

Middle States Commission on Higher Education Institutional Profile 2011-12

[0626] UPR - Ponce
Printed on 4/30/2012

A. General Information

	Data on File (as of 4/29/2012)	IP Data (2011-12)
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
Calendar	Semester	Semester
Degree Granting Authority	Puerto Rico	Puerto Rico
Licensed to Operate in	PR	PR
Degrees/Certificates Offered		
	Data on File	IP Data
	Offered	Offered
	Programs	Programs
Postsecondary Certificate (< 1 year)	no 0	no 0
Postsecondary Certificate (>=1 year, < 2 years)	no 0	no 0
Associate's	yes 4	yes 4
Postsecondary Certificate (>= 2 years, < 4 years)	no 0	no 0
Bachelor's	yes 17	yes 12
Postbaccalaureate Certificate	no 0	no 0
Master's	no 0	no 0
Post-Master's Certificate	no 0	no 0
Doctor's - Professional Practice	no 0	no 0
Doctor's - Research/Scholarship	no 0	no 0
Doctor's - Other	no 0	no 0
Related Entities		
Name, State, Country	none	none
Initial Accreditation	1970	1970
Last Reaffirmed	2011	2011
Next Self-Study Visit	2015-16	2015-16

Next Periodic Review Report (PRR)	June 2021	June 2021
CHE Staff Liaison	Dr. Tito Guerrero	Dr. Tito Guerrero

Notes

Instructions

A. GENERAL INFORMATION

The column marked "**Data on File (as of...)**" reflects the data as of your institution's last lockdown, plus data that have been changed since lockdown, up to the current date.

The column marked "**IP Data (2010-11)**" refers to the data you will enter during this reporting period.

To see the data you actually entered last year, minus any subsequent changes, go to the Home page and select the year you want to review. Those data will be in the right-hand column.

Shaded information cannot be modified on-line. Please contact Mr. Tze Joe (tjoe@msche.org) if you would like to revise or change the data on file. Please complete the following fields that currently are blank and/or are accessible to you. An asterisk (*) denotes a required field:

TELEPHONE & FAX

List the numbers to which you prefer to have general inquiries directed. These numbers will be published in our on-line directory.

WEBSITE

Provide the Uniform Resource Locator (U.R.L.) for your institution's home page on the World Wide Web.

CALENDAR

Indicate the predominant calendar system used at your institution, including:

- * Semester
- * Quarter
- * Trimester
- * 4-1-4 Plan
- * Continuous Term
- * Differs by Program
- * Other

DEGREE GRANTING AUTHORITY

Select the state or other jurisdiction that authorizes your institution to offer postsecondary degrees. Federally chartered institutions (i.e., military) should select "United States of America."

LICENSED TO OPERATE IN

Select the state(s)/province(s) or other local jurisdictions in which your institution was required to get national or local government permits or other forms of approval in order to conduct business there. At least one of these must be the same state or country that provided your degree granting authority. Federally chartered institutions (i.e., military) do not need to answer this question.

PROGRAMS AND CERTIFICATE/DEGREE LEVELS:

Indicate the number of programs for each of the following certificates and degrees that your institution offers:

- Postsecondary award, certificate, or diploma 1 (less than one academic year)
- Postsecondary award, certificate, or diploma 2 (at least one but less than two academic years)
- Associate's Degree
- Postsecondary award, certificate, or diploma 3 (at least two but less than four academic years)
- Bachelor's Degree
- Postbaccalaureate certificate
- Master's Degree (Including M.Div. and M.H.L./Rav)
- Post-master's certificate
- Doctor's degree - research/scholarship
- Doctor's degree - professional practice
- Doctor's degree - Other

Note: The number of programs refers to the number of majors available for a given degree/certificate program. Please see "Types of Doctor's Degrees" at the bottom of the screen for definitions of doctoral degrees. More information is available on the most recent post baccalaureate degree classifications at the Association for Institutional Research web site.

During the previous 2010-2011 IP reporting year, MSCHE verified the degree levels that each institution is authorized to offer, which are indicated by Yes in the "IP Data Offered" column. Institutions can no longer change the "IP Data Offered" in order to enter the number of programs offered for a particular degree level on this screen. If the current settings are incorrect and a degree level that your institution has offered in the past is not currently active (you cannot enter the number of programs), **please contact Amy Shew at ashew@msche.org** for guidance about how to proceed.

If your institution is offering a *new* degree or certificate level which has not previously been approved, an application for substantive change must be submitted to MSCHE. According to Department of Education regulations, **A New Degree Level** may not be added or removed except through the Substantive Change process. See the relevant [Substantive Change policy statement](#) with instructions for submitting a Substantive Change request and the separate [Frequently Asked Questions](#) on the MSCHE web site.

Types of Doctor's Degrees: (From the IPEDS Glossary)

Doctor's Degree - Research/Scholarship

A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M, and others, as designated by the awarding institution.

Doctor's Degree - Professional Practice

A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as "first-professional" and may include: Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (L.L.B. or J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or, Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution. Other examples may include Au.D., D.Ed.Min., D.N.P., D.Min., D.Ed.Min, D.Miss., D.P.T., N.D., O.T.D., and Psy.D.

Doctor's Degree - Other

A doctor's degree that does not meet the definition of a "doctor's degree - research/scholarship" or "doctor's degree - professional practice."

RELATED ENTITIES

Is the institution completing this form related to another entity, within this region or elsewhere, that is not accredited by Middle States?

Excerpt from the "Related Entities" policy statement:

A related entity may be a corporate parent, system administration or board, religious sponsor, funding sponsor (which, in some cases, may include an equity or investment fund), or other entity that can affect decisions related to accreditation (herein "Related Entities"). Related entities may include institutional or corporate layers or groups. Ordinarily, local, county, and state legislatures, other accreditors, local advisory boards, and government agencies are not related entities. The scope of this policy does not include "contractual relationships" in which the accredited entity contracts for services; these are governed by a separate Commission policy.

Exclusions:

Do not report relationships that you are listing elsewhere in the IP as Branch Campuses, Additional Locations, or Other Instructional Sites.

INSTITUTION TYPE:

The Commission uses the categories in the 2010 Carnegie Classification - Basic Classification for the reporting period covered by this IP, as follows:

ID	Category	Category Explanation
1	Assoc/Pub-R-S	Associate's--Public Rural-serving Small
2	Assoc/Pub-R-M	Associate's--Public Rural-serving Medium
3	Assoc/Pub-R-L	Associate's--Public Rural-serving Large
4	Assoc/Pub-S-SC	Associate's--Public Suburban-serving Single Campus
5	Assoc/Pub-S-MC	Associate's--Public Suburban-serving Multicampus
6	Assoc/Pub-U-SC	Associate's--Public Urban-serving Single Campus
7	Assoc/Pub-U-MC	Associate's--Public Urban-serving Multicampus
8	Assoc/Pub-Spec	Associate's--Public Special Use
9	Assoc/PrivNFP	Associate's--Private Not-for-profit
10	Assoc/PrivFP4	Associate's--Private For-profit
11	Assoc/Pub2in4	Associate's--Public 2-year colleges under 4-year universities
12	Assoc/Pub4	Associate's--Public 4-year Primarily Associate's
13	Assoc/PrivNFP4	Associate's--Private Not-for-profit 4-year Primarily Associate's
14	Assoc/PrivFP4	Associate's--Private For-profit 4-year Primarily Associate's
15	RU/VH	Research Universities (very high research activity)
16	RU/H	Research Universities (high research activity)
17	DRU	Doctoral/Research Universities
18	Master's L	Master's Colleges and Universities (larger programs)
19	Master's M	Master's Colleges and Universities (medium programs)
20	Master's S	Master's Colleges and Universities (smaller programs)
21	Bac/A&S	Baccalaureate Colleges--Arts & Sciences
22	Bac/Diverse	Baccalaureate Colleges--Diverse Fields
23	Bac/Assoc	Baccalaureate/Associate's Colleges
24	Spec/Faith	Special Focus Institutions--Theological seminaries, Bible colleges, and other faith-related institutions
25	Spec/Med	Special Focus Institutions--Medical schools and medical centers
26	Spec/Health	Special Focus Institutions--Other health professions schools
27	Spec/Engg	Special Focus Institutions--Schools of engineering
28	Spec/Tech	Special Focus Institutions--Other technology-related schools
29	Spec/Bus	Special Focus Institutions--Schools of business and management
30	Spec/Arts	Special Focus Institutions--Schools of art, music, and design
31	Spec/Law	Special Focus Institutions--Schools of law
32	Spec/Other	Special Focus Institutions--Other special-focus institutions
33	Tribal	Tribal Colleges

For a complete description of the Carnegie Classification system, go to <http://72.5.117.129/classifications/>.

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B. Key Contacts

Key Contact	Data on File (as of 4/29/2012)	IP Data (2011-12)
System/District Chief Exec Officer	Dr. Miguel Munoz <i>President</i> G.P.O. Box 4984-G San Juan, PR 00936 Phone: 787 250 0000ex. 2000 Fax: none Email: miguel.munoz3@upr.edu	Dr. Miguel Munoz <i>President</i> G.P.O. Box 4984-G San Juan, PR 00936 Phone: 787 250 0000 ex. 2000 Fax: none Email: miguel.munoz3@upr.edu
Chief Executive Officer	Dr. Fernando Rodriguez <i>Rector</i> Box 7186 Santiago De Los Caballeros Avenue Ponce, PR 00732 Phone: 787 844 8959 Fax: none Email: fernando.rodriguez5@upr.edu	Dr. Fernando Rodriguez <i>Rector</i> Box 7186 Santiago De Los Caballeros Avenue Ponce, PR 00732 Phone: 787 844 8959 Fax: none Email: fernando.rodriguez5@upr.edu
Chief Academic Officer	Prof. Lizzette Roig-Lama <i>Dean of Academic Affairs</i> Box 7186 Santiago De Los Caballeros Avenue Ponce, PR 00732 Phone: 787 844 8181ex. 2300 Fax: 787 844 9231 Email: lizzette.roig@upr.edu	Prof. Lizzette Roig <i>Dean of Academic Affairs</i> Box 7186 Ponce, PR 00732 Phone: 787 844 8181 ex. 2300 Fax: 787 844 9231 Email: lroig@uprp.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: pedro.imartinez@upr.edu
Chief Information Technology Officer	none	Mr. Juan Vega <i>Director Information Technology Office</i> Box 7186 Santiago De Los Caballeros Avenue Ponce, PR 00732 Phone: 787 844 8181 Fax: none Email: juan.vegavega@upr.edu
Accreditation Liaison Officer	Prof. Ivonne Vilarino-Medina <i>Director. Office of Plannina and</i>	Prof. Ivonne Vilarino-Medina <i>Director. Office of Plannina and</i>

	<p><i>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><i>Institutional Research</i> Box 7186 Ponce, PR 00732</p> <p>Phone: 787 290 4064 Fax: 787 844 8679 Email: ivonne.vilarino@upr.edu</p>
Coordinator of Distance Education	none	none
Coordinator of Outcomes Assessment	<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>Dra. Jennifer Alicea <i>English Department Professor</i> Box 7186 Santiago De Los Caballeros Avenue Ponce, PR 00732</p> <p>Phone: 787 844 8181 ex. 2308 Fax: none Email: jennifer.alicea@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 or jaime.garcia1@upr.edu</p>	none
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>	none
Person in the President's Office To Whom MSCHE Invoices Should be Sent	<p>Dr. Fernando Rodriguez <i>Rector</i> Box 7186 Santiago De Los Caballeros Avenue Ponce, PR 00732</p> <p>Phone: 787 844 8959 Fax: none Email: fernando.rodriguez5@upr.edu</p>	<p>Dr. Fernando Rodriguez <i>Rector</i> Box 7186 Santiago De Los Caballeros Avenue Ponce, PR 00732</p> <p>Phone: 787 844 8959 Fax: none Email: fernando.rodriguez5@upr.edu</p>
Person Who Should Receive a Copy of MSCHE Invoices (Optional)	none	none

Person Completing IP Financials

Ms. Maria De Los A. Colon
Accountant
Adm. Central - Jardin Botanico Sur
1187 Calle Flamboyán
San Juan, PR 009261117

Phone: 787 250 0000ex. 4309
Fax: 787 758 4111
Email: maria.colon26@upr.edu

Ms. Miriam Colon
Accountant
Adm. Central Jardin Botanico Sur
1187 calle Flamboyán
San Juan, PR 00936

Phone: 787 250 0000 ex. 4326
Fax: none
Email: miriam.colon@upr.edu

Person Completing IP (Key User)

Ms. Rosa H. Torres-Molina
STATISTICS OFFICER
AVE. SANTIAGO DE LOS
CABALLEROS
PONCE, PR 00732

Phone: 787 844 8181ex. 2305
Fax: 787 840 6992
Email: rosa.torres6@upr.edu

Ms. Rosa H. Torres-Molina
STATISTICS OFFICER
AVE. SANTIAGO DE LOS
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PONCE, PR 00732

Phone: 787 844 8181 ex. 2305
Fax: 787 840 6992
Email: rosa.torres6@upr.edu

Instructions

B. KEY CONTACTS

Verify existing or provide additional information in all of the requested fields.

If a person has more than one function, please add his or her name to each category. Otherwise, they correct person may not receive postal mail or e-mails that the Commission directs to specific key contacts.

Telephone/E-mail. Please note that the telephone number and e-mail address in each instance should be the individual's direct number or address, not the institution's main number or address. This information is exclusively for the internal use of Middle States staff, and it is not made available to the public.

Exception: Chief executive officers, chief academic officers, or provosts may provide either their own direct telephone number and e-mail address or those of their personal assistant authorized to receive private messages on their behalf.

Personnel Changes. If you are aware that a Key Contact will be leaving your institution after you lock down the IP, leave that person's name in his or her current role. The IP should be accurate as of the time of lock down. Subsequently, please notify Mr. Joe (tjoe@msche.org) by e-mail of the actual termination and/or any replacement, and he will make the change(s) on your behalf.

Replace/Modify. For each key contact category, you may **replace** one person with another or **modify** (update) the information about an incumbent.

To replace a person with someone already affiliated with your institution in the Middle States database, select from the list provided. If the replacement is at your institution but has had no prior activity with Middle States or is someone who came to your institution from elsewhere, please send an e-mail to Mr. Tze Joe (tjoe@msche.org), asking him to add that person to your list. When you are notified that the person has been added to the list, you may modify the information if necessary.

If someone on the list is deceased or has left your institution, please also notify Mr. Joe.

International Addresses. For addresses outside the United States, the screen provides three address lines. Starting with Address Line 1, enter the **entire** mailing address in the postal format commonly used in that country.

SYSTEM/DISTRICT CHIEF EXECUTIVE OFFICER

If Middle States has designated your institution as part of a system or district, please complete this section.

ACCREDITATION LIAISON OFFICER

Enter the name, title, and phone number of the individual currently appointed by the chief executive officer of your institution to work with the Commission on matters of accreditation. This person may be the same as or different from the Key Holder, or may hold any other job title at the institution, at the discretion of the CEO.

COORDINATOR OF OUTCOMES ASSESSMENT FUNCTIONS

Enter the name of the administrator or faculty member who is responsible for coordinating your institution's outcomes assessment activities, regardless of that person's actual job title.

COORDINATOR OF INSTITUTIONAL RESEARCH FUNCTIONS

Enter the name of the person responsible for your institution's institutional research functions, regardless of that person's actual job title.

COORDINATOR OF DISTANCE EDUCATION

Enter the name of the person responsible for coordinating the institution's distance education courses. *(Required for institutions that offer distance education courses)*

CHIEF INFORMATION TECHNOLOGY OFFICER

Enter the name of the person responsible for managing the institution's information technology department or functions, regardless of that person's actual job title.

CHAIR/CO-CHAIRS OF SELF-STUDY STEERING

Complete this item ONLY if your institution is scheduled for a team visit in 2011-12 or 2012-13. (See the dates pre-formatted in General Information.) Provide the name and title of the Chair (or co-Chairs) of your institution's Self-Study Steering Committee. If your institution has more than two co-Chairs, select only two for the IP as contacts for MSCHE staff. Please update these Chairs if those who are currently in the database were from a previous self-study or PRR and new Chairs have been appointed.

**PERSON IN THE PRESIDENT'S OFFICE
TO WHOM INVOICES SHOULD BE SENT**

Enter the person who is responsible for coordinating the approval and payment of invoices from MSCHE for dues and fees. MSCHE will send its invoices by e-mail to this individual.

PERSON WHO SHOULD RECEIVE A COPY OF THE INVOICE (optional)

Enter the person who should simultaneously receive a copy of the invoice sent to the president's office.

PERSON COMPLETING IP FINANCIALS

Enter the person who is responsible for providing the financial data and who can answer questions about the meaning of the data.

PERSON COMPLETING THE IP

Enter the Key User who is responsible for the content of the IP (not necessarily the data entry person).

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C. Graduation Data

Awards Granted

Report all degrees or other formal awards conferred by your institution between July 1, 2010, and June 30, 2011. 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 (as of 4/29/2012)	IP Data (2011- 12)
Postsecondary Certificate (less than 1 year)	0	0
Postsecondary Certificate (>= 1 year, < 2 years)	0	0
Associate's	76	116
Postsecondary Certificate (>= 2 years, < 4 years)	0	0
Bachelor's	323	316
Postbaccalaureate Certificate	0	0
Master's	0	0
Post-Master's Certificate	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
Does your institution serve only transfer students? See instructions if the answer is yes.	no	no

Completers

This section requests completion data on two separate cohorts (150% and 200%) of full-time, first-time, degree/certificate-seeking undergraduate students enrolled in your institution during the specified fall term or academic year. Students must be enrolled full-time in courses that lead to a credit-bearing degree, diploma, certificate or other formal award. Count completers only once and indicate the highest degree level earned. Report the status of these students as of August 31 of the reporting year. Please see the instructions to identify students for inclusion in the specific cohorts.

2-year Institutions only	Data on File (as of 4/29/2012)	IP Data (2011-12)
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150% of expected time to completion		
Total number of students in the Fall 2008 cohort	0	0
Number completed within 150%	0	0
Total transfers out	0	0
Total number of Fall 2008 cohort still enrolled	0	0
200% of expected time to completion		
Total number of students in the Fall 2007 cohort	0	0
Number completed within 200%	0	0
Total transfers out	0	0
Total number of Fall 2007 cohort still enrolled	0	0
4-year Institutions w/ Baccalaureate Programs		
150% of expected time to completion		
Total number of students in the Fall 2005 cohort	778	749
Number completed within 150%	351	285
Total transfers out	74	99
Total number of Fall 2005 cohort still enrolled	0	39
200% of expected time to completion		
Total number of students in the Fall 2003 cohort	0	497
Number completed within 200%	0	252
Total transfers out	0	0
Total number of Fall 2003 cohort still enrolled	0	3

Notes

Instructions

C. GRADUATION DATA

AWARDS GRANTED

Report the total number of degrees, certificates, or other formal awards conferred by your institution between July 1, 2010 and June 30, 2011 (or other official year, if your institution uses an enhanced semester calendar).

Include:

- Formal awards conferred as a result of an academic or occupational/vocational program of study. The instructional activity completed as part of the program of study must be credit-bearing, but can be measured in credit hours, contact hours, or some other unit of measurement.
- Earned degrees and awards conferred by branches of your institution located within or outside the Middle States region, including foreign countries.

Note: Although IPEDS was updated for the 2011-2012 reporting period to exclude "awards conferred by branches of your institution located in foreign countries," MSCHE will continue to collect degrees conferred by branches of your institution located in foreign countries. Continue to include them in the count for the IP.

- Multiple awards earned by a single student. If an individual received two or more awards during the specified time period, report each award in the appropriate category.

Do Not Include:

- Awards earned but not yet conferred.
- Honorary degrees and awards.
- Awards conferred by an entity other than the postsecondary institution (such as the state, or an industry certificate).
- Informal awards (such as certificates of merit, completion, attendance, or transfer).
- **Noncredit awards.**

Note: Institutions that offer transfer programs and have no baccalaureate-level first-year students should check the appropriate box in the screening questions that appear at the beginning of the IP. Institutions that indicate "Yes" their undergraduate programs serve only transfer students will not be provided with a Completers section. Institutions that started first-year baccalaureate programs in 2006-07 or later should answer "no." These institutions are not required to report in the Completers section below in order to lock down.

COMPLETERS

This section requests completion data on two separate cohorts (150% and 200%) of full-time, first-time, degree/certificate-seeking undergraduate students enrolled in your institution during the specified fall term or academic year. Students must be enrolled full-time in courses that lead to a credit-bearing degree, diploma, certificate or other formal award. Count completers only once and indicate the highest degree level earned. Report the status of these students as of **August 31** of the reporting year as indicated by institution type below.

Include:

- Full-time students enrolled in the fall term who attended college for the first time in the prior summer term.
- Full-time students enrolled in remedial courses if the student is considered degree-seeking for the purpose of student financial aid determination.

- Full-time students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus centers and those enrolled in distance learning/home study programs.
- Full-time students taking remedial courses if the student is considered degree-seeking.
- Full-time students who subsequently became part-time, transferred OUT to another institution, dropped out, stopped out, or have not fulfilled the requirements for a degree or certificate.

Do Not Include:

- Students who are enrolled exclusively in non-credit courses or are not seeking a degree/certificate.
- Students exclusively auditing classes.
- Students studying abroad at a foreign university if their enrollment at the reporting institution is only an administrative record and the fee is only nominal.
- Students studying in a branch campus located in a foreign country.
- Students who transferred IN to your institution. Institutions that have only transfer programs should check the applicable box in the screening questions at the beginning of the IP.
- Students who fall into the following exclusion categories according to IPEDS:
 1. Students who died or became permanently disabled.
 2. Students who left school to serve in the armed forces (or have been called up to active duty). Do not include students already in the military who transfer to another duty station.
 3. Students who left school to serve with a foreign aid service of the Federal Government.
 4. Students who left school to serve on an official church mission.

For 2-year institutions:

The **150% cohort** includes full-time, first-time degree/certificate-seeking students entering your institution in Fall 2008 (i.e., first enrolled in academic year 2008-09). Report the status of the 2008 cohort as of August 31, 2011 in terms of the number of completers graduated in 150% of normal time to completion. For most two year degree programs, this is three years (2008-2011).

The **200% cohort** includes full-time, first-time degree/certificate-seeking students entering your institution in Fall 2007 (i.e., first enrolled in academic year 2007-08). Report the status of the 2007 cohort as of August 31, 2011 in terms of the number of completers graduated within 200% of normal time to award. While the data for 150% of normal time are cumulative (in that it also includes those students who complete in 100% of normal time - 2 years for Associate's degree), the data reported for the 200% of normal time should just include those additional students who completed 151% and 200%. For most two year degree programs, this is four years (fall 2007 - 2011).

If your institution is an Associate's college and began offering such programs in or prior to 2008-09, include in the cohort the students who enrolled in Fall 2008 and received full credit through 2010-11.

If the mission of a particular program is to prepare students for transfer to other institutions, count as completers those students who have successfully completed a transfer-preparatory program that is acceptable for full credit toward a bachelor's degree and qualifies a student for admission into the third year of a Bachelor's degree program. Note: "Full credit" means the number of credits the institution accepts for completion of degree requirements, not just some of those credits, therefore, the student is on track and eligible to graduate under the institution's requirements for that particular degree program.

For Associates institutions with Baccalaureate programs (i.e., primarily Associate's with some 4-year programs):

Report cohorts as if for a 2-year institution. Exclude students who initially enrolled in and continue exclusively in Baccalaureate programs.

For Specialized institutions:

If the majority of your students are either 2-year students who continue in baccalaureate programs or students who are exclusively in baccalaureate programs, report as if for a 4-year institution, and exclude students who complete in two years. If all of the students complete their programs in two years, report as a 2-year institution.

For 4-year institutions:

The **150% cohort** includes full-time, first-time degree/certificate-seeking students who entered in Fall 2005 (i.e., first enrolled in academic year 2005-06). Report the status of the 2005 cohort as of August 31, 2011 in terms of the number of completers graduated in 150% of normal time to completion. For most four year degree programs, this is six years (2005-2011).

The **200% cohort** includes full-time, first-time degree/certificate-seeking students who entered in Fall 2003. Report the status of the 2003 cohort as of August 31, 2011 in terms of the number of completers graduated within 200% of normal time to award. While the data for 150% of normal time are cumulative (in that it also includes those students who complete in 100% of normal time - 4 years for Bachelor's degree), the data reported for the 200% of normal time should just include those additional students who completed 151% and 200%.

Do not include students who initially entered in an Associate's programs or students who transferred into your institution. Institutions that have only transfer programs should check the applicable box in the screening questions at the beginning of the IP.

Four-year institutions that offer 5-year or longer programs should include in the 2005 cohort the students for these programs who received full credit through 2010-11 (i.e., Include all the students who entered the 5-year program in Fall 2005 and reflect their status as of the end of the 2010-11 academic year).

Institutions with a continuous-term calendar for the majority of their programs should use the full-year cohort.

Transfers Out:

If you collect transfer information, report the number of students whom you know to have transferred to another institution, without a degree/award from your institution, for both 150% and 200% normal time to completion. If you cannot confirm that the student transferred and was enrolled at another institution, the student should not be counted in transfers. Include students who transferred out of your institution and returned. Track the entire cohort for 3 years (2-year institutions) or for 6 years (4-year institutions), as applicable. Reporting transfer information is optional.

Still Enrolled (New!):

Provide the number of students from the relevant cohort who were still enrolled at your institution at the 150% or 200% normal time to completion point through **August 31**, 2011.

DEFINITIONS OF TYPES OF AWARDS

(Adapted from the IPEDS Glossary)

Associate's: An award that normally requires at least 2 but less than 4 years of full-time equivalent college work

Bachelor's: An award that normally requires at least 4 but not more than 5 years of full-time equivalent college-level work. It also includes bachelor's degrees in which the normal 4 years of work are completed in 3 years

Master's: An award that requires the successful completion of a program of study of at least the full-time equivalent of 1 but not more than 2 academic years of work beyond the bachelor's degree

Doctor's - research/scholarship: A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M., and others, as designated by the awarding institution.

Doctor's - professional practice: A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as "First Professional" and may include Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (L.L.B. or J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O.); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution.

Doctor's - other: A doctor's degree that does not meet the definition of a "doctor's degree - research/scholarship" or a "doctor's degree - professional practice."

Diploma/Certificate: A diploma refers to a formal document certifying the successful completion of a prescribed program of studies. A certificate is a formal award certifying the satisfactory completion of a postsecondary education program. Do not provide information here about recreational, avocational (leisure), adult basic, remedial, high school equivalency, or other similar certificates that your institution also offers.

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D. Enrollment (Unduplicated)

Total Enrollment

	Data on File (as of 4/29/2012)		IP Data (2011-12)	
	Undergraduate	Graduate	Undergraduate	Graduate
Total credit hours of all part-time students	2427	0	993	0
Minimum credit load to be considered a full time student	12	0	12	0
Full-Time Head Count	2905	0	2756	0
Part-Time Head Count	328	0	153	0

Credit Enrollment

	Data on File (as of 4/29/2012)	IP Data (2011- 12)
Number of Students matriculated, enrolled in degree programs (Undergraduate + Graduate)	3233	2909
Number of Students not matriculated, enrolled in credit-bearing courses	0	0

Non-Credit Enrollment

	Data on File (as of 4/29/2012)	IP Data (2011- 12)
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	518	450
Number of Students in non-credit avocational continuing education courses	0	0

Notes

Instructions

D. ENROLLMENT

TOTAL ENROLLMENT (as of Fall 2011)

Total credit hours of all part-time students. Compute the total as of Fall 2011, using the institution's official fall reporting date (or as of October 15, 2011, whichever is sooner). Report separately for both undergraduate and graduate students. If your off-campus sites have different census reporting dates from the main campus cutoff date, please report the total number of credit hours, regardless of the census date. [If your institution does not compute this information until the end of the semester, put zero in this field, explain in the Notes, and submit this information when it is available by e-mail to tjoe@msche.org.]

Minimum credit load for a student to be considered full-time (per semester or equivalent unit). The general rule is that a full-time student is one who is enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term. A full-time graduate student is enrolled for 9 or more semester credits, 9 or more quarter credits, or who is involved in thesis or dissertation preparation that the institution considers full-time.

If your definition of a full-time load varies by program or course of study, use the load representing the majority of your students. Explain the difference **briefly** in the Notes; if Commission staff or evaluators need further details, you can provide a full explanation at that time.

Full-time Headcount. Provide an unduplicated headcount of all full-time and part-time students, reporting undergraduate and graduate levels separately. The Commission will print the Total FT and PT headcount in its directory and will rely on it when selecting visiting teams of evaluators and for other purposes.

Institutions operating under a calendar that differs by program or enrolling on a continuous basis should include students who were enrolled in your institution at any time between August 1 and October 31 of 2011.

Include:

- Students enrolled in courses for credit at the main campus, at all branch campuses (except those that are separately accredited), and at all off-campus sites as defined in these Instructions (i.e., domestic or overseas branch campuses, additional locations, other instructional sites, and students in the institution's study-abroad program who are enrolled for credit at the reporting institution).
- Students enrolled in courses for credit who are not recognized by the institution as seeking a degree (i.e., students receiving certificates or diplomas for academic, occupational, or post-baccalaureate continuing professional studies).

Note: IPEDS defines an "Occupational program" as "A program of study consisting of one or more courses, designed to provide the student with sufficient knowledge and skills to perform in a specific occupation." It is usually below the baccalaureate level. Examples include bookkeeping, office management, massage therapy, etc.

Do Not Include:

- Students exclusively auditing classes.
- Students who receive the reporting institution's distance education programs but who receive credit from another institution through consortia or other agreements.
- Students exclusively enrolled in courses that cannot be credited toward a degree or other formal award (i.e., recreational, avocational [leisure], high school equivalency, or other similar certificates).
- Students at a reporting institution located abroad, who are study-abroad students from another U.S. institution, when those students will not receive their degrees from the reporting institution.

Summer Programs. Students attending the Summer 2011 session to complete requirements for graduation in 2010-11 are considered to be part of the 2010-11 cohort. However, students who start in Summer 2011 courses and continue into Fall 2011, are to be counted in the 2011-12 cohort. Alternatively, use your institution's normal procedures for computing an academic year (e.g., Summer 2, Fall, Spring, and Summer 1), if applicable.

CREDIT ENROLLMENT (Unduplicated)

MATRICULATED STUDENTS

Report the unduplicated headcount of all students as of Fall 2011 who are recognized by the institution as being enrolled in and working toward a specific degree or certificate (i.e., matriculated, degree-seeking). Report also an unduplicated number of students who are not matriculated but who are enrolled in courses for which credit is awarded.

Do Not Include:

- Students exclusively auditing classes
- Students who receive the reporting institution's distance education programs but who receive credit from another institution through consortia or other agreements
- Students exclusively enrolled in courses that cannot be credited toward a degree or other formal award (i.e., recreational, avocational [leisure], high school equivalency, or other similar certificates).
- Students at a reporting institution located abroad, who are study-abroad students from another U.S. institution, when those students will not receive their degrees from the reporting institution.
- Students who are matriculated but who are on leave and not actively pursuing a degree/diploma (i.e., not utilizing the institution's faculty, staff, or facilities).

NON-CREDIT ENROLLMENT

The purpose of reviewing non-credit enrollment is to consider the likely impact of this enrollment on the institution's faculty, facilities, revenue, and other overall operations and integrity.

Report the number of students enrolled in non-credit courses (i.e., courses that cannot be counted toward a degree). The reporting period is the entire prior academic year (July 1, 2010 - June 30, 2011). If you use a different calendar, use your institution's normal procedures for computing an academic year.

Count students without regard to whether they also enrolled in for-credit courses, and count them once if they enroll in more than one non-credit course. If a non-credit student takes a vocational course and an avocational course, count that student once under vocational.

Note: The column marked "IP Data (2011-12)" refers to *the year in which your institution is submitting the IP*. This is the column where you should enter data for "the entire previous academic year" (i.e., 2010-11) referred to above.

Report headcounts separately for: (1) graduate level non-credit courses; (2) undergraduate level noncredit and other continuing education courses for which certificates of completion may or may not be provided (including ESL, remedial, or career-related skills and knowledge for vocations); and (3) avocational (self-improvement/leisure) courses.

If your institution has no system for separating enrollment in continuing education versus avocational courses, report all such enrollment as continuing education, and explain in the Notes section.

Include any pre-college students, because they also have an impact on the institution's physical, fiscal, and human resources.

For situations when the student is taking both noncredit and credit courses at the same time: Count the number of students enrolled in noncredit courses, that are not part of any formal curricula or degree program. You should NOT include audited courses that are part of a degree program. Realizing that not all student information systems track or code data the same way, rely on the course and whether it is a noncredit offering or a credit offering as defined by the institution.

Do Not Include:

- Students exclusively auditing classes that are part of a degree program.
- Students enrolled and seeking a formal award who also choose to take a course without credit, who complete all assignments, and who do so for personal enrichment
- Students who receive the reporting institution's distance learning programs but who receive credit from another institution through consortia or other agreements
- Students who are completing requirements for a class taken in a prior semester, who pay a basic registration fee for tracking purposes but who are not independently taking a scheduled non-credit course
- Matriculated students who are required to take a particular non-credit course in order to graduate but who are not independently taking that scheduled non-credit course.

Avocational programs are defined in the IPEDS Glossary as Instructional programs in personal interest and leisure categories whose expressed intent is not to produce postsecondary credits, nor to lead to a formal award or an academic degree, nor result in occupationally specific skills.

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E. Distance and Correspondence 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.

Part 1. Distance Education

	Data on File (as of 4/29/2012)	IP Data (2011- 12)
Did your institution, in the most recent prior year (Summer, Fall, Spring 2010-11), offer distance education courses?	No	No

Part 2. Correspondence Education

	Data on File (as of 4/29/2012)	IP Data (2011- 12)
Did your institution, in the most recent prior year (Summer, Fall, Spring 2010-11), offer Correspondence education courses?	No	No

Notes

Instructions

E. DISTANCE EDUCATION AND CORRESPONDENCE EDUCATION

Part 1. DISTANCE EDUCATION

Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support **regular and substantive interaction** between the students and the instructor, either synchronously or asynchronously. The technologies may include: (1) The Internet; (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (3) Audioconferencing; or (4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed above.

Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.

The *predominant mode of delivery* is the deciding factor whether a hybrid/blended program or course is considered to be distance education versus on-site/residential education. Include "hybrid" or "mixed delivery" courses if the predominant mode of delivery is through the use of information technologies.

Indicate whether your institution, in the most recent prior year (July 1, 2010 - June 30, 2011), offered courses for credit using distance education. If a course was offered but no students enrolled, select "No" and continue to Part 2: Correspondence Education.

Courses

If you selected 'yes' in the previous question, then provide, in the appropriate field:

(a) the **unduplicated headcount** of all students in the most recent prior year (July 1, 2010 - June 30, 2011) who took distance education courses for credit by your institution. Alternatively, use your institution's normal procedures for computing an academic year.

(b) the **total number of registrations** in the most recent prior year (July 1, 2010 - June 30, 2011) who took distance education courses for credit by your institution. "Registrations" refers to the sum of "seats" filled. Therefore, registrations may be duplicated if a student enrolls in more than one course.

Provide an explanation in the Notes context box if this reporting year's total is greater than the prior year and you have significant growth in distance learning enrollment.

Exclude: Students who drop out before and after the end of the drop/add period.

Programs

Report the number of degree or certificate programs offered during the prior year (July 1, 2010 - June 30, 2011) for which students could meet 50% or more of the requirements for any of the programs by taking distance education courses.

Definition: Program means a postsecondary educational program offered by an institution of higher education that leads to an academic or professional degree, certificate, or other recognized educational credential.

Summer Programs. Students attending summer sessions to complete requirements for graduation are considered to be part of the previous year. Students starting early, who take summer courses and continue in the Fall are to be counted in the current cohort being reported.

Part 2. CORRESPONDENCE EDUCATION

Correspondence education means: (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor; (2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; (3) Correspondence courses are typically self-paced; and (4) Correspondence education is not distance education.

Indicate whether your institution, in the most recent prior year (July 1, 2010 - June 30, 2011), offered courses for credit using correspondence courses. If a course was offered but no students enrolled, select "No."

Courses

If you selected 'yes' in the previous question, then provide, in the appropriate field:

(a) the **unduplicated headcount** of all students in the most recent prior year (July 1, 2010 - June 30, 2011) who took correspondence courses for credit by your institution. Alternatively, use your institution's normal procedures for computing an academic year.

(b) the **total number of registrations** in the most recent prior year (July 1, 2010 - June 30, 2011) who took correspondence courses for credit by your institution. "Registrations" refers to the sum of "seats" filled. Therefore, registrations may be duplicated if a student enrolls in more than one course.

Provide an explanation in the Notes context box if this reporting year's total is greater than the prior year and you have significant growth in distance learning enrollment.

Exclude: Students who drop out before and after the end of the drop/add period.

Programs

Report the number of degree or certificate programs offered during the prior year (July 1, 2010 - June 30, 2011) for which students could meet 50% or more of their requirements for any of the programs by taking distance education or correspondence courses.

Definition: Program means a postsecondary educational program offered by an institution of higher education that leads to an academic or professional degree, certificate, or other recognized educational credential.

Summer Programs. Students attending summer sessions to complete requirements for graduation are considered to be part of the previous year. Students starting early, who take summer courses and continue in the Fall are to be counted in the current cohort being reported.

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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 (as of 4/29/2012)	IP Data (2011-12)
Accreditors Recognized by U.S. Secretary of Education	Accreditors Recognized by U.S. Secretary of Education
<ul style="list-style-type: none">American Physical Therapy Association, Commission on Accreditation in Physical Therapy EducationNational Council for Accreditation of Teacher Education	<ul style="list-style-type: none">American Physical Therapy Association, Commission on Accreditation in Physical Therapy EducationNational 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); International Association of Counseling Service (IACS)

Instructions

F. OTHER REGIONAL, NATIONAL, AND SPECIALIZED ACCREDITATION

The regional, national, and/or specialized accrediting organizations your institution reported last year are shown in the left column.

In the column on the right, check the box next to the name of the accreditors that currently accredit your institution or its programs. The applicable boxes must be checked each year. The items you selected last year will not carry over automatically to the Current IP Data column.

Note: This list contains those accrediting agencies that are recognized by the U.S. Secretary of Education. To view the complete federal list, go to:

http://www2.ed.gov/admins/finaid/accred/accreditation_pg6.html#NationallyRecognized

If other accrediting organizations are applicable for your institution, please insert them in the Notes section.

If your institution offers programs in collaboration with another institution, and the other institution is accredited for that program but you are not, do not list the other institution's accreditor.

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G. Instructional Personnel (as of Fall 2011)

	Data on File (as of 4/29/2012)		IP Data (2011-12)	
	Full-Time Headcount	Part-Time Headcount	Full-Time Headcount	Part-Time Headcount
Total Faculty	145	61	142	36

Notes

Instructions

G. INSTRUCTIONAL PERSONNEL (As of Fall 2011)

Report an unduplicated headcount of full-time and part-time instructional personnel.

Definitions:

Full-time vs. Part-time. Full-time personnel are either available for full-time assignment during the period being reviewed or are designated as "full time" in an official contract or appointment. Normally, employees who work approximately 40 hours per week for a full academic year are considered full-time. Individuals on sabbatical should be counted as full-time if their status was full-time prior to their leave. Faculty who teach only one semester or term are part-time, because the basis of measurement is a full academic year.

Adjunct professors. Count adjunct professors and visiting professors as part-time, unless you have a specific category for full-time adjunct or visiting professors. Adjunct faculty are defined by IPEDS as non-tenure-track positions where one has a temporary or auxiliary capacity to teach specific courses on a course-by-course basis. An adjunct who serves only one semester should be counted as a whole (not one-half) part-time assignment.

Medical School Faculty. Include those faculty members who may be exclusively involved in clinical and pre-clinical instruction at the primary reporting location and at satellite or other locations where students rotate. Indicate in the Notes section the number of faculty with this role. Again, the purpose is to consider the likely instructional impact on the enrolled students.

Instructors. Include those personnel who may have the title of instructor but who are not student assistants, adjunct professors, and lecturers.

Compensated vs. Uncompensated. For the purpose of this survey, it is of no consequence whether instructional personnel are financially compensated or not. The purpose is to consider the likely instructional impact on the enrolled students.

Exclude:

- Professional staff, such as librarians, administrators, researchers, and others if they do not have faculty status at your institution, or if they have faculty status but do not teach as their primary activity (*Note: Instructional librarians with faculty status who teach credit-bearing courses would be included.*)
- Faculty who teach only non-credit courses
- Students (typically graduate students) having such titles as teaching assistant, teaching fellow, or research assistant.

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H. Related Educational Activities

H-1. Study Abroad

This section is only required if your institution's Self-Study Visit is scheduled for 2012-13 or 2013-14.

Note:

Your institution's next Self-Study Visit is scheduled for 2015-16.

Instructions

H1. STUDY ABROAD PROGRAMS OFFERED FOR CREDIT

This section is required ONLY if your self-study visit is scheduled for 2012-13 or 2013-14.

Note:

Your next Self-Study Visit is scheduled for (THE ON- LINE PROGRAM WILL INSERT THE DATE FOR YOUR INSTITUTION.)

For each country, enter the total number of sites at which your institution offers credit bearing study abroad programs, and enter the total number of students (undergraduate + graduate) who enrolled for the academic year (July 1, 2011 - June 30, 2012).

Include only those students who are enrolled in study abroad programs **for which academic credit will be awarded by your institution.**

Do not count students from other institutions enrolled at your site if your institution does not award the credit, regardless of whether or not your institution provides the faculty and other services. These types of situations are more appropriately discussed in your institution's next self-study report.

If a country has no students enrolled, or if none are expected to enroll in the program(s) during 2011-12, delete it, even though there were students in a prior year and the institution still has contractual obligations with an affiliated provider or maintains its own physical plant in that location. Do not report sites that are permanently closed.

Definitions:

The programs may be sponsored or co-sponsored by your institution. Report only sites where your institution has "ownership" over the curriculum (i.e., determines what will or will not be taught) and where your institution specifically approves which faculty members will or will not teach.

Contracts for programs where the reporting institution has an arm's length contractual relationship with the study abroad site operators (i.e., without veto power over curriculum components and individual faculty) will be treated as if they are equivalent to articulation agreements for the purposes of the IP. They should be reported as such, when appropriate, in your institution's self-study report.

Exclude :

- individualized or group programs for students who may visit one or more sites in a given season (i.e., not resident at the site for an entire semester or equivalent period)
- exchange programs

Note: A Study Abroad site, for purposes of this report, is for U.S. students traveling to that country, as specified in the Instructions for Study Abroad. An Other Instructional Site located abroad is primarily for the benefit of local students (regardless of nationality, including U.S. nationals) living in that country.

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H-2. Branch Campuses

Data on File (as of 4/29/2012)	IP Data (2011-12)
No Branch Campuses.	No Branch Campuses.

Instructions

H2. BRANCH CAMPUSES

Note: Make sure a **complete** address for each branch is reported, including street address and zip code. Your institution's Title IV funding could be in jeopardy if the address provided to MSCHE is not identical to the one provided to IPEDS.

Number of Degree Programs. Verify the number of degree programs or specialties that may be completed entirely (100%) at this branch as of the current year 2011-2012. Include all certificate/diploma programs but exclude avocational/leisure courses. IPEDS defines a program as "A combination of courses and related activities organized for the attainment of broad educational objectives as described by the institution." This question does not refer to the number of degrees awarded at each branch by the institution.

For each Branch Campus, click "Modify" and indicate the number of programs your institution offers for each of the following certificates and degree levels:

- Postsecondary award, certificate, or diploma 1 (less than one academic year)
- Postsecondary award, certificate, or diploma 2 (at least one but less than two academic years)
- Associate's Degree
- Postsecondary award, certificate, or diploma 3 (at least two but less than four academic years)
- Bachelor's Degree
- Postbaccalaureate certificate
- Master's Degree (Including M.Div.)
- Post-master's certificate
- Doctor's degree - research/scholarship
- Doctor's degree - professional practice
- Doctor's degree - Other

Headcount. Provide the full-time and part-time headcount at each branch for the current year which is defined as July 1, 2011 - June 30, 2012 (estimated if your counts are not yet final). If a student changes status from full-time to part-time or vice versa, count the student as only one of the two, making your best guess as to which status the student should be placed based on the number of credits the student has completed during the reporting year. Indicate any such situations in the Notes section at the bottom.

Report graduate and undergraduate students separately. The headcounts at various branches may be duplicated if students attend multiple branches. The objective here is to identify the totals served at each branch. If duplicated, indicate that in the Notes section.

Inactive Branches. If an institution has no students at a branch during the reporting period for this Institutional Profile, but the institution maintains contractual obligations to maintain the branch, mark the Status as inactive, and the headcount for the current year will be displayed as zero. The purpose of designating a branch as inactive is to avoid the necessity of deleting a branch that has been approved within the scope of your accreditation and then reinstating it on this report in a subsequent year when there are students.

Add or Close a Branch Branches may not be added or closed except through the Substantive Change process six months in advance of the addition or closing. See the relevant [policy statement](#) with instructions for submitting a Substantive Change request and the separate [Frequently Asked Questions](#).

For the 2011-12 IP, by indicating that a branch is permanently closed under "Modify," the Middle States database will NOT reflect that it is actually closed, and it will continue to appear as such until you have successfully completed the Substantive Change process.

Definitions:

The Commission defines a branch campus as a facility that is geographically apart from and independent of the main campus of the institution. The facility is independent if it:

- **offers courses in educational programs leading to a degree, certificate, or other recognized educational credential**
- **has its own faculty and administrative or supervisory organization; AND**
- **has its own budgetary and hiring authority**

The Commission's definition of a branch campus may or may not be the definition the institution uses for state reporting purposes.

Branch campuses are not considered to be temporary, but they may be rented or made available to the institution at no cost by another institution, organization, agency, or firm. The branch may be organized and managed by the institution itself or by contractual agreement with a third party.

Note:

A facility listed as a "branch campus" may not also be listed as an "additional location" or an "other instructional site."

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H-3. Additional Locations

Data on File (as of 4/29/2012)	IP Data (2011-12)
No Additional Locations.	No Additional Locations.

Instructions

H3. ADDITIONAL LOCATIONS

Note: Make sure a **complete** address for **each** Additional Location is reported, including street address and zip code. Your institution's Title IV funding could be in jeopardy if the address provided to MSCHE is not identical to the one provided to IPEDS.

Number of Degree Programs. Verify the number of degree programs or specialties for which at least 50 percent of the program may be completed at each additional location as of the current year 2011-2012. Include all certificate/diploma programs but exclude avocational/leisure courses. IPEDS defines a program as "A combination of courses and related activities organized for the attainment of broad educational objectives as described by the institution." This question does not refer to the number of degrees awarded at each Additional Location by the institution.

For each Additional Location, click "Modify" and indicate the number of programs your institution offers for each of the following certificates and degrees:

- Postsecondary award, certificate, or diploma 1 (less than one academic year)
- Postsecondary award, certificate, or diploma 2 (at least one but less than two academic years)
- Associate's Degree
- Postsecondary award, certificate, or diploma 3 (at least two but less than four academic years)
- Bachelor's Degree
- Postbaccalaureate certificate
- Master's Degree (Including M.Div.)
- Post-master's certificate
- Doctor's degree - research/scholarship
- Doctor's degree - professional practice
- Doctor's degree - Other

Headcount. Provide the full-time and part-time headcount at each additional location for the current year which is defined as July 1, 2011 - June 30, 2012 (estimated if your numbers are not final). If a student changes status from full-time to part-time or vice versa, count the student as only one of the two, making your best guess as to which status the student should be placed based on the number of credits the student has completed during the reporting year. Indicate any such situations in the Notes section at the bottom.

Report graduate and undergraduate students separately. The headcounts at each additional location may be duplicated if students attend multiple locations (i.e., across locations but not within a location). The objective here is to identify the totals served at each location. If duplicated across locations, indicate that in the Notes section.

Inactive Additional Locations. If an institution has no students at an additional location during the reporting period for this Institutional Profile, but the institution maintains contractual obligations to maintain the location, mark the Status as inactive, and the headcount for the current year will be displayed as zero. The purpose of designating a branch as inactive is to avoid the necessity of deleting a location that has been approved within the scope of your accreditation and then reinstating it on this report in a subsequent year when there are students.

Add or Close an Additional Location Additional Locations may not be added or closed except through the Substantive Change process six months in advance of the addition or closing. See the relevant [policy statement](#) with instructions for submitting a Substantive Change request and the separate [Frequently Asked Questions](#).

For the 2011-12 IP, if you indicate that an Additional Location is permanently closed under "Modify," the Middle States database will NOT reflect that it is actually closed, and the location will continue to appear as such until you have successfully completed the Substantive Change process.

Partial-year Reporting. If an approved location opens or begins enrolling students in the middle of an academic year, treat the location as Active and report the partial-year enrollment. In the Notes section, give the date activity began.

Definitions:

The Commission defines an Additional Location as a facility, other than a Branch Campus or an Other Instructional Site that:

- **is geographically apart from the main campus; AND**
- **at which students may complete at least 50 percent of an educational program** (i.e., of at least one program).

If a location does not meet the 50 percent rule, it should be treated as an "Other Instructional Site." However, if it is currently approved as an "Additional Location," Substantive Change rules apply in order to deactivate it.

Additional Locations are not considered to be temporary but may be rented or made available to the institution at no cost by another institution, organization, agency, or firm. The location may be organized and managed by the institution itself or by contractual agreement with a third party. Programs may be accredited by another recognized accreditor. The criterion for reporting is whether the degree or certificate is awarded in the name of your institution.

Note:

A facility listed as an "additional location" may not also be listed as a "branch campus" or an "other instructional site."

Middle States Commission on Higher Education Institutional Profile 2011-12

[0626] UPR - Ponce

H-4. Other Instructional Sites (as of Fall 2011)

Data on File (as of 4/29/2012)	IP Data (2011-12)
No Other Instructional Sites.	

Instructions

H4. OTHER INSTRUCTIONAL SITES

Please verify existing and provide new or additional information for the 2011-12 reporting period.

Other Instructional Sites may be added, or they may be deleted if there are no plans to use the site in the near future. *[Note: The IP is a "snapshot" as of the fall. Therefore, if a listed site is active but is used only in the summer, report the headcount as zero.]*

Report all Other Instructional Sites, and enter the city, state, and country in which each site is located. Report only sites at which **entire courses**, not partial courses, are offered.

Indicate the name of the site or facility at which courses are being offered.

Enter the **unduplicated** total number of students taking courses for credit as of Fall 2011, whether or not those students are matriculated in a specific degree or certificate program. If students attend multiple sites, the headcounts at various sites may be duplicated (i.e., across sites but not within a site). The objective here is to identify the totals served at each site and the likely impact on an institution's resources.

If a site is used primarily in the Spring, report the headcount for the Spring and document this in the Notes section.

Definitions:

The Commission defines an Other Instructional Site as any off-campus site, other than a Branch Campus or an Additional Location, at which the institution offers one or more courses for credit.

These sites may include, but are not limited to, high schools, corporations, community centers, and churches.

Exclude:

- Distance education programs;
- Any site used only in the Summer;
- Sites used only for internships or practica (However, if entire courses are available there for other disciplines, those sites should be counted.)

Note:

A facility listed as an "other instructional site" may not also be listed as a "branch campus" or an "additional location."

"Other Instructional Site" located abroad is primarily for the benefit of local students (regardless of nationality, including U.S. nationals) living in that country. A Study Abroad site, for purposes of this report, is for U.S. students traveling to that country, as specified in the Instructions for Study Abroad.

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I. Financial Information (Part 1)

REMINDER: Please make sure to use the TAB key instead of the ENTER key to navigate from field to field. The ENTER key will cause the data to be submitted (i.e., clicking on the Update button).

Report the same data for Educational and General (E&G) expenses on the Institutional Profile that your institution reports to the Integrated Postsecondary Higher Education Data Systems (IPEDS). The IPEDS Part and Line numbers are noted for each data element listed.

Verify the beginning and ending date for your institution's fiscal year. The default dates are 7/1/2010 through 6/30/2011 (the most recent year for which you would have audited financial statements). If your institution uses different dates, please change the default dates accordingly. For example, enter 1/1/2011 through 12/31/2011.

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.

Enter negative numbers using a minus sign. For example, enter -100,000, not (100,000).

Complete every field for which you have financial data. Fields marked with an asterisk are required. You will not be able to "lock down" your data and submit the Institutional Profile if these fields are not completed.

Shaded information cannot be modified online. * denotes a required field.

	Data on File (as of 4/29/2012)	IP Data (2011- 12)	
Which reporting standard is used to prepare your institution's financial statements? Your selection determines the value in the column IPEDS Part-Line below.	GASB	GASB	
FASB (Financial Accounting Standards Board)			
GASB (Governmental Accounting Standards Board)			
Note: For Private and International institutions the value is set automatically and the field is disabled. The FASB Reporting Standard is the approximate equivalent of the standard used by International institutions.			
Is your institution's Auditor's report on financial statements Qualified or Unqualified?	Unqualified	Unqualified	
Fiscal Year Begin	7/1/2009	7/1/2010	
Fiscal Year End	6/30/2010	6/30/2011	
Does your institution allocate Operation & Maintenance of Plant expense?	Yes	Yes	
Does your institution allocate Depreciation Expense?	Yes	Yes	
	IPEDS Part- Line	Data on File (as of 4/29/2012)	IP Data (2011-12)
		Expenses	Includes
		Expenses	Includes

		O&M		O&M	
1. Instruction	C-01	\$17,437,265	\$2,543,087	\$14,972,037	\$2,088,602
2. Research	C-02	\$247,347	\$45,412	\$180,424	\$25,169
3. Public Services	C-03	\$696,987	\$90,825	\$1,145,143	\$159,748
4. Academic Support	C-05	\$4,273,925	\$544,947	\$4,096,240	\$505,933
5. Student Services	C-06	\$2,986,492	\$408,710	\$3,174,072	\$442,784
6. Institutional Support	C-07	\$5,976,987	\$908,246	\$5,638,256	\$786,538
7. Scholarships and Fellowships	C-10	\$10,567,492	\$0	\$10,421,793	\$0
8. Operation and Maintenance of Plant	C-08		\$4,541,227		\$4,008,774
Total E&G Expenses*		\$42,186,495		\$39,627,965	

Notes

The University of Puerto Rico includes three main campuses, eight additional smaller campuses and the Central Administration Office. The Central Administration issues only one Audited Statement for the whole University System. For the prior year 2010, the amount of Depreciation Expense was \$968,100. The cost control measures taken by the University of Puerto Rico Administration resulted in a reduction of the operating expenses.

Middle States Commission on Higher Education Institutional Profile 2011-12

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I. Financial Information (Part 2)

REMINDER: Please make sure to use the TAB key instead of the ENTER key to navigate from field to field. The ENTER key will cause the data to be submitted (i.e., clicking on the Update button).

Report the same data on the Institutional Profile in Section 2A below that your institution reports to IPEDS. The IPEDS Part and Line numbers are noted for each data element listed.

Report the data on the Institutional Profile in Section 2B below which can be obtained from your institution's audited financial statements and/or supporting documents.

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.

Complete every field for which you have financial data. Fields marked with an asterisk are required. You will not be able to "lock down" your data and submit the Institutional Profile if these fields are not completed.

Shaded information cannot be modified online.

	IPEDS Part- Line	Data on File (as of 4/29/2012)	IP Data (2011-12)
SECTION 2A -- Data from IPEDS			
Depreciable Capital Assets, net	A-31	\$16,385,166	\$15,629,323
Total Assets	A-06	\$18,000,076	\$21,983,222
Long-Term Debt (Current Portion)	A-07	\$553,040	\$901,133
Long-Term Debt (Non-Current)	A-10	\$11,421,054	\$12,325,808
Unrestricted Net Assets	A-17	(\$4,341,095)	\$772,680
Restricted Net Assets (Expendable)	A-15	\$166,890	\$231,099
Restricted Net Assets (Non-Expendable)	A-16	\$0	\$0
Invested in Capital Assets, net of related debt	A-14	\$5,046,365	\$2,408,040
Change in Net Assets	D-03	(\$3,637,810)	\$2,539,658
Net Assets (Beginning of Year)	D-04	\$4,448,776	\$872,160
Adjustment to Net Assets (Beginning of Year)	D-05	\$61,194	\$1
Net Assets (End of Year)	D-06	\$872,160	\$3,411,819
Discounts/Allowances (Applied to Tuition & Fees)	E-08	\$3,501,100	\$5,263,162
Tuition and Fees Revenue (Net of Discounts/Allowances)	B-01	\$1,108,903	\$2,070,773
Depreciation Expense	C-09	\$0	\$984,304

SECTION 2B -- Data from Audited Financial Statements and Supporting Documents

Total Operating Revenue	\$265,057,662	\$354,470,681
Total Operating Expense	\$1,422,811,561	\$1,350,637,665
Operating Income/Loss	(\$1,157,753,899)	(\$996,166,984)
Deposits Held by Bond Trustees	\$54,622,873	\$54,649,613
Principal Payments on Long Term Debt	\$14,898,479	\$21,443,885
Interest Expense on Long Term Debt	\$33,554,236	\$33,335,995

Notes

The University of Puerto Rico includes three main campuses, eight additional smaller campuses and the Central Administration Office. The Central Administration issues only one Audited Statement for the whole University System. For the prior year 2010, the amount of Depreciation Expense was \$968,100. The cost control measures taken by the University of Puerto Rico Administration resulted in a reduction of the operating expenses.

Instructions

I. Financial Information (Part 1)

FINANCIAL PAGE INSTRUCTIONS

Report the same Educational and General (E&G) expenses that you reported to IPEDS (Integrated Postsecondary Higher Education Data Systems) for similar fields. Where appropriate, the related part and line numbers from IPEDS are listed for easy reference. Note: Educational and General expenses include all operating expenses except auxiliary enterprises (food service, bookstore, etc).

Verify the beginning and ending date for your institution's fiscal year. The default dates are 07/01/2010 through 06/30/2011 (the most recent fiscal year for which you would have audited financial statements). If your institution uses different dates, please change the default dates accordingly. Also, if your institution has a December 31st year end, you should be submitting financial data as of 12/31/2011. If you do not have your final audited financial statements for fiscal year 2011, please email kjeffries@msche.org before completing this section.

The user is prompted to answer the following three questions immediately after logging in to the application for the first time. The answer to each of the questions can be revised on the financial page if it was answered incorrectly or the answer has changed.

- "Which reporting standard is used to prepare your institution's financial statements?" (e.g., FASB - Financial Accounting Standards Board or GASB - Governmental Accounting Standards Board)
- "Does your institution allocate Operation and Maintenance of Plant expense?" (The default response is the value your institution previously reported.)
- "Does your institution allocate Depreciation expense?" (The default response is "No".)

Report financial data in whole dollars. Round cents to the nearest whole dollar. For example, enter \$124, not \$123.65. (NOTE: Do not enter dollar signs, commas, decimal points or trailing zeros; they are used here in these instructions for clarity.)

Do not enter data in thousands of dollars. For example, enter \$1,250,000, not \$1,250.

Foreign currency conversion. An institution that prepares its audited financial statements in a currency other than U.S. dollars should convert the value of their currency to U.S. dollars as of the date of their fiscal year end.

Enter negative numbers using a minus sign. For example, enter -100,000, not (100,000).

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

The sum of your institution's total reportable E&G expense appears on the last line of the form. Last year's reported E&G expense is displayed for comparison.

Scholarship and Fellowship Expense:

Do not report as Scholarship and Fellowship Expense any tuition discounts, scholarship allowances, etc., reported in the income statement under revenue of your institution's audited financial statements. You may report the IPEDS calculated value (i.e., net scholarship and fellowship expense after deducting discounts and allowances).

Operations and Maintenance (O&M):

- **Institutions that allocate Operations and Maintenance (O&M) expense in the expense categories:** For each expense category, enter the total expense, including the pro-rated O&M expense in the column labeled "Expenses", then enter the pro-rated O&M expense in the column labeled "Includes O&M". The program will automatically total the O&M expenses and put the total at the bottom of the column labeled "Includes O&M". (This field is not accessible to the user.)
- **Institutions that do not allocate Operations and Maintenance (O&M) expense in the expense categories:** Enter the total O&M expense on Line 8.

Note: IPEDS requires institutions to allocate O&M even if it's not allocated on their audited financial statements. MSCHE does not require this, however, if it's easier to enter the same data as IPEDS, then you can choose "Yes" to the O&M Allocation question and enter the expenses in the O&M column in the IP. If you don't allocate O&M, you can choose "No" to the same question and enter the total O&M expense on Line 8 in the IP. This amount should match the negative number found in Column 4, Line 11 of IPEDS (but should be entered as a positive number in the IP).

Depreciation:

- **If Depreciation expense is allocated in the expense categories:** No additional data entry is required.
- **If Depreciation expense is not allocated in the expense categories:** Enter the total Depreciation expense on Line 9.

Net Assets and Change in Net Assets:

The Net Assets (Beginning of Year) is carried forward from the prior fiscal year's ending net assets and cannot be changed. A line labeled Adjustments to Net Assets (Beginning of Year) has been added similar to IPEDS and your Audited Financial Statements. If your institution had an Adjustment to its prior year's financial statements, or the Net Assets (Beginning of Year) has changed, use the Adjustment to Net Assets line to show the adjustment/difference.

Note: If the Net Assets (End of Year) does not equal the Net Assets (Beginning of Year), plus(minus) Adjustment to Net Assets (Beginning of Year), plus(minus) Change in Net Assets, you will be prompted to correct the data in one or more of these fields.

Shareholder Equity and Change in Shareholder Equity:

The Shareholder Equity (Beginning of Year) is carried forward from the prior fiscal year's ending shareholder equity and cannot be changed. A line labeled Adjustments to Shareholder Equity (Beginning of Year) has been added similar to IPEDS and your Audited Financial Statements. If your institution had an Adjustment to its prior year's financial statements, or the Shareholder Equity (Beginning of Year) has changed, use the Adjustment to Shareholder Equity line to show the adjustment/difference.

Note: If the Shareholder Equity (End of Year) does not equal the Shareholder Equity (Beginning of Year), plus(minus) Adjustments to Shareholder Equity (Beginning of Year), plus(minus) Change in Shareholder Equity, you will be prompted to correct the data in one or more of these fields.

Financial Information (Part 2)

FINANCIAL PAGE INSTRUCTIONS

Please report all financial data requested in this section for fiscal year 2011. Enter the required data on the appropriate lines following the same instructions above (whole dollars, foreign currency, etc). Be sure to complete every line, unless the line is not applicable. For example, if your institution does not have Long Term Debt, you should place a -0- on that line, but put a short explanation in the "Notes" section as to why the line is zero. (e.g., "Institution has no long term debt.") If you leave a zero in any field you will get an error message. If you cannot lock down, please contact us for assistance.

Note the following changes/additions:

Part 2 is divided into two sections. Section 2A is labeled "Data from IPEDS". This section requires data that can be taken directly from IPEDS, the related IPEDS lines are listed to assist with completing each line (if available).

The Net Asset information (previously listed on the page where the Educational and General [E&G] expenses are reported), is now on the page labeled "Part 2" under Section 2B.

Section 2B is labeled "Data from Audited Financial Statements and other Institutional Financial Documents". This section requires data which can be taken directly from the institution's audited financial statements or other supporting financial documents, such as debt schedules, etc.

If your institution does not allocate Depreciation and you answered "No" to the question in Part 1, the Depreciation amount you enter in Part 1 will automatically fill into the Depreciation line in Part 2, Section 2A.

IMPORTANT: Verify that the Key Contacts section includes the name, telephone number and e-mail address of the person completing the Financial Information section of the Institutional Profile.

FREQUENTLY ASKED QUESTIONS

Why does the Commission request financial data on the Institutional Profile?

The Commission uses the financial data in several ways. First, the information is used to assess annual membership dues that are based on an institution's Educational and General (E&G) expenditures as reported on its Institutional Profile. Second, the financial information is used, together with other Institutional Profile information, by staff and evaluators who want a quick "snapshot" of the institution prior to a visit. Third, the information is automatically fed into our database which is how the dues are calculated and the invoices sent electronically. Fourth, the information is downloaded for financial analysis and calculating the composite financial index. Finally, the information is used for various reports required both internally and externally by staff, evaluators, etc.

Why does the Commission request an audited financial statement?

Commission staff check the accuracy of the Educational and General (E&G) expenditures reported on the Institutional Profile by comparing it to the E&G expenditures reported in the institution's audited financial statement. Because membership dues are assessed on the basis of an institution's E&G expenditures, the Commission tries to ensure the financial data reported on the Institutional Profile are correct and that a member institution's dues are properly assessed.

Staff use the audited financial statement (and management letter) to review financial information and perform financial analysis annually. Staff, evaluators, and financial reviewers also use these reports as part of the self-study evaluation, periodic review report, follow-up and substantive change processes.

Should an institution submit IPEDS financial data for the matching fields on the Institutional Profile?

Yes. Report the same data on the IP that your institution reports to IPEDS (Integrated Postsecondary Higher Education Data Systems). Line items from the IPEDS survey are provided (where applicable) next to each IP entry for your convenience.

In addition, the IPEDS financial data should cover the same period as the audited financial statement. If your institution has a 12/31 year end, you should be reporting the most current financial information available which may be different from what you reported to IPEDS.

What are the most common errors institutions make when completing the Finance section of the Institutional Profile?

Three common errors to avoid in reporting financial information are:

- Reporting tuition discounts or allowances in the IP as Scholarship and Fellowship Expense. (Exclude tuition discounts or allowances from the line item for Scholarship and Fellowship Expense, these discounts are net of revenue.)
- Entering data in thousands of dollars, rather than with the necessary zeros. (Type 1,270,000, not 1,270.)
- Reporting the financial data for the primary institution and for component units.* (Report only for the primary institution.)

**Note:* A component unit is a legally separate organization for which the primary institution is financially accountable or closely related. Examples would include college housing corporations, a student government cooperative, or a university or college foundation.

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J. Significant Developments

Please provide the Commission with early notice of any significant developments your institution is considering for academic years 2012-13 or 2013-14, 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.

Instructions

J. SIGNIFICANT DEVELOPMENTS

Please provide the Commission with early notice of any substantive changes your institution is considering for academic years 2012-13 or 2013-14, limited to the topics listed below.

Note: Please remember that it is still necessary to submit a formal written request to the Commission, prior to implementation, for approval of pending significant developments that meet the Commission's definition of "substantive changes." These changes are NOT included within the scope of your accreditation until the Commission approves them. For further information, see our policy statement, Substantive Change, available as a Publication on our website at www.msche.org.

If additional clarification is needed, please contact the Commission staff member assigned as liaison to your institution. Your liaison's name appears in the General Information section of the IP.]

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 (including certificates);
- 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;
- 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 measures (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.)

All text must be limited to 2,000 characters. *Note:* Spaces count as characters. **Significant Developments reported in separate attachments will not be accepted.**

DO NOT include matters related to the day-to-day operation of the institution. Summarize developments with simple sentences. Eliminate colorful adjectives (e.g., "located among rolling hills") and unnecessary details (e.g., square footage).

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K. Required Attachments

Please upload the required attachments listed below **as soon as all of the items are available** but no later than **April 27, 2012 (extended one week)**.

- A digital/ electronic copy of the institution's fiscal year 2011 audited financial statements, including any management letter that the auditors may have attached to the statements.
- A digital/ electronic copy of the finance section of the institution's IPEDS submission for fiscal year 2011 (if you submit annual financial data to IPEDS).
- A word document with the url of the institution's current catalog. Please copy and paste the url into a Word document and upload the Word document. If the catalog is not posted online, please upload a digital copy (.pdf format preferred). If the catalog is not available in any digital/electronic format, please contact Amy Shew at ashew@msche.org.

Uploaded Files

File Name	File Type	File Size	Last Updated
1202-1332244_University_of_Puerto_Rico_FS_6_30_2011_FINAL-4[1].pdf	Adobe Acrobat Document	1771.58 KB	4/19/2012 8:52:40 AM
Institution Catalog Web Address.docx	DOCX File	13.06 KB	3/27/2012 10:24:04 AM
IPEDS_Finance_2011-12Data.pdf	Adobe Acrobat Document	169.19 KB	4/17/2012 1:16:54 PM

If you are not able to upload the required attachments, please contact:

Mr. Tze Joe
Information Associate
Middle States Commission on Higher Education
tjoe@msche.org