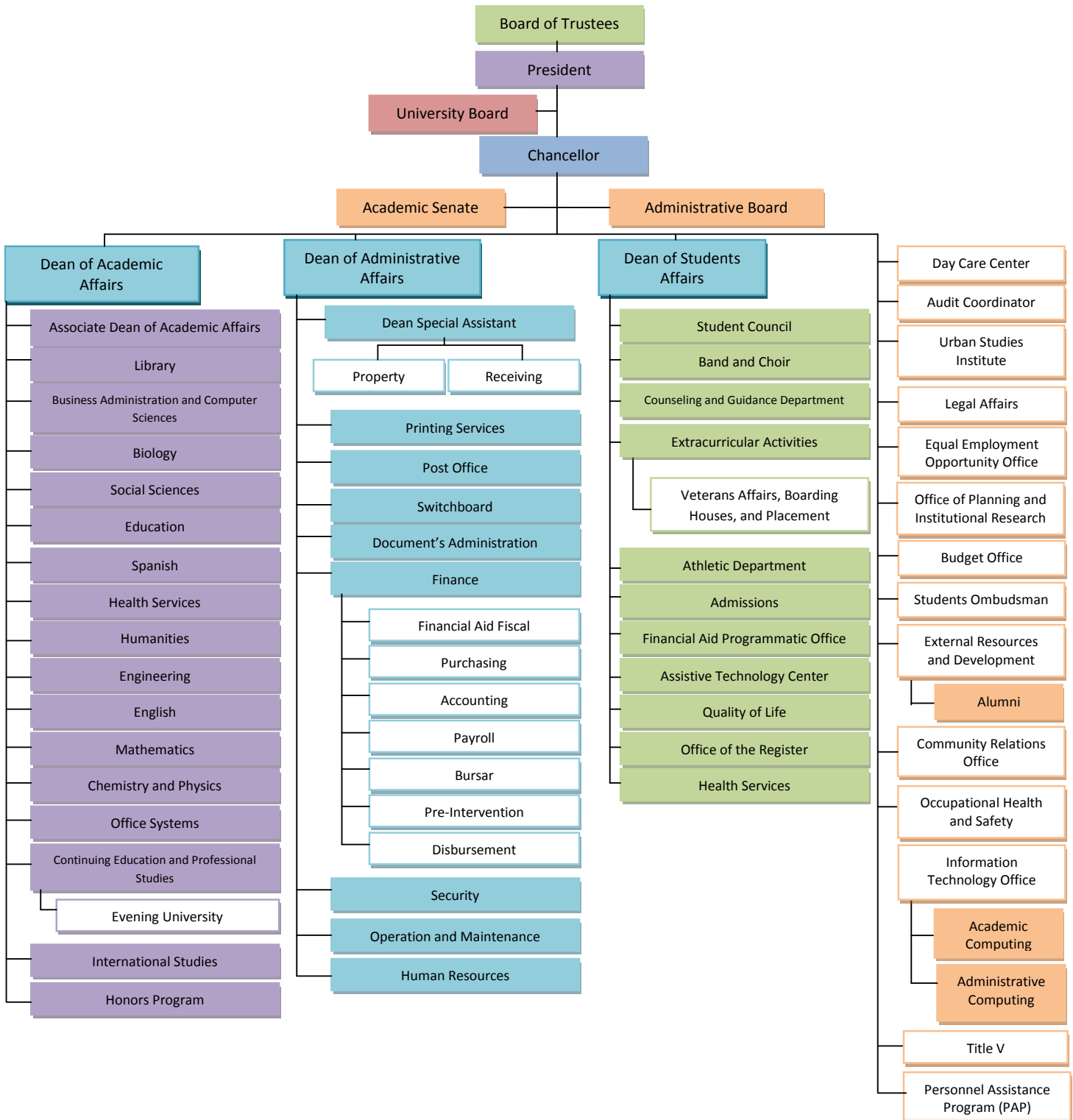


APPENDIX 2

UPR-PONCE ORGANIZATIONAL STRUCTURE

UNIVERSITY OF PUERTO RICO IN PONCE

ORGANIZATIONAL STRUCTURE



APPENDIX 3

**UPR-PONCE ADMINISTRATION BOARD CERTIFICATION 2009-2010-96
AMENDED 2009-2010 ACADEMIC CALENDAR**

CERTIFICACION 2009-2010-96

Yo, Carmen Cádiz Martínez, Secretaria de la Junta Administrativa, de la Universidad de Puerto Rico en Ponce, CERTIFICO QUE:

La Junta Administrativa, en reunión extraordinaria el viernes, 2 de julio de 2010, acordó por unanimidad:

Enmendar el Calendario del Segundo Semestre del Año Académico 2009-2010. Las enmiendas son las siguientes:

FECHA PARA REPOSICIÓN	DÍAS A REPONER
<i>Por acuerdo entre profesores y estudiantes</i>	<i>Clases del jueves, 22 de abril a partir de la 1:30 p.m.</i>
<i>jueves, 1 de julio</i>	<i>Clases del jueves, 29 de abril</i>
<i>viernes, 2 de julio</i>	<i>Clases del viernes, 23 de abril</i>
<i>sábado, 3 de julio</i>	<i>Clases del sábado, 1 de mayo</i>
<i>Por acuerdo entre profesores y estudiantes</i>	<i>Clases del martes, 27 de abril a partir de la 1:30 p.m.</i>
<i>martes, 6 de julio</i>	<i>Clases del martes, 4 de mayo</i>
<i>miércoles, 7 de julio</i>	<i>Clases del miércoles, 28 de abril</i>
	<i>Último día para radicar bajas parciales segundo semestre 2009-2010</i>
<i>jueves, 8 de julio</i>	<i>Clases del jueves, 6 de mayo</i>
	<i>Último día para solicitar readmisión tardía para primer semestre 2010-2011.</i>
<i>viernes, 9 de julio</i>	<i>Clases del viernes, 30 de abril</i>
<i>sábado, 10 de julio</i>	<i>Clases del sábado, 8 de mayo</i>
<i>lunes, 12 de julio</i>	<i>Clases del lunes, 3 de mayo</i>
	<i>Matricula adelantada</i>
<i>martes, 13 de julio</i>	<i>Clases del martes, 11 de mayo</i>
	<i>Matricula adelantada</i>
<i>miércoles, 14 de julio</i>	<i>Clases del miércoles, 5 de mayo</i>
	<i>Último día para solicitar permiso especial tardío para primer semestre 2010-2011.</i>
<i>miércoles, 14 de julio al miércoles, 21 de julio</i>	<i>Periodo de matricula para primer semestre 2010-2011.</i>
<i>jueves, 15 de julio</i>	<i>Clases del jueves, 13 de mayo</i>

FECHA PARA REPOSICIÓN	DÍAS A REPONER
<i>viernes, 16 de julio</i>	<i>Clases del viernes, 7 de mayo</i>
<i>sábado, 17 de julio</i>	<i>Clases del sábado, 15 de mayo</i>
	<i>Último día de clases de sábado</i>
<i>lunes, 19 de julio</i>	<i>Clases del lunes, 10 de mayo</i>
<i>martes, 20 de julio</i>	<i>Clases del viernes, 14 de mayo</i>
	<i>Clases del miércoles, 12 de mayo</i>
	<i>Último día de clases</i>
<i>miércoles, 21 de julio</i>	<i>Último día para radicar bajas totales segundo semestre 2009-2010.</i>
<i>jueves, 22 de julio</i>	<i>Día de repaso</i>
<i>viernes, 23 de julio al sábado, 31 de julio</i>	<i>Periodo de exámenes finales</i>
<i>lunes, 26 de julio</i>	<i>Feriado</i>
<i>martes, 3 de agosto</i>	<i>Fecha límite para que los profesores registren las calificaciones hasta las 11:30 a.m.</i>

Esta Certificación enmienda las Certificaciones 2008-2009-24, 2009-2010-41 y 2009-2010-95 emitidas por este Cuerpo.

Y, PARA QUE ASI CONSTE, y para remitir a las autoridades universitarias correspondientes, expido la presente certificación en Ponce, Puerto Rico, hoy viernes, 2 de julio de 2010.



VZV


Carmen Cádiz Martínez
Secretaria Junta Administrativa

APPENDIX 4

CLASS MAKE-UP PERIOD FORM

Class Make-up Period Form

2009-2010 Academic Year – Second Semester

Professor's Name: _____

Academic Department: _____

The courses described below were completed during the make-up period from July 1 to August 3, 2010.

Course Code	Section	Percentage of content discussed and syllabus objectives achieved (mark X or specify %)		Indicate if course evaluation criteria were met	
				Yes	No
		___ 100%	Other: _____		
		___ 100%	Other: _____		
		___ 100%	Other: _____		
		___ 100%	Other: _____		
		___ 100%	Other: _____		
		___ 100%	Other: _____		
		___ 100%	Other: _____		

The following mechanisms were used to assure the required rigor of content and continuity of the courses:

	Out of regular schedule exams
	Reviews
	Additional assigned material for studying
	Class make-up, according to academic calendar amendment
	Oral presentations and written reports
	Others, please indicate

 Professor's signature

 Department Director's signature

APPENDIX 5

PROGRAM COMPLIANCE CERTIFICATION

PROGRAM COMPLIANCE CERTIFICATION

I hereby certify that for all courses, from the _____ Department, rigorous measures were taken to assure that the 2009-2010 academic year second semester course offerings complied with the contact hours, as required in the syllabus of each course. Objectives, content, and evaluation criteria were achieved as well with the appropriate and required rigor and depth. These measures were taken based on directives received from the Dean of Academic Affairs and the academic calendar amendment, as approved by the Administrative Board, after the closure.

The evidences to document this certification are available in the academic department and will be provided upon request.

Certified and submitted today, August_____, 2010, at UPR in Ponce.

Academic Department Director

Dean of Academic Affairs

APPENDIX 6

AGGREGATED GRADE DISTRIBUTION BY DEPARTMENT SECOND SEMESTER ACADEMIC YEARS 2008-2009 AND 2009-2010

Appendix 2.4
AGGREGATED GRADE DISTRIBUTION BY DEPARTMENT,
SECOND SEMESTER, ACADEMIC YEARS 2008-2009 AND 2009-2010

Department	Academic Year	Total Students	A	%	B	%	C	%	D	%	F	%	W	%	I	%	P	%
Business Administration	2008-2009	1758	290	16	493	28	467	27	184	10	111	6	208	12	5	0	1434	82
	2009-2010	1842	292	16	510	28	450	24	140	8	152	8	255	14	43	2	1392	76
Biology	2008-2009	920	219	24	271	29	236	26	77	8	49	5	59	6	9	1	803	87
	2009-2010	850	182	21	242	28	187	22	60	7	59	7	77	9	43	5	671	79
Social Sciences	2008-2009	2037	634	31	652	32	453	22	135	7	52	3	105	5	6	0	1874	92
	2009-2010	2120	742	35	708	33	343	16	53	3	71	3	155	7	48	2	1846	87
Education	2008-2009	1221	709	58	277	23	95	8	16	1	47	4	62	5	15	1	1097	90
	2009-2010	1280	688	54	236	18	88	7	9	1	72	6	117	9	70	5	1021	80
Spanish	2008-2009	1283	240	19	498	39	345	27	48	4	66	5	75	6	11	1	1131	88
	2009-2010	1343	295	22	516	38	243	18	61	5	66	5	133	10	29	2	1115	83
Allied Health Studies	2008-2009	478	284	59	141	29	35	7	14	3	2	0	0	0	2	0	474	99
	2009-2010	501	267	53	109	22	35	7	12	2	6	1	25	5	47	9	423	84
Physics	2008-2009	201	24	12	46	23	34	17	32	16	19	9	46	23	-	-	136	68
	2009-2010	229	30	13	36	16	66	29	25	11	22	10	36	16	14	6	157	69
Chemistry	2008-2009	404	76	19	73	18	87	22	62	15	41	10	65	16	-	-	298	74
	2009-2010	460	70	15	92	20	106	23	57	12	34	7	86	19	15	3	325	71
Humanities	2008-2009	1084	398	37	352	32	149	14	28	3	46	4	75	7	36	3	927	86
	2009-2010	1279	440	34	329	26	195	15	46	4	52	4	134	10	83	6	1010	79
Engineering	2008-2009	660	232	35	154	23	112	17	19	3	29	4	62	9	52	8	517	78
	2009-2010	840	254	30	183	22	122	15	49	6	81	10	127	15	24	3	608	72
English	2008-2009	1321	363	27	394	30	281	21	83	6	56	4	138	10	6	0	1121	85
	2009-2010	1388	375	27	361	26	277	20	92	7	100	7	174	13	9	1	1105	80
Mathematics	2008-2009	1309	86	7	165	13	301	23	161	12	206	16	386	29	4	0	713	54
	2009-2010	1268	95	7	180	14	270	21	140	11	195	15	377	30	11	1	685	54
Information Systems	2008-2009	372	79	21	92	25	69	19	20	5	36	10	68	18	8	2	260	70
	2009-2010	400	127	32	87	22	62	16	23	6	26	7	52	13	23	6	299	75
Office Systems	2008-2009	599	125	21	201	34	170	28	35	6	24	4	42	7	2	0	531	89
	2009-2010	528	110	21	174	33	100	19	20	4	27	5	84	16	13	2	404	77
Honor Studies Program	2008-2009	130	105	81	10	8	2	2	1	1	3	2	8	6	1	1	118	91
	2009-2010	201	145	72	13	6	3	1	0	0	3	1	14	7	23	11	161	80
Military Science	2008-2009	15	9	60	5	33	1	7	0	0	0	0	0	0	0	0	15	100
	2009-2010	6	0	0	0	0	0	0	0	0	0	0	6	100	0	0	0	0
University Articulation*	2008-2009	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2009-2010	2	0	0	0	0	0	0	0	0	0	0	0	0	2	100	0	0
TOTAL	2008-2009	13792	3873	28	3824	28	2837	21	915	7	787	6	1399	10	157	1	11449	83
	2009-2010	14537	4112	28	3776	26	2547	18	787	5	966	7	1852	13	497	3	11222	77

APPENDIX 7

**POLICY OF CONFLICTS OF INTERESTS AND DISCLOSURE
OF FINANCIAL INTERESTS IN RESEARCH
(BOARD OF TRUSTEES CERTIFICATION 2007-2008-63)**



BOARD OF TRUSTEES
UNIVERSITY OF PUERTO RICO

CERTIFICATION NUMBER 63
2007-2008

I, Salvador Antonetti Zequeira, Secretary of the Board of Trustees of the University of Puerto Rico, DO HEREBY CERTIFY THAT:

The Board of Trustees, in its regular meeting held on May 17, 2008, upon the recommendation of the President of University of Puerto Rico and its Committees on Academic Affairs and Law and Regulations, approved:

The POLICY ON CONFLICTS OF INTERESTS AND DISCLOSURE OF FINANCIAL INTERESTS IN RESEARCH AND OTHER SPONSORED PROGRAMS OF THE UNIVERSITY OF PUERTO RICO, that is attached as an integral part of this Certification.

Issued under the seal of the University of Puerto Rico in San Juan, Puerto Rico,
this 23rd day of May, 2008.




Salvador Antonetti Zequeira
Secretary

UNIVERSITY OF PUERTO RICO
BOARD OF TRUSTEES

**Policy on Conflicts of Interests
And
Disclosure of Financial Interests
In Research
And
Other Sponsored Programs**

Certification No. 63 (2007-2008)
May 17, 2008

Policy on Conflicts of Interests
And
Disclosure of Financial Interests
In Research and Other Sponsored Programs

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V.	DISCLOSURE OF PERSONAL FINANCIAL INTERESTS	4
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VIII.	AMENDMENTS AND REPEALS	6
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**Policy on Conflicts of Interests
And
Disclosure of Financial Interests
In Research and Other Sponsored Programs**

I. INTRODUCTION

The University of Puerto Rico is a public corporation of the Commonwealth of Puerto Rico. Teaching, research and public service are the main functions of the University. Consistent with the mission of the University, all faculty, staff and students are encouraged to participate in activities associated with the University and in those that promote interactions with industry, businesses, government and other academic institutions. University research is being focused on technology and its uses for the benefit of the humanity. This knowledge or technology can have a commercial value and, consequently, must be treated as an asset that can be used, preserved or applied in such a way as to generate income for the inventor and the University, increasing the collaborations among academic, government and private sector. The University of Puerto Rico supports these efforts of collaboration and mutual benefit. Establishing ownership, patenting, licensing and protection rights to such inventions is consistent with the mission and objectives of the University.

The University permits its faculty substantial freedom in arranging their academic lives. This freedom is, however, subject to the principle that the primary professional loyalty of an employee is to the University. Orderly procedures must be followed to avoid ethical and legal conflicts of interest and to ensure that such activities do not conflict with the proper discharge of University responsibilities.

II. OBJECTIVE

The intent of this policy is to identify, eliminate or manage any possible threat to the integrity of the research and sponsored programs conducted at the University of Puerto Rico. This policy sets forth procedures and guidelines that are to be followed by the University in resolving or managing actual and potential faculty conflicts of interest and commitment pertaining to all research projects, independent to its source of funding.

III. SCOPE

This policy applies to all sponsored projects funded by (a) commercial sponsors; (b) federal agencies; (c) state agencies; (d) institutional funding; or (e) from any other source of funding. It also will guide cases in which faculty, staff, students or other members of the university community receive significant financial gain from commercialization, in any way, of intellectual property owned or co-owned by the

University. It is also the intent of this policy to address the potential conflict of interest that might arise when the University of Puerto Rico enters into a contract, including one of technology transfer, with private firms or corporations in which a University employee or researcher has a direct or indirect significant financial interest, as this concept is defined herein.

IV. DEFINITIONS

For purposes of this policy statement, the following definitions are provided:

- A. **University or UPR** refers to the University of Puerto Rico.
- B. **Researcher or Investigator** includes the principal investigator, co-principal investigators, and all faculty and research staff members or any other person at the institution who is responsible for the design, conduct, or reporting of the research or educational activities as well as the dissemination of the results.
- C. **Employees** refers to all full time or part time employees, including faculty, students, administrative and professional personnel, support personnel, faculty and visiting researchers, research assistants, scientists and visiting professors, or any person whose services are paid by the University.
- D. **Immediate family** refers to the employee or researcher's parents, siblings, spouse, and dependent children. It also refers to any individual who resides on a regular basis in the researcher's domicile or whose financial affairs are under the control of the employee or researcher.
- E. **Sponsored research project or other sponsored program** includes a variety of possible activities and not research alone. Sponsored programs include, but are not limited to; curriculum development projects, public service projects, instrumentation and infrastructure awards, training grants, conference grants and any other activity funded either directly, or indirectly, by an external entity, including private sponsors and agencies of the commonwealth and federal governments.
- F. **University funds or funds administered by the University** refer to any funds that the University administers regardless of their source: federal government, local government, private or any kind, and whose purpose is to support research or scholarly activities.
- G. **Significant financial interest** refers to the relationship between an investigator and the sponsor of a project and means any monetary value including, but not limited to, salary or any other payment or compensation for services (e.g. consulting fees or honoraria); equity interests

(e.g. stocks, stock options or other ownership interests); interests derived from investments, and any income derived from intellectual property rights (e.g. patents, copyrights) and royalties from such rights; a direct or indirect investment in the sponsoring entity worth more than \$10,000; an equity interest of more than five percent; a position as director, officer, partner, trustee, employee of or any other position of management in the sponsoring entity; income from the sponsor including consulting income, gifts and loans received from or promised by the sponsor within 12 months prior to the acceptance of the award. This term does not include:

1. Salary, royalties or other remuneration from the applicant institution;
2. Ownership interest in the sponsoring entity, if the entity is an applicant under the Small Business Innovation Research Program or Small Business Technology Transfer Program;
3. Income from seminars, lectures, conferences, or teaching agreements sponsored by public or non-profit entities;
4. Income from service on advisory committees or review panels for public or nonprofit entities;
5. An equity interest that, when aggregated for the investigator and the investigator's immediate family, meets both of the following tests: does not exceed \$10,000 in value as determined through reference to public prices or other reasonable measures of fair market value, and does not represent more than a 5% ownership interest in any single entity; or
6. Salary, royalties or other payments that, when aggregated for the investigator and the investigator's immediate family, are not expected to exceed \$10,000 during the next twelve month period.

- H. Indirect investment or indirect financial interest** occurs when an investigator's immediate family has a financial interest in the sponsoring entity, or when the investigator or his or her immediate family owns directly, indirectly or beneficially a five percent interest or greater in a business entity or trust that has a financial interest in the sponsoring entity.
- I. Equity (ownership) interest** means an investment of more than \$10,000 in a sponsoring entity or five percent of company ownership by an investigator, or his or her immediate family.

V. DISCLOSURE OF PERSONAL FINANCIAL INTERESTS

- A. The principal investigator and co-investigators must disclose to the Chancellor of the campus where he or she works and the Vice President for Research and Technology full information of any direct or indirect financial interest they or their immediate family have that could directly and significantly affect the design, conduct, or reporting of activities that are funded in whole or in part (a) through a contract or grant with a non-governmental entity; (b) by a gift from a non-governmental entity earmarked by the donor for a specific research project or a specific investigator, or (c) funds administered by the UPR. When disclosure indicates that a significant financial interest exists, an independent substantive review of the disclosure statement and the research project must take place prior to acceptance of the contract, grant or gift. Department chairs must disqualify themselves from approving a research proposal by another investigator for a project that is funded in whole or in part by a non-governmental entity in which the chair or his or her immediate family has a significant financial interest.
- B. In the event that the University of Puerto Rico is negotiating to enter into a contract, including one for technology transfer; an agreement; a licensing agreement or any other mechanism of commercialization of the intellectual property of the University with private firms or corporations in which a University employee or researcher or his or her immediate family has a direct or indirect significant financial interest, said employee or researcher shall disclose to the Chancellor of the campus where he or she works and the Vice President for Research and Technology such financial interest before the contract or agreement with such firm or corporation is accepted by the University.
- C. Disclosure statements must be filed (a) before final acceptance of a contract, grant, or gift; (b) when funding is renewed; and (c) within 90 days after expiration in the case of a contract or grant, or after funds have been completely expended in the case of a gift.
- D. The financial disclosure statement shall contain:
 1. The name and address of the sponsor and a general description of the business activity, if any, of the sponsor;
 2. A statement of the aggregate value of income from the sponsor, or in the case of a loan, the highest amount owed to the sponsor;
 3. In the case of a gift of \$50 or more, a description of and the amount of the gift; and

4. In the case of a loan, the annual interest rate and the security, if any, given for the loan.
5. Disclosure of Equity or Ownership Interest and Disclosure of Position in Sponsor
6. When an investment or equity (ownership) interest is required to be disclosed, or when the investigator or a member his or her immediate family is a director, officer, partner, trustee, employee, or holds any position of management, the disclosure statement shall contain a general description of the business activity in which the sponsor is engaged; a statement of the fair market value of the investment or interest; and the position held in the entity by the investigator.
7. Those researchers that are included as inventors, defined as the member or members who have done the research or made the discovery, in a patent or any other intellectual property in which the University of Puerto Rico is the assignee, owner or co-owner, have the responsibility to include this information in the financial disclosure statement. The number and name of the patent shall be included.

VI. INDEPENDENT SUBSTANTIVE REVIEW COMMITTEE

When the Chancellor determines that the disclosure statement indicates that a significant financial interest exists, an independent substantive review of the disclosed statement and research project shall take place before a contract, grant, or gift is accepted.

The review committee should possess the academic, professional, and administrative competence and expertise necessary to review the subject matter of the proposed research and to assess the University and other public interests involved. The committee members may include graduate students and one or more qualified members not affiliated with the University. The committee may consult with administrators, faculty, and others involved in the research and review process and the academic discipline in question. The committee may also consult with or request that investigators and department chairs provide additional information so as to make a fully informed recommendation. The committee may also invite individuals with competence in special areas to assist in the review process if expertise beyond, or in addition to, that available to the committee is required. The review committee shall be sufficiently qualified through the experience of their members to promote respect for their advice.

The committee shall review disclosure statements and relevant features of the research project, following the guidelines adopted for this purpose by the Vice President for Research and Technology for the University of Puerto Rico. The review should occur

as early as possible in the overall application process to assure that commitments are not inadvertently made to the sponsors. The committee shall, in its written documentation of the review, address each of the principles set forth in the Guidelines. The basis for the recommendation should be clearly established in the documentation of the review.

On the basis of this review, the committee shall recommend to the Chancellor whether funding for the research project should be accepted and, if so, whether any modifications or conditions are needed. The Chancellor shall notify his or her decision to the investigator.

The Chancellor of the pertinent institutional unit, after consultation with the Vice President for Research and Technology of the University of Puerto Rico, shall develop a procedure for this independent substantive review, including the designation or establishment of the institutional committee to conduct the review.

VII. IMPLEMENTATION

Chancellors shall implement this policy. They must provide the reviewers with appropriate administrative support, assure that technical advice on conflict of interest matters is provided, and assure that appropriate documents related to this policy are available to the public as required by law.

The Vice President for Research and Technology for the University of Puerto Rico has responsibility for assuring compliance with applicable State law, this policy, and related University regulations. The Vice President for Research and Technology is responsible for developing, issuing and notifying the necessary guidelines to implement this policy and will serve as the liaison on these matters with the campuses. These guidelines could be modified from time to time.

VIII. AMENDMENTS AND REPEALS

This Policy may be amended *motu proprio* by the Board of Trustees, or upon request of the President of the University of Puerto Rico.

This Policy repeals Circular Letter No. 96-03 of February 5, 1996, known as Investigator Financial Disclosure Policy, as well as any other rule, regulation, policy or official document in conflict with this policy.

IX. EFFECTIVE DATE

This Policy is effective upon its approval by the Board of Trustees.

APPENDIX 8

EXTERNAL FUNDS PROJECTED FOR FISCAL YEAR 2010-2011

UNIVERSITY OF PUERTO RICO IN PONCE

EXTERNAL FUNDS PROJECTED FOR FISCAL YEAR 2010-2011

PROJECT STATUS	PROJECT TITLE	FUNDING SOURCE	AWARD PERIOD	TOTAL FUNDS EXPECTED DURING 2010-2011	TOTAL FUNDS EXPECTED BASED ON SOURCE			SUB-TOTAL AND TOTAL AMOUNTS EXPECTED
					FEDERAL	STATE AND MUNICIPAL	PRIVATE	
CONTINUATION	Title V Institutional - Strengthening Learning and Teaching Strategies and Practices for a New Generation of Learners, administered by Dr. Rosario Rios de Torres	US Department of Education CFDA 84.131	10/1/2006 - 9/30/2011	\$604,271	\$604,271			
CONTINUATION	Excelling Engineers to 21 st Century (EET21), administered by Dr. Drianfel E. Vazquez, Department of Engineering	US Department of Education (MSEIP) CFDA 84.120	10/01/2007-09/30/2010	\$94,570	\$94,570			
CONTINUATION	Building a Bilingual Leadership in the Rehab Community (BBLRC) administered by Dr. Marisel Sepúlveda, Department of Social Sciences	USDE- RSA under Rehab Long Term Training Program CFDA 84.129L	08/1/2007 - 07/31/2012	\$73,019	\$73,019			
CONTINUATION	UPRH Campus Violence Prevention Flagship Program (Collaborative Project among 9 units of UPR System: Humacao (Lead), Rio Piedras, Cayey, Carolina, Bayamon, Utuado, Ponce and Mayagüez), administered by Ms. Reina González, Chancellor's Office	US Department of Justice - Office of Violence Against Women CFDA 16.525	10/01/2007-09/30/2010 (Extended to 09/30/2012)	\$15,436	\$15,436			
CONTINUATION	Integrated Strategies for Increasing Understanding,	US Department of Homeland Security - MSI	01/01/2008-12/31/2010	\$67,469	\$67,469			

PROJECT STATUS	PROJECT TITLE	FUNDING SOURCE	AWARD PERIOD	TOTAL FUNDS EXPECTED	TOTAL FUNDS EXPECTED BASED ON SOURCE	SUB-TOTAL AND TOTAL AMOUNTS
	Preparedness, Response and Research in Terrorism at UPRP, administered by Dr. Edu B. Suarez, Department of Biology	Scientific Leadership Award Program (DHS-MSI) CFDA 97.062				
CONTINUATION	Integration of Interdisciplinary Techniques: Agricultural Biotechnology (ITAB), administered by Prof. Gloria M. Rojas, Department of Biology	USDA-NIFA HSI Education Grants Program CFDA 10.223	09/01/2009-08/31/2011	\$249,848	\$249,848	
CONTINUATION	Fiesta IX Project, administered by Dr. Margarita Villamil, Office of Quality of Life	PR Commission for Transit Security CFDA 20.600	10/01/2009-09/30/2010	\$8,513	\$8,513	
CONTINUATION-CLOSE OUT	Strengthening School Principals' Instructional Leadership: A Hands-on and Minds-on Approach (SSPIL Project), administered by Dr. Carmen C. Morales, English Department	PR Higher Education Council- Title II Part A-3 of No Child Left Behind Act CFDA 84.367B Teacher Quality Grants	01/01/2009 @ 06/30/2010	\$15,000	\$15,000	
CONTINUATION	Recurrent Donations for UPRP Endowment Fund	Alumni, Staff, Parents	FY 2010-2011	\$3,000	\$3,000	\$1,131,126
NEWLY APPROVED	Photovoltaic Solar System to Produce Energy at the Deanship of the Students Affairs Building, to be administered by the Chancellor's Office and the Deanship of Administrative Affairs	Sun Energy Program of the ARRA State Energy Program Administered by the Puerto Rico Infrastructure Financing Authority	08/20/2010-07/31/2011	\$100,000	\$100,000	\$100,000
SUBMITTED PENDING OF APPROVAL	Fiesta IX Project, to be administered by Dr. Margarita Villamil,	PR Commission for Transit Security	10/01/2010-09/30/2011	\$82,533	\$82,533	

PROJECT STATUS	PROJECT TITLE	FUNDING SOURCE	AWARD PERIOD	TOTAL FUNDS EXPECTED	TOTAL FUNDS EXPECTED BASED ON SOURCE	SUB-TOTAL AND TOTAL AMOUNTS
	Office of Quality of Life	CFDA 20.600				
SUBMITTED PENDING OF APPROVAL	University of Puerto Rico Ponce - Research Initiative for Scientific Enhancement: UPR- PRISE, to be administered by Dr. Edu B. Suarez, Department of Biology	NIH-NIGMS MBRS-RISE CFDA 93.859	04/01/2011-03/31/2016	\$411,711	\$411,711	
SUBMITTED PENDING OF APPROVAL	Enhancing Energy Efficiency by Retrofit Interior Lighting System at the Academic Building, to be administered by the Chancellor's Office and the Deanship of Administrative Affairs	Building Energy Efficiency Retrofit Program of the ARRA SEP - PRIFA	10/01/2010-09/30/2011	\$200,000	\$200,000	
PROJECTED	Donations for scholarships, and other unrestricted activities	Alumni, Staff, Parents, Corporations	FY 2010-2011	\$72,000	\$72,000	\$766,244

SOURCE: UPRP OFFICE OF EXTERNAL RESOURCES AND DEVELOPMENT

APPENDIX 9

**CERTIFICATION STATEMENT:
COMPLIANCE WITH MSCHE REQUIREMENTS OF AFFILIATION
AND FEDERAL TITLE IV REQUIREMENTS**



Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680
Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

**Certification Statement:
Compliance with MSCHE Requirements of Affiliation and
Federal Title IV Requirements
(Effective October 1, 2009)**

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm by completing this certification statement that it meets or continues to meet established MSCHE requirements of affiliation and federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and transfer of credit.

The signed statement must be attached to the executive summary of the institution's self-study report.

If it is not possible to certify compliance with all such requirements, the institution must attach specific details in a separate memorandum.

University of Puerto Rico in Ponce

(Name of Institution)

is seeking (Check one): Initial Accreditation Reaffirmation of Accreditation

The undersigned hereby certify that the institution meets all established requirements of affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and transfer of credit, and that it has complied with the MSCHE policy, "Related Entities."

Exceptions are noted in the attached memorandum (Check if applicable)

James A. Tracer
(Chief Executive Officer)

(Date) *August 9, 2010*

Luis Rivera de Matos
(Chair, Board of Trustees or Directors)

(Date) *August 18, 2010*

I:\Procedures & Process\CertificationStatementEffectiveOct09

APPENDIX 10

2009-2010 MSCHE ANNUAL INSTITUTIONAL PROFILE

**Middle States Commission on Higher Education
Institutional Profile 2009-10
[0626] UPR - Ponce**

A. General Information

	Data on File (2008-09)	IP Data (2009-10)
Institution Name	UPR - Ponce	UPR - Ponce
Address	Box 7186 Santiago De Los Caballeros Avenue Ponce, PR 00732	Box 7186 Santiago De Los Caballeros Avenue Ponce, PR 00732
Telephone	787 844 8181	787 844 8181
Fax	787 844 8679	787 844 8679
Website	www.uprp.edu/	www.uprp.edu/
Control	Public	Public
Carnegie Classification	Baccalaureate - Diverse Fields	Baccalaureate - Diverse Fields
Affiliation	State	State
Calendar	Semester	Semester
Degree Granting Authority	Puerto Rico	Puerto Rico
Licensed to Operate in	PR	PR
Programs		
How many degree/certificate programs (distinct CIP codes) does your institution offer?	0	17
Degrees/Certificates Offered		
Certificate/Diploma	no	no
Associate's	yes	yes
Bachelor's	yes	yes
Master's	no	no
Doctor's - Professional Practice	no	no
Doctor's - Research/Scholarship	no	no
Doctor's - Other	no	no
Related Institutions		
Name, State, Country	none	none
Next Self-Study Visit		
Next Self-Study Visit	2014-15	2014-15
Next Periodic Review Report (PRR)		
Next Periodic Review Report (PRR)	June 2010	June 2010
CHE Staff Liaison		
CHE Staff Liaison	Dr. Luis G. Pedraja	Dr. Luis G. Pedraja

**Middle States Commission on Higher Education
Institutional Profile 2009-10
[0626] UPR - Ponce**

B. Key Contacts

Key Contact	Data on File (2008-09)	IP Data (2009-10)
System/District Chief Exec Officer	Dr. Jose Ramon de la Torre <i>President</i> G.P.O. Box 4984-G San Juan, PR 00936 Phone: none Fax: none Email: jose.delatorre@upr.edu	Dr. Jose Ramon de la Torre <i>President</i> G.P.O. Box 4984-G San Juan, PR 00936 Phone: 787 250 0000 Fax: none Email: jose.delatorre@upr.edu
Chief Executive Officer	Prof. Carmen A. Bracero Lugo <i>Acting Chacellor</i> Box 7186 Ponce, PR 00732 Phone: 787 844 8959 Fax: none Email: carmen.bracero@upr.edu	Prof. Carmen A. Bracero Lugo <i>Acting Chacellor</i> Box 7186 Ponce, PR 00732 Phone: 787 844 8959 Fax: none Email: carmen.bracero@upr.edu
Chief Academic Officer	Dra. Irma N. Rodriguez <i>Acting Dean for Academic Affairs</i> Box 7186 Santiago De Los Caballeros Avenue Ponce, PR 00732 Phone: 787 844 9231 Fax: 787 844 8679 Email: irma.rodriguez3@upr.edu	Dra. Irma N. Rodriguez <i>Acting Dean for Academic Affairs</i> Box 7186 Santiago De Los Caballeros Avenue Ponce, PR 00732 Phone: 787 844 9231 Fax: 787 844 8679 Email: irma.rodriguez3@upr.edu
Chief Financial Officer	Mr. Pedro I. Martinez <i>Finance Director</i> P O Box 7186 Ponce, PR 00732 Phone: 787 844 8181ex. 2615 Fax: 787 844 8707 Email: pmartinez@uprp.edu	Mr. Pedro I. Martinez <i>Finance Director</i> P O Box 7186 Ponce, PR 00732 Phone: 787 844 8181 ex. 2615 Fax: 787 844 8707 Email: pmartinez@uprp.edu
Accreditation Liaison Officer	Prof. Ivonne Vilarino-Medina <i>Director, Office of Planning and Institutional Research</i> Box 7186 Ponce, PR 00732 Phone: 787 290 4064 Fax: 787 844 8679 Email: ivonne.vilarino@upr.edu	Prof. Ivonne Vilarino-Medina <i>Director, Office of Planning and Institutional Research</i> Box 7186 Ponce, PR 00732 Phone: 787 290 4064 Fax: 787 844 8679 Email: ivonne.vilarino@upr.edu

Director of the Library	<p>Prof. Saulo Cotto <i>Interim Director of Library</i> Box 7186 Santiago De Los Caballeros Avenue Ponce, PR 00732</p> <p>Phone: 787 844 8181ex. 2211 Fax: none Email: scotto@uprp.edu</p>	<p>Prof. Saulo Cotto <i>Interim Director of Library</i> Box 7186 Santiago De Los Caballeros Avenue Ponce, PR 00732</p> <p>Phone: 787 844 8181 ex. 2211 Fax: none Email: scotto@uprp.edu</p>
Coordinator of Outcomes Assessment	<p>Prof. Rosa M. Lopez <i>Coordinator Assessment of Student Learning</i> Box 7186 Santiago De Los Caballeros Avenue Ponce, PR 00732</p> <p>Phone: 787 844 8181ex. 2348 Fax: none Email: rosa.lopez2@upr.edu</p>	<p>Prof. Rosa M. Lopez <i>Coordinator Assessment of Student Learning</i> Box 7186 Santiago De Los Caballeros Avenue Ponce, PR 00732</p> <p>Phone: 787 844 8181 ex. 2348 Fax: none Email: rosa.lopez2@upr.edu</p>
Coordinator of Institutional Research Functions	<p>Prof. Ivonne Vilarino-Medina <i>Director, Office of Planning and Institutional Research</i> Box 7186 Ponce, PR 00732</p> <p>Phone: 787 290 4064 Fax: 787 844 8679 Email: ivonne.vilarino@upr.edu</p>	<p>Prof. Ivonne Vilarino-Medina <i>Director, Office of Planning and Institutional Research</i> Box 7186 Ponce, PR 00732</p> <p>Phone: 787 290 4064 Fax: 787 844 8679 Email: ivonne.vilarino@upr.edu</p>
Chair: Self-Study Steering Committee	<p>Dr. Jaime A. Garcia-Ramirez <i>Chair PRR Steering Committee</i> P.O. Box 7186 Ponce, PR 00732</p> <p>Phone: 787 844 8181ex. 2334 Fax: 787 840 8108 Email: jgarciar@coqui.net</p>	<p>Dr. Jaime A. Garcia-Ramirez <i>Chair PRR Steering Committee</i> P.O. Box 7186 Ponce, PR 00732</p> <p>Phone: 787 844 8181 ex. 2334 Fax: 787 840 8108 Email: jgarciar@coqui.net</p>
Co-Chair: Self-Study Steering Committee	<p>Prof. Ivonne Vilarino-Medina <i>Director, Office of Planning and Institutional Research</i> Box 7186 Ponce, PR 00732</p> <p>Phone: 787 290 4064 Fax: 787 844 8679 Email: ivonne.vilarino@upr.edu</p>	<p>Prof. Ivonne Vilarino-Medina <i>Director, Office of Planning and Institutional Research</i> Box 7186 Ponce, PR 00732</p> <p>Phone: 787 290 4064 Fax: 787 844 8679 Email: ivonne.vilarino@upr.edu</p>
Person in the President's Office To Whom MSCHE Invoices Should be Sent	<p>Prof. Jaime C. Marrero <i>Chancellor</i> P.O. Box 7186 Ponce, PR 00732</p> <p>Phone: 787 844 8181ex. 2200 Fax: 787 844 8679 Email: jmarrero@upr.edu</p>	<p>Prof. Carmen A. Bracero Lugo <i>Acting Chacellor</i> Box 7186 Ponce, PR 00732</p> <p>Phone: 787 844 8959 Fax: none Email: carmen.bracero@upr.edu</p>

Person Completing IP Financials	<p>Ms. Maria De Los A. Colon <i>Accountant</i> Adm. Central - Jardin Botanico Sur 1187 Calle Flamboyán San Juan, PR 009261117</p> <p>Phone: 787 250 0000ex. 4309 Fax: 787 758 4111 Email: macolon@upr.edu</p>	<p>Ms. Maria De Los A. Colon <i>Accountant</i> Adm. Central - Jardin Botanico Sur 1187 Calle Flamboyán San Juan, PR 009261117</p> <p>Phone: 787 250 0000 ex. 4309 Fax: 787 758 4111 Email: maria.colon26@upr.edu</p>
Person Completing IP (Key User)	<p>Ms. Rosa H. Torres-Molina <i>STATISTICS OFFICER</i> AVE. SANTIAGO DE LOS CABALLEROS PONCE, PR 00732</p> <p>Phone: 787 844 8181ex. 2305 Fax: 787 840 6992 Email: rosa.torres6@upr.edu</p>	<p>Ms. Rosa H. Torres-Molina <i>STATISTICS OFFICER</i> AVE. SANTIAGO DE LOS CABALLEROS PONCE, PR 00732</p> <p>Phone: 787 844 8181 ex. 2305 Fax: 787 840 6992 Email: rosa.torres6@upr.edu</p>

**Middle States Commission on Higher Education
Institutional Profile 2009-10
[0626] UPR - Ponce**

C. Graduation Data

Awards granted

Report all degrees or other formal awards conferred by your institution between July 1, 2008, and June 30, 2009. If an individual received two degrees at different levels during the specified time period, report each degree in the appropriate category.

Include earned degrees and awards conferred by branches of your institution located within or outside the Middle States region, including foreign countries.

Exclude honorary degrees and awards.

Awards	Data on File (2008-09)	IP Data (2009-10)
Diploma/Certificate	0	0
Associate's	86	90
Bachelor's	355	362
Master's	0	0
Doctor's - Professional Practice	0	0
Doctor's - Research/Scholarship	0	0
Doctor's - Other	0	0
Does your institution have undergraduate programs?	yes	yes
Do your undergraduate programs serve only transfer students? See instructions if the answer is yes.	no	no

Completers

Provide the total number of students in the relevant cohort who received their awards no later than 2008-09 (which would be within 150 percent of the time expected for them to receive the degree/certificate for which they matriculated). Also provide the total number of students who transferred out of your institution before completing their programs.

2-year Institutions only	Data on File (2008-09)	IP Data (2009-10)
Total Number of students in the cohort	0	0
Number completed within 150% of time to degree	0	0
Total transfers out	0	0
4-year Institutions w/ Baccalaureate Programs		
Total Number of students in the cohort	683	826
Number completed within 150% of time to degree	283	348
Total transfers out	41	42

**Middle States Commission on Higher Education
Institutional Profile 2009-10
[0626] UPR - Ponce**

D. Enrollment

	Data on File (2008-09)		IP Data (2009-10)	
	Undergraduate	Graduate	Undergraduate	Graduate
Total credit hours of all part-time students	2527	0	2436	0
Minimum credit load to be considered a full time student	0	0	12	0
Full-Time Head Count	2847	0	3055	0
Part-Time Head Count	385	0	383	0

Credit Enrollment

	Data on File (2008-09)	IP Data (2009-10)
Number of Students matriculated, enrolled in degree programs (Undergraduate + Graduate)	3232	3438
Number of Students not matriculated, enrolled in credit-bearing courses	0	0

Non-Credit Enrollment

	Data on File (2008-09)	IP Data (2009-10)
Number of Students enrolled in non-credit, graduate level courses	0	0
Number of Students enrolled in non-credit, undergraduate level and other continuing education (excluding avocational) courses	736	796
Number of Students in non-credit avocational continuing education courses	0	0

Middle States Commission on Higher Education Institutional Profile 2009-10 [0626] UPR - Ponce

E. Distance Education

Distance education means education that uses one or more technologies to deliver instructions to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor. See the Instructions for a full explanation.

	Data on File (2008-09)	IP Data (2009-10)
Did your institution, in the most recent prior year (2008-09), offer distance education or correspondence courses?	No	No

F. Regional, National, and Specialized Accreditation

Please list the name of the regional, national, and specialized accrediting organizations that accredit your institution or its programs. *It is not necessary to report the Middle States Commission on Higher Education, and it is excluded from this list.*

Data on File (2008-09)	IP Data (2009-10)
Accreditors Recognized by U.S. Secretary of Education	
<ul style="list-style-type: none"> ▪ American Physical Therapy Association (APTA), Commission on Accreditation ▪ National Council for the Accreditation of Teacher Education (NCATE) 	<ul style="list-style-type: none"> ▪ American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education ▪ National Council for Accreditation of Teacher Education

Other Accreditors

Please list any other accrediting organizations that accredit your institution or its programs. *Please separate each accreditor by semi-colon (;).*

Association of Collegiate Business Schools and Programs (ACBSP)

**Middle States Commission on Higher Education
Institutional Profile 2009-10
[0626] UPR - Ponce**

G. Instructional Personnel (as of Fall 2009)

	Data on File (2008-09)		IP Data (2009-10)	
	Full-Time Headcount	Part-Time Headcount	Full-Time Headcount	Part-Time Headcount
Tenured Faculty	115	0	109	0
Non-Tenured Faculty (On Tenure Track)	4	0	8	0
Non-Tenured Faculty (Not On Tenure Track)	6	38	15	49

H. Related Educational Activities

H-1. Study Abroad

This section is only required if your institution's Self-Study Visit is scheduled for 2010-11 or 2011-12, or if your institution's Periodic Review Report (PRR) is due to be submitted in June 2011.

Note:

Your institution's next Self-Study Visit is scheduled for 2014-15.

Your institution's next Periodic Review Report (PRR) is due to be submitted in June 2010.

H-2. Branch Campuses (as of Fall 2009)

Data on File (2008-09)	IP Data (2009-10)
No Branch Campuses.	No Branch Campuses.

H-3. Additional Locations (as of Fall 2009)

Data on File (2008-09)	IP Data (2009-10)
No Additional Locations.	No Additional Locations.

H-4. Other Instructional Sites (as of Fall 2009)

Data on File (2008-09)	IP Data (2009-10)
No Other Instructional Sites.	

Middle States Commission on Higher Education Institutional Profile 2009-10 [0626] UPR - Ponce

I. Financial Information

Report the same data for Educational and General (E&G) expenses and assets on the Institutional Profile that your institution reports to the Integrated Postsecondary Higher Education Data Systems (IPEDS).

Verify the beginning and ending date for your institution's fiscal year. The default dates are 7/1/2008 through 6/30/2009 (the most recent year for which you would have an audited financial report). If your institution uses different dates, please change the default dates accordingly.

Report financial data in whole dollars. Round cents to the nearest whole dollar. For example, enter 124, not 123.65. Do not enter data in thousands of dollars. For example, enter 1,250,000 not 1,250.

Report educational and general expenses by expense category (e.g., instruction, research, public service, etc.). The expense for each category is the sum of restricted and unrestricted expenses.

	Data on File (2008-09)	IP Data (2009-10)	
Which reporting standard is used to prepare your institution's financial statements? Your selection determines the value in the column IPED-Line below. FASB (Financial Accounting Standard Board) GASB (Government Accounting Standard Board)		GASB	
Note: For Private Institutions the value is set automatically and the field is disabled.			
Is your institution's audited Financial Report Qualified or Unqualified?	Unqualified	Unqualified	
Fiscal Year Begin	7/1/2007	7/1/2008	
Fiscal Year End	6/30/2008	6/30/2009	
Does your institution allocate Operation & Maintenance of Plant expense?	No	No	
Does your institution allocate Depreciation Expense?	No	No	
	IPEDS Part-Line	Data on File (2008-09)	IP Data (2009-10)
		Expenses	Expenses
1. Instruction	C-01	\$14,715,962	\$17,357,604
2. Research	C-02	\$210,296	\$94,218
3. Public Services	C-03	\$38,041	\$568,912
4. Academic Services	C-05	\$2,685,802	\$4,932,192
4a. Included Library Expense		\$1,504,851	\$1,533,786
5. Student Services	C-06	\$3,073,373	\$4,149,228
6. Institutional Support	C-07	\$3,792,217	\$5,245,844
7. Scholarships and Fellowships	C-10	\$6,999,650	\$8,174,289

8. Operation and Maintenance of Plant	C-08	\$4,750,079	\$0
9. Depreciation Expense		\$869,853	\$0
Total E&G Expenses		\$37,135,273	\$40,522,287
Net Assets (Beginning of Year)	D-04	\$4,692,664	\$4,274,542
Change in Net Assets	D-03	(\$418,122)	\$174,234
Net Assets (End of Year)	D-06	\$4,274,542	\$4,448,776

J. Significant Developments

Please provide the Commission with early notice of any significant developments your institution is considering for academic years 2010-11 or 2011-12, limited to the topics listed below.

Include potential changes that:

- significantly alter the mission, goals, or objectives of the institution;
- alter the legal status, form of control, or ownership;
- establish instruction constituting at least 50% of a degree program in a significantly different format/method of delivery;
- establish instruction at a new degree or credential level;
- replace clock hours with credit hours;
- increase substantially the number of clock or credit hours awarded for successful completion of a program;
- establish instruction constituting at least 50% of a degree program at a new geographic location;
- relocate the primary campus or an existing branch campus (See definition in Section H, above);
- otherwise affect significantly the institution's ability to continue the support of existing and proposed programs.

In addition, please describe any other major developments taking place at the institution. The information provided should focus on important institutional issues (e.g., development of a new strategic plan, initiation of a capital campaign, establishment of a new academic unit such as a school or college, significant shifts in institutional enrollment or finances, etc.) Please DO NOT include matters related to the day-to-day operation of the institution.

No significant developments for this academic year.

**Middle States Commission on Higher Education
Institutional Profile 2009-10
[0626] UPR - Ponce**

K. Required Attachments

Please mail the entire package of required attachments **as soon as all of the items are available** but no later than **May 1, 2010**.

- A copy of the institution's most recent audited financial statement, including any management letter that the auditors may have attached to the statement.
- Provide the exact web address for the home page of the catalog. If the catalog is not available on-line provide a digital copy of the catalog on a CD/DVD or a printed version if a digital copy does not exist.
- If you submit annual financial data to IPEDS provide a copy of the financial section of the IPEDS submission.

Uploaded Files (Optional)

File Name	File Type	File Size	Last Updated
Web address of the University of PR in Ponce Catalog is as follow.doc	Wordpad Document	23.5 KB	4/6/2010 9:52:12 AM
Web address of the University of PR in Ponce Catalog is as follow.docx	DOCX File	18.38 KB	4/6/2010 9:51:03 AM

Mail the required attachments to:

Mr. Tze Joe
Information Associate
Middle States Commission on Higher Education
3624 Market Street, Philadelphia, PA 19104

APPENDIX 11

UPR-PONCE ACTION PLANS (STANDARDS 4, 11, AND 3)

ACTION PLAN OF THE UNIVERSITY OF PUERTO RICO IN PONCE

STANDARD 4 – LEADERSHIP AND GOVERNANCE

As a result of a critical self-assessment of the events and circumstances that surrounded the student conflict in context with the concerns and expectations contained in the Commission’s Action, the internal and external environmental factors, and the relevant elements of Standard 4, the following action plan is organized in three strategies: **Strengthening the Institutional Climate and Identity, Open University, and Strengthening of Governance.**

A. STRENGTHENING THE INSTITUTIONAL CLIMATE AND IDENTITY

GOAL: Guarantee freedom of speech while safeguarding the rights and access of all members of the community, and embracing the University as a diverse and valuable space for learning, research, and service.

OBJECTIVE: Develop and implement actions at all levels to support an institutional communication climate of collaboration, courtesy, respect and professionalism that assures the strengthening of the University identity.				
ACTIONS	ACTIVITIES	RESPONSIBLE SYSTEM AND UNIT	TIMEFRAME	ACTUAL AND EXPECTED OUTCOMES
Efficient use of electronic means for timely dissemination of information regarding institutional achievements and actions.	<ul style="list-style-type: none"> Articulate a semester meeting calendar with student leadership. 	Chancellor, Deans,	Each semester	<ul style="list-style-type: none"> Assignment of e-mails accounts
	<ul style="list-style-type: none"> Offer periodical orientation on University By-laws to students and other university constituents 	Academic Affairs Dean, Student Dean	Each year	<ul style="list-style-type: none"> Increased use of systemic e-mail account for information exchange
	<ul style="list-style-type: none"> Reinforce the use of institutional webpage as a mechanism for keeping the university constituents informed and apprised of university matters that affect them. 	Administrative Dean, Academic Department Directors, Information System Office Director, Community Liaison Officer	Each semester	<ul style="list-style-type: none"> Timely communication of institutional affairs. Increased reliability regarding institutional decision making. Awareness of institutional affairs.
Effective use of electronic means to gather input from university community members in decision making processes.	<ul style="list-style-type: none"> Promote broader engagement of all sectors of the university community through their participation in social, cultural, and educational activities. Enhance existing university governance and leadership accountability mechanisms to ensure greater transparency of administrative decisions and policies. 	Chancellor, Academic Senate, Administrative Board, Affairs Dean, Student Dean, Administrative Dean, Student Council	Each semester	<ul style="list-style-type: none"> Greater transparency regarding institutional decision making. Additional and different perspectives from university community in decision making. Participatory decision making processes.

B. OPEN UNIVERSITY CULTURE: STRENGTHENING PARTICIPATION AND ACCESS

GOAL: Promote an Open University culture that encourages freedom to share information, ideas, and actions, guaranteeing the rights and responsibilities of all members of the university community.

OBJECTIVE: Extend the participation opportunities of the different sectors of the institutional community for input in the decisions that affect them and within the dispositions and frame of actions established in the University of Puerto Rico Law, General Bylaws and applicable institutional policies.

ACTIONS	ACTIVITIES	RESPONSIBLE SYSTEM AND UNIT	TIMEFRAME	ACTUAL AND EXPECTED OUTCOMES
<p>Development of institutional policy to assure an open university culture where educational offerings and operations are not interrupted and effective use of spaces is made to grant discussion of institutional issues and collaborative solutions.</p>	<ul style="list-style-type: none"> Evaluate and revise existing by-laws to address an open university culture policy. 	Chancellor, Deans, Security Personnel	September – December 2010	<ul style="list-style-type: none"> Revision of by-laws Wider university community input
	<ul style="list-style-type: none"> Revise institutional protocols to prevent situations that threaten access to facilities and continuation of operations. 		September – December 2010	<ul style="list-style-type: none"> Application of recommendations from university community
	<ul style="list-style-type: none"> Provide continuous orientation and training to university security personnel on their roles and duties and in management of challenging situations. 		Each semester	<ul style="list-style-type: none"> Open university culture policy and its dissemination
	<ul style="list-style-type: none"> Enhance conflict management and negotiation strategies for discouraging students and other university constituents from interrupting university operations. 		Ongoing	<ul style="list-style-type: none"> Protocols revision and dissemination New directives imparted
	<ul style="list-style-type: none"> Improve mechanisms for addressing university constituents’ concerns and proposals regarding issues that affect them. 		Each year	<ul style="list-style-type: none"> Report on orientation offered on roles and responsibilities to security personnel Revision of roles and responsibilities

OBJECTIVE: Extend the participation opportunities of the different sectors of the institutional community for input in the decisions that affect them and within the dispositions and frame of actions established in the University of Puerto Rico Law, General Bylaws and applicable institutional policies.

ACTIONS	ACTIVITIES	RESPONSIBLE SYSTEM AND UNIT	TIMEFRAME	ACTUAL AND EXPECTED OUTCOMES
	<ul style="list-style-type: none"> Implement student electronic voting procedures as a mechanism for assuring ample student participation in decision making processes. 		Each year	<ul style="list-style-type: none"> Orientations offered on conflict management Recommendations from university community Decisions made
	<ul style="list-style-type: none"> Facilitate and encourage wider student participation in assemblies and student election processes as stipulated in Student By-Laws. 		August 2010	<ul style="list-style-type: none"> Wider input from university community in decision making processes. Awareness of university community concerns Greater student participation in decision making processes. Input from students voting on institutional issues when needed. Increased student participation in assemblies and election processes.

C. STRENGTHENING OF LEADERSHIP AND GOVERNANCE

GOAL: Compliance with the dispositions of the UPR Law, the UPR General Bylaws, the requirements for institutional license and accreditation, and policies that govern institutional operations, roles and responsibilities of members in governance, leadership, and the advisory functions, and other recognized organizations by the institution.

OBJECTIVE: Develop, define, revise, and align the dispositions, roles and responsibilities established in law and bylaws to ensure an effective and responsible participation within the prerogatives and defined spaces for action of each recognized organization and governance entity.				
ACTIONS	ACTIVITIES	RESPONSIBLE SYSTEM AND UNIT	TIMEFRAME	ACTUAL AND EXPECTED OUTCOMES
Empower and commit institutional leadership and deliberative bodies to support the accomplishment of the institution mission according to roles and positions.	<ul style="list-style-type: none"> Increase orientation sessions to Academic Senate and Administrative Board members on their respective roles, functions, and responsibilities. 	Executive Secretary of Academic Senate and Administrative Board	Each year	<ul style="list-style-type: none"> Clearly defined and recognized roles and responsibilities Continuous updates and awareness of roles and responsibilities of incoming and existing members of deliberative bodies
	<ul style="list-style-type: none"> Provide further training to student leadership related to University By-Laws and regulations. 	Student Dean	Each year	<ul style="list-style-type: none"> Clear recognition of by-laws and disciplinary actions Increased awareness of responsibilities and authority
	<ul style="list-style-type: none"> Assure the continuous compliance and full implementation of University By-Laws and regulations under every university scenario. 	Chancellor, Deans Discipline Board	Ongoing	<ul style="list-style-type: none"> Wider awareness and recognition of universities by-laws and disciplinary actions.
	<ul style="list-style-type: none"> Provide further orientations and continuous updates on institutional mission goals and objectives. 	Chancellor, Deans	Ongoing	<ul style="list-style-type: none"> Continuous updates on institutional mission, goals, and objectives to new and existing leaders and members of deliberative bodies.

ACTION PLAN OF THE UNIVERSITY OF PUERTO RICO IN PONCE

Standard 11: Academic Offerings

After a critical analysis of the circumstances related to the student conflict and its impact on the academic offerings, framed by the relevant elements of Standard 11, the concerns and expectations included in the Commission's action and expressed during the guidance visit, the following plan of action was organized in one main strategy: **Length, rigor, and depth of the academic offerings.**

A. LENGTH, RIGOR AND DEPTH OF THE ACADEMIC OFFERINGS

GOAL: The institution's academic offering display academic content, length, rigor and coherence that are appropriate to its mission.

OBJECTIVE: Establishment of actions, mechanisms and strategies to assure academic offering content, rigor, breath and length.				
ACTIONS	ACTIVITIES	RESPONSIBLE SYSTEM AND UNIT	TIMEFRAME	EVIDENCE OF ACTUAL AND EXPECTED RESULTS
1. Implement institutional policies in alignment with licensing and accreditation requirements to ensure content, rigor, breath and length of undergraduate and graduate courses, in order to comply to their specific learning goals and objectives.	<ul style="list-style-type: none"> Extension of UPR-Ponce academic calendar for the second semester 2009-2010 (Appendix 3 Certification 2009-2010-96). 	Chancellor Academic Dean Administrative Board Registrar	June 2010	Chancellor's statement to inform academic community Amended academic calendar
	<ul style="list-style-type: none"> Directions on class and exam make-ups to assure content, depth, rigor, and evaluation of student learning. Provision of templates for documenting student and faculty attendance. 	Academic Dean Academic Department Directors	June 2010	Departmental and faculty meetings Attendance sheets to show compliance
	<ul style="list-style-type: none"> Preparation of class schedules for the fall semester, academic year 2010-2011. 	Chancellor Academic Dean Administrative Board Registrar	June 2010	Amended academic calendar 2010-2011
2. Define strategies and actions taken and in progress to ensure content, rigor, breath and length of undergraduate and graduate courses, internships, dissertations, thesis, research projects, and other academic activities.	<ul style="list-style-type: none"> Arrangements for the continuation of externally funded projects. 	Academic Dean Academic Department Heads Faculty	May 2010	Departmental Reports of strategies and actions taken and in progress to ensure content, rigor, breadth and depth of academic activities.

OBJECTIVE: Establishment of actions, mechanisms and strategies to assure academic offering content, rigor, breath and length.				
ACTIONS	ACTIVITIES	RESPONSIBLE SYSTEM AND UNIT	TIMEFRAME	EVIDENCE OF ACTUAL AND EXPECTED RESULTS
	<ul style="list-style-type: none"> Meetings with the UPR Vice-President of Academic Affairs to identify measures for ensuring compliance with educational offerings. 	Academic Dean Associate Academic Dean	May 2010	Campus Report of strategies and actions taken and in progress to ensure content, rigor, breath and depth of academic activities.
	<ul style="list-style-type: none"> Amendments to faculty service contracts to ensure completion of course contact hours. 	Chancellor, Academic Dean, Academic Department Heads Human Resources Office	June 2010	Faculty contracts amendments
	<ul style="list-style-type: none"> Extension of library service hours and coordination of availability of educational facilities and services. 	Academic Dean Library Director Academic Department Heads	June 2010	New schedule to provide additional study hours and services.
	<ul style="list-style-type: none"> Provisions for assuring that summer courses were offered for those programs that require them as part of their curricular structure. 	Academic Dean Academic Department Heads	June 2010	Amended summer courses calendar
	<ul style="list-style-type: none"> Directions to the academic community regarding documentation of students' and professors' attendance, compliance with course content, objectives, evaluations, completion of student internships, and treatment of students with particular academic or personal circumstances. 	Academic Dean Academic Department Heads	June-July 2010	Compliance Certifications Class Make-up Period Certification Academic Department reports on internships
	<ul style="list-style-type: none"> Assurance of continuation of students' participation in clinical and field experiences for the Physical Therapy Assistant Program, Athletic Training Program, Elementary Education Program, Office Systems Program, Social Sciences Program, and Business Administration Programs continued carrying out their 	Academic Dean Academic Department Heads	June-July 2010	Clinical and field experiences compliance certifications

OBJECTIVE: Establishment of actions, mechanisms and strategies to assure academic offering content, rigor, breath and length.				
ACTIONS	ACTIVITIES	RESPONSIBLE SYSTEM AND UNIT	TIMEFRAME	EVIDENCE OF ACTUAL AND EXPECTED RESULTS
	learning experiences during the closure period.			
3. Achieve institutional student learning outcomes as defined for academic programs and courses.	<ul style="list-style-type: none"> • Directions to all academic departments to implement their assessment plans and complete their activities for academic year 2009-2010. 	Academic Dean Academic Department Heads Student learning Assessment Coordinator	June 2010	2009-2010 Student Learning Outcomes Assessment Reports
	<ul style="list-style-type: none"> • Comparative analysis of student learning assessment data, grades distribution, total and partial withdrawals, and incompletes for academic year 2008-2009 and 2009-2010 	Office of Planning and Institutional Research	July-August 2010	Academic Departments Course Passing Rates Grades distribution
	<ul style="list-style-type: none"> • Rescheduling of final exams for all courses offered during the second semester of academic year 2009-2010. 	Chancellor Academic Dean Administrative Board Registrar	June 2010	Revised Final Exams Itinerary, Second Semester 2009-2010
4. Implement strategies and measures for guarantee continuity of processes such as: admission, registration, and financial assistant programs, and other essential student services.	<ul style="list-style-type: none"> • Ensure the continuity of all major academic-administrative processes affecting students, such as transfer, special permits, financial assistant programs, other essential student services and processing of internship documentation. 	Academic Dean Academic Department Heads Student Dean	June-July 2010	Report on completion of transfer, special permits, financial assistance documentation and internships.
	<ul style="list-style-type: none"> • Agreements of collaboration for the use of external facilities for academic and administrative activities under extraordinary situations. 	Chancellor, Deans	May 2010	Collaboration agreements Services offered
	<ul style="list-style-type: none"> • Assurance that research projects were not prejudiced by the campus closure. 	Academic Dean Academic Department Heads Administrative Dean Faculty	May 2010	Research projects completed
	<ul style="list-style-type: none"> • Offer alternatives for students admitted 	Chancellor, Academic	July 2010	Report of students

OBJECTIVE: Establishment of actions, mechanisms and strategies to assure academic offering content, rigor, breath and length.				
ACTIONS	ACTIVITIES	RESPONSIBLE SYSTEM AND UNIT	TIMEFRAME	EVIDENCE OF ACTUAL AND EXPECTED RESULTS
	to graduate schools, abroad or in Puerto Rico, to comply with admission requirements, including degree completion.	Dean, Student Dean, Registrar		admitted to graduate schools, transcripts submitted, and degree certifications

ACTION PLAN OF THE UNIVERSITY OF PUERTO RICO IN PONCE

Standard 3: Institutional Resources

In the context of the concerns and expectations contained in the Commission’s Action, the internal and external environmental factors related to the institutional finances, and the relevant elements in Standard 3, the following action plan is organized in two strategies: **Financial Measures to Promote Continuity of Operations and Institutional Effectiveness and, Additional Funding Sources**

A. FINANCIAL MEASURES TO PROMOTE CONTINUITY OF OPERATIONS AND INSTITUTIONAL EFFECTIVENESS

GOAL: To develop and implement financial measures in response to the current fiscal state of the institution that promotes continuity in operations while maintaining academic excellence and institutional effectiveness.

OBJECTIVE: To maintain the high quality of academic offerings and services through the implementation of financial measures that permit the institution to sustain long-term operations in light of current fiscal constraints.				
ACTIONS	ACTIVITIES	RESPONSIBLE SYSTEM AND UNIT	TIMEFRAME	PRESENT AND EXPECTED OUTCOMES
Enforce Implementation of Board of Trustees’ Certification 2009-2010-135 regarding the budget approved and financial constraint measures.	Adoption of important steps to assure sensible budgeting and planning processes, informed by and linked to assessment, in order to guide institutional renewal efforts.	Chancellor, Deans, Administrative Board, Budget Office, Office of Planning and Institutional Research Director, Assessment Coordinator	June 2010	<ul style="list-style-type: none"> • UPR-Ponce budget approval by the Administrative Board • UPR-Ponce budget control measures • UPR-Ponce budget distribution • Assessment results • Operational Plans
	Continuous active and effective participation of Executive Committee for Institutional Renewal (ECIR) in the institutional planning and budgeting process.	ECIR Committee	Ongoing	<ul style="list-style-type: none"> • Effective linking of planning, budget allocation, and assessment results
	Establishment of a special tuition fee of \$800 per year.	UPR Board of Trustees	June 2010	<ul style="list-style-type: none"> • Additional funds to continue and improve institutional operations • Working plans developed
	Revision of institutional tuition waiver policies.	UPR Board of Trustees President Chancellors University Community	Ongoing	

OBJECTIVE: To maintain the high quality of academic offerings and services through the implementation of financial measures that permit the institution to sustain long-term operations in light of current fiscal constraints.

ACTIONS	ACTIVITIES	RESPONSIBLE SYSTEM AND UNIT	TIMEFRAME	PRESENT AND EXPECTED OUTCOMES
	Five per cent decrease in all administrative compensations.	UPR Board of Trustees	June 2010	
	Five per cent decrease in the faculty teaching load scale.	UPR Board of Trustees		
	Fifty per cent reduction in the Christmas bonus to all personnel.	UPR Board of Trustees		
	Elimination of special stipends to all personnel.	UPR Board of Trustees		
	Elimination of payment for sick leave days exceeding 90.	UPR Board of Trustees		
	Moratorium on faculty promotions.	UPR Board of Trustees Administrative Board Academic Dean		
	Reduction in energy consumption through the establishment of energy saving policies, the acquisition of energy-efficient equipment, and the submission of proposals for energy saving projects.	Chancellor Administrative Dean		
	Paper work reduction through a policy that encourages the use of electronic mechanisms.	Chancellor University Community		
	Reduction in the number of full and part-time professors on service contracts.	Chancellor Academic Dean		
	Reduction in the number of credit hours granted to faculty for carrying out special administrative tasks.	Chancellor Academic Dean		
	Reduction in funds available for traveling outside the Island.	Chancellor		

OBJECTIVE: To maintain the high quality of academic offerings and services through the implementation of financial measures that permit the institution to sustain long-term operations in light of current fiscal constraints.

ACTIONS	ACTIVITIES	RESPONSIBLE SYSTEM AND UNIT	TIMEFRAME	PRESENT AND EXPECTED OUTCOMES
	Maximization of institution's resources available for transportation within the Island.	Chancellor Administrative Dean		
	Intelligent pairing of funding sources and institutional needs will allow UPR-Ponce to further enhance its position as a small institution offering high-quality education.	Chancellor ECIR		
	Establishment of a minimum course quota of thirty students per section.	UPR Board of Trustees Academic Dean Academic Department Heads		
	Freezing all vacant administrative positions	Chancellor and Deans		
	Vacant faculty positions filled in accordance with institutional priorities and program needs assessment	Chancellor and Deans		
	Vacant faculty positions would be filled at the lowest faculty entry level on the basis of: institutional and departmental priorities and, departmental and programmatic needs assessments.	Chancellor and Deans		
	Establishment of minimum course occupancy of thirty students per section, without hindering academic excellence and student learning outcomes.	Board of Trustees, Chancellor, Deans		
	Course scheduling prioritizing a programmatic offer course required by degree completion.	Chancellor and Deans		

B. ADDITIONAL FUNDING SOURCES

GOAL: To diversify and broaden sources of additional funding.

OBJECTIVE: To increase external and internal funding sources in order to support institutional development.				
ACTIONS	ACTIVITIES	RESPONSIBLE SYSTEM AND UNIT	TIMEFRAME	PRESENT AND EXPECTED OUTCOMES
Strengthen initiatives to increase additional external funding sources	Strengthening the development of proposals for external funding for the design of continuing education programs, especially those impacting the public school system, required for professional licenses and certifications, as well as for the staff development of external institutions and organizations.	Chancellor External Resources Coordinator DECEP Director	Ongoing	Increased external funding
	Promotion of proposal writing and collaborative agreements.	Chancellor External Resources Coordinator		
	Submittal of new externally funded proposals to enhance academic activities.	Chancellor External Resources Coordinator Academic Community		
	Increasing efforts to seek external funding in order to supplement revenues coming from state and tuition sources.	Chancellor External Resources Coordinator		
	Reconceptualization of plans to increase fundraising by strengthening the relationships between the university and the alumni, friends and other components of the third sector.	Chancellor External Resources Coordinator		