University of Puerto Rico in Ponce

Periodic Review Report

Submitted to Middle States Commission on Higher Education

June 2010

PERIODIC REVIEW REPORT

Presented by:
University of Puerto Rico in Ponce

Chief Executive Officer
Prof. Carmen A. Bracero, Interim Chancellor

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- *2006, 2007, and 2008 Audited Financial Statements*
- *2007, 2008, and 2009 IPEDS Finance Reports*
- *Institutional Assessment Plan*
- *University of Puerto Rico Ten Challenges 2006-2016: An Agenda for Planning*
- *Strategic Plan 2006-2016 (Excerpt)*
- *Multi-hazard Mitigation Plan (CD)*
- *Information Technologies Strategic Plan* (in Spanish)
- *Reconceptualization of Institutional Assessment at the University of Puerto Rico in Ponce: Bound for 2010*
- *UPR-Ponce Profile (*Brochure*)*
- *2008-2009 Student Learning Assessment Report* (in Spanish*)*
- *2007-2010 UPR-Ponce Catalog (CD)*
- *Academic Senate Certification 2002-2003-34- Criterios Generales para la Convalidación de Cursos" (General Criteria For Credit Convalidation* in English*)*

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SECTION 1: Executive Summary

An Overview of the Institution

The University of Puerto Rico in Ponce (UPR-Ponce) is one of the eleven campuses of the University of Puerto Rico (UPR), a large publicly supported multi-campus, coeducational university system. The Central Administration, located in Río Piedras, oversees the operations of the eleven academic units. UPR University Law (Law #1, January 20, 1966, as amended) clearly delineates the university's governing structure, including the composition, duties, and responsibilities of each university constituent in the development of policies, and in the decision-making process. The Board of Trustees is the highest governing and administrative body of the UPR system, and was created by the Government of Puerto Rico on June 16, 1993, under Law number 16. The Board formulates policy for the system, guides its development, allocates its budget, and appoints the President and Chancellors. The UPR University law confers on the President the highest organizational rank, with the responsibility of leading the University system. In collaboration with the University Board, which he presides, President Dr. José Ramón de la Torre coordinates and supervises the academic, administrative, and financial tasks of the Institution. Dr. de la Torre was appointed by the Board of Trustees in January 2010. Appendix 1.1 depicts the UPR organizational structure.

Each unit is headed by a Chancellor who presides over the Academic Senate, the Administrative Board, and faculty meetings. The Chancellor holds the maximum academic and administrative authority of the UPR-Ponce. Professor Carmen Bracero was appointed Interim Chancellor in October 2009. Appendix 1.2 describes the UPR-Ponce organizational structure. The UPR-Ponce Academic Senate serves as the official deliberative forum of the academic community and decides on a variety of academic matters, which include courses and curricula, program revision, general admission requirements, and other matters related to academic affairs. It also establishes the general guidelines for faculty appointments, tenure, promotion, evaluation, and leaves. The Administrative Board advises the Chancellor in carrying out his/her duties. The UPR-Ponce Administrative Board By-Laws state its responsibility for elaborating plans and projects for institutional development. The Board also evaluates and approves the distribution of the institutional budget submitted by the Chancellor, as well as faculty requests for leaves, tenures, financial aid, and promotions.

All policies, procedures and actions taken at our institution are directed toward the achievement of the following mission:

> *The University of Puerto Rico in Ponce is a public institution that is committed to the development of professionals with comprehensive academic preparations by means of effective and challenging teaching techniques. This process is aided by the creative and research activities which the institution disseminates. The university fosters community service, enriching educational experiences, and student support services.*

The UPR-Ponce is located in the city of Ponce in the southern coast of Puerto Rico, approximately 67 miles from the capital city of San Juan. Founded in 1969 as Ponce Regional College, our institution initially offered associate degrees and transfer programs. In 1981, the Puerto Rico Council on Higher Education (PRCHE) authorized the college to offer baccalaureate degrees in Secretarial Sciences (now Office Systems) and Business Administration. Additional four-year programs were approved in 1984 (Computer Information Systems and Elementary Education), 1995 (Athletic Training), 1998

(Arts in Social Sciences), and 2002 (Natural Sciences). At present, the institution offers twelve bachelor degrees, four associate degrees, and fifty-two articulated transfer programs to other UPR campuses. Total headcount enrollment for fall 2009 was 3,438, slightly more than the average 3,371 for the previous five-year period. Eighty-nine percent (89%) of the student population studies full time, approximately 80% receives some form of financial aid, and 59% is female. Seventy percent (70%) of the student body enrolled in bachelor degree programs, 12% in technical programs, and 11% in transfer programs. The remainder was classified into other categories. The four-year programs with the highest enrollment are Elementary Education, Biomedical Sciences, Accounting, and Office Systems. As for technical programs, Civil Engineering Technology in Drafting enrolls the largest number of students. Transfer programs with highest enrollments include Chemistry, Materials Management, and Mathematics Education.

The first to second year retention rates for the last five years average 81%. For the 2008-2009 and 2009-2010 academic years, the retention rate was 83%, an increase of 4% over academic year 2007-2008. The six-year graduation rate has increased gradually during the previous five years and reached 42% this academic year. Of every five degrees conferred, four are baccalaureate. The four-year programs that confer the most degrees are Elementary Education, Forensic Psychology, Psychology and Mental Health, and Office Systems. The technical programs that confer most degrees are Civil Engineering Technology in Drafting, Physical Therapy, and Civil Engineering Technology in Construction.

The student body is served by approximately 200 faculty and 250 non-faculty staff members. On average, the student/faculty ratio is 17:1. The 2008-2009 faculty profile reveals that 82% of faculty teaches full-time, of whom 68% is tenured. Seventeen percent has a doctoral degree. Twenty-six percent of faculty holds the rank of full professor, 20% associate professor, 18% assistant professor and 36% instructor.

UPR-Ponce has a consolidated budget of $47,203,022 for academic year 2009-2010. The institution receives the bulk of its funds from legislative appropriations as stipulated by law. Each year, approximately 9.60% of the average total amount of government revenues for two previous years is assigned to the UPR System. Tuition fees, which are among the lowest in the nation, comprise less than 5% of the university's resources. Faced with continuous fiscal challenges, UPR-Ponce has adopted a strong financial discipline during the last years, which has become part of the institution's financial management policy. Enrollment planning and budget distribution, disciplined financial planning strategies, and identification of new ways to achieve operating efficiencies have all played a critical role in helping the university fulfill its mission and goals. UPR-Ponce has intensified its efforts to obtain external funding in order to supplement its internal revenues. In academic year 2008-2009, the institution received $1,575,956 in external resources.

Approach to the Periodic Review Report (PRR)

In anticipation of the periodic review process, two faculty members attended MSCHE's Periodic Review Report workshop held in Philadelphia in April 2008. Upon their return, they briefed the Chancellor and Deans on the information obtained. In June of 2008, the former Chancellor appointed fifteen members of the college community, including the deans of Academic and Student Affairs, to the Periodic Review Report Steering Committee. Its first tasks were to draw up a timetable and action plan and conduct a thorough analysis of actions already taken in response to the Self-Study Report recommendations as well as those of the visiting team. The Steering

Committee also identified other strategies that might be pursued in order to enhance compliance with recommendations. By December of 2008, the committee had submitted its "Recommendations to the Self-Study: Actions Taken and Action Plan" to the former Chancellor for his consideration. Task forces were designated to gather and analyze information and report on assessment, enrollment projections, budgeting and planning, and the executive summary. Draft reports were submitted in October 2009. In addition to analyzing available reports and documents, the Steering Committee requested supplementary information from department heads and university officials. The Steering Committee produced the final version of the report in May of 2010 after disclosing it to its constituents through different forums. The university community was apprised of progress on the PRR by means of the Office of Planning and Institutional Research's (OPIR) newsletter on accreditation which was made available in print and on the office website.

Major Changes and Developments

The last five years have been eventful ones for our institution. In its continuing efforts to increase institutional effectiveness, UPR-Ponce has acted upon recommendations made in the Self-Study and in the visiting team's report. A summary of major changes and initiatives is mentioned below and will be discussed more completely in the report.

Mission and Goals: In response to the evaluators' recommendation, UPR-Ponce revised its mission statement as stated previously. With input from all sectors of the university community, the goals were also modified. The institution adopted a vision and a statement of values.

Planning, Resource Allocation, and Institutional Renewal: A new strategic plan was formulated in 2006 in harmony with our mission and goals and with the system-wide planning document (*University of Puerto Rico Ten Challenges 2006-2016: An Agenda for Planning*). A set of indicators was established to evaluate the systemic as well as the institutional plan. The planning process has been revamped to facilitate institutional renewal efforts through clearly linked planning and resource allocation processes. Other important institutional plans were approved and implemented: a strategic plan for integrating technology, a master plan for the future development of the institution, a multiple hazard mitigation plan approved by the Federal Emergency Management Administration (FEMA), and operational plans to execute the strategic plan. These plans have been crucial in providing the impetus for thoughtful and rational processes of self examination and planning, leading to adequate institutional developments.

Institutional Resources: Considerable ingenuity has been brought to bear in managing institutional resources in a time of economic challenges that affect all institutions of higher education. As a result, we have been able to complete renovation projects that improve campus facilities. Many offices have been remodeled to enhance operations and services, most notably that of Planning and Institutional Research and the Guidance and Counseling Department. As part of the implementation of the Information Technologies Strategic Plan, the campus technological infrastructure has been updated to increase capacity and efficiency, and the Oracle system was implemented for administrative processes.

The library renovation project was successfully completed, making more space and resources available to students and faculty. Guided by the standards of the Association of College and Research Libraries (ACRL), UPR-Ponce library staff submitted a self-study to the Association and

received a favorable evaluation by a team appointed by ACRL. The staff is following up on the recommendations made.

Tuition fees have been increased gradually and funds obtained from new technology fees are being used to improve technology in benefit of students. Efforts to attract external resources have been redoubled with clear success. Several of the most important funding sources include the U.S. Department of Education (Title V and MSEIP), Homeland Security, and Federal Emergency Management Agency (FEMA) .

Leadership, Governance, and Administration: The University of Puerto Rico and UPR-Ponce have faced several personnel changes in the last five years. In September 2009, UPR President García-Padilla resigned after nearly eight years of service. After a wide systemic consultation process, Dr. José Ramón de la Torre was appointed president by the UPR Board of Trustees. In the same year, UPR-Ponce Chancellor Jaime Marrero retired after serving as the institution's Chief Executive Officer for seven years. Prof. Carmen Bracero was then appointed Interim Chancellor. She in turn designated interim deans of Academic, Administrative, and Student Affairs. Currently, UPR-Ponce is going through the established process for choosing its Chancellor, one that should be completed by the end of this academic year. The institution's clear allignment between its mission and goals and its strategic plan, coupled with active involvement of all constituents in furthering the institution's path, allows it to face the challenges posed by these transitions.

Student Admissions and Support Services: The Guidance and Counseling Department is seeking accreditation by the International Association of Counseling Services and, to that end, updated or revised many procedures and policies, evaluated its services, and assessed its effectiveness. The Department also adopted a new strategy for freshmen orientation: student mentors who follow up on their peers' adjustment to the institution.

The Title V Project has proved invaluable in contributing to student success and retention. Tutoring services in a broad range of courses are offered to all interested students, as is training in the use of computer technology. Students also enjoy new or improved services such as access to course materials and communication with faculty by means of the Blackboard platform, and, more recently, Eluminate. Also funded by Title V, UPR-Ponce opened the Center of Assistive Technology which offers a variety of services and equipment to students with special needs. Some additional equipment is available in the Library. Assessment activities embedded in the project evidence the effectiveness of Title V services and activities. This important project, which has also benefitted the faculty, is in the process of being institutionalized.

Since academic year 2007-2008, students are assigned an official institutional e-mail. This mechanism facilitates many institutional procedures, such as admissions, financial aid, enrollment, and others. Also, it has provided a valuable and effective tool for keeping the university community informed. Students have also benefitted from the automation of important processes and services, such as enrollment and access to academic records. Currently, the institution is working on automating payment processes for carrying out several student transactions online. Student council elections have also been automated. The Student By-Laws for UPR system was revised and implemented (Board of Trustees Certification 2009-2010-13).

Faculty: Certification 2005-2006-145 emitted by the UPR Board of Trustees requires that all new faculty members entering tenure-track positions must have a terminal degree in their area of

specialization. This condition has provided the UPR-Ponce with the opportunity for significantly enhancing its faculty academic profile during the last years. Currently, 25% of professors hold a terminal degree in their field, which represents an 8% increase during the last five years.

Title V Project has facilitated for further developing faculty teaching and learning skills as well as for acquiring additional instructional technology equipment and software. During this year, UPR-Ponce faculty is being trained by Title V staff in various instructional technology tools, such as *Respondus*, an advanced *Blackboard* testing tool for creating, managing, and publishing exams.

Driven by institutional assessment and professional accreditation results, the Interim Dean of Academic Affairs is working on establishing the Faculty Educational Research Institute, a strategic project aimed at strengthening faculty research skills across the curriculum. Besides, a special laboratory has been fitted out to support faculty scientific research, funded by a NSF Project.

Educational Offerings and Related Educational Activities: UPR-Ponce has embraced the directive of the Board of Trustees and Ten Challenges for the Decade which stipulate that all programs and services that are susceptible to professional accreditation should pursue said certification. This aim was included in our own strategic plan and much has been achieved toward that goal. In October 2008, the Elementary Education program earned its certification by the National Council for Accreditation of Teacher Education (NCATE). The Business Administration Program and the Office Systems Program were also accredited by the Association of Collegiate Business Schools and Programs (ACBSP) in May of 2009 and 2010, respectively. The faculty of Computer Information Systems is hard at work on a self-study for the Accreditation Board for Engineering and Technology (ABET). The Physical Therapy Assistant Program was reaccredited by the Commission on Accreditation of the American Physical Therapy Association in June of 2009. These professional evaluations and accreditations are invaluable in helping us to improve continuously, enhance our assessment culture, strengthen program evaluation, and ensure our compliance with MSA standards.

A new area of emphasis in Rehabilitation Services was approved for the bachelor's degree in Arts in Social Sciences. There has been a significant increase in the articulation of transfer programs as well as in the number of students participating in internships, research, and symposia.

The institutional retention rate has increased by two percent (2%) over a five year period, while the graduation rate has significantly increased by eleven percent (11%).

General Education: In academic year 2007-2008, the Academic Senate approved a definition of the general education component at our campus. A special Academic Senate committee is charged with preparing the institutional general education policy and is working closely with the Institutional General Education Assessment Committee in further refining the assessment plan for general education.

Assessment: The Institutional Assessment Plan and processes were revised and reconceptualized to strengthen links between planning, assessment, and budgeting. The structure for institutional and student outcomes assessment was modified. As a result of the changes made, a system of committees was set up with clearly defined responsibilities and constituents. One of the most important innovations was the Executive Committee for Institutional Renewal (ECIR), charged with

improving the alignment of planning, assessment and budgeting. Its membership includes the chancellor, deans, planning director, assessment coordinators, and budget director.

A series of indicators has been developed for use in assessing the institution's effectiveness in achieving its mission and goals. Several departments have significantly enhanced their assessment plans in accordance with professional accrediting agencies standards. UPR-Ponce participated in the 2009 National Survey of Student Engagement. The results have been shared with the faculty and staff, including comparisons with the outcomes of the 2004 survey.

Highlights of the Periodic Review Report

Though this Periodic Review Report provided UPR-Ponce with the opportunity for review and self-assessment to identify areas that need improvement, it served to confirm that the Institution is stronger in most key areas than it has been in the past. Enhanced planning and assessment processes are in place and functioning well. They are linked to budgeting and aligned to the institution's revised mission and goals. There is clear evidence of sustained and organized processes to assess institutional effectiveness and student learning, and that the results are being used to improve programs and services and to inform planning and resource allocation decisions. Student outcomes continue to improve, as demonstrated by continued improvements in graduation and freshman-to-sophomore retention rates. Professional accreditations attained validate program, services, and institutional quality. Enrollment is stable, and the Institution consistently meets or exceeds its enrollment targets. While confronted by fiscal challenges, UPR-Ponce has preserved a sound financial position by building up opportunities for implementing judicious practices through sensible financial management processes.

The 2005 report of the MSA visiting team contained seven recommendations and concluded that the UPR-Ponce **"is addressing the elements outlined in the *Characteristics of Excellence* and fulfilling its requirements as an excellent institution of higher education. UPRP has much to be proud of and much to share"**. This report demonstrates that the UPR-Ponce has met the expectations of the 2005 team and continues to build upon its successes.

Completed PRR Certification Statement

The Institution continues to meet MSCHE eligibility requirements and accreditation standards. UPR-Ponce Certification Statement follows this Executive Summary.

CHE MSA **Middle States Commission on Higher Education**
3624 Market Street, Philadelphia, PA 19104-2680
Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

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

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

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

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

University of Puerto Rico in Ponce
(Name of Institution)

is seeking *(Check one)*: ___ Initial Accreditation X Reaffirmation of Accreditation

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

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

(Chief Executive Officer) (Date) April 9, 2010

(Chair, Board of Trustees or Directors) (Date) 04/28/2010

J:\Procedures & Process\CertificationStatementEffectiveOct09

SECTION 2: Summary of Institution's Response to Recommendations

This section of the Periodic Review Report will address how the UPR-Ponce has responded to the seven (7) recommendations made by MSCHE to the Institution in the *Report to the Faculty, Administration, Trustees, Staff and Students of the University of Puerto Rico–Ponce* after study of the institution's comprehensive self-study report and visit on April 3-6, 2005. Also, recommendations found in the institutional Self-Study Report will be addressed accordingly.

The MSCHE and self-study recommendations will be discussed within the framework of the topics shown in Table 2.1. In this section, the acronyms MSCHE and UPRP in the recommendations stand for the Middle States Evaluation Team and the UPR-Ponce Self-Study Report, respectively. The numbers under each of the acronyms stand for the number of recommendations under each standard or grouping of standards.

Table 2.1
Number of Recommendations Discussed by Standard/Grouping of Standards

Standard/grouping of standards	MSCHE	UPR-Ponce
Standard 1: Mission and Goals	1	3
Standards 2 and 3: Planning, Resource Allocation, Institutional Renewal, and Institutional Resources	1	7
Standards 4, 5, and 6: Leadership, Governance, Administration, and Integrity	0	4
Standard 7: Institutional Assessment	4	6
Standards 8 and 9: Student Admissions and Student Support Services	1	3
Standard 10: Faculty	0	2
Standards 11, 12, and 13: Educational Offerings, General Education, and Other Related Activities	0	2
Standard 14: Assessment of Student Learning	0	6
Total recommendations addressed in this PRR	**7**	**33**

Source: 2005 Self-Study Report, 2005 MSCHE Evaluation Team Report

RECOMMENDATIONS AND RESPONSES

Standard 1: Mission and Goals

• **MSCHE.** The team believes that the granting of autonomy to UPRP provides the opportunity for it to build upon its history and strength as it conceptualizes who it wants to be and more effectively address the needs of the individuals and region the university serves and make a major impact on the development going on in Ponce and the region. It is recommended that the university revise its vision, mission, and institutional goals to more clearly demonstrate what it is accomplishing and where it sees itself as part of the UPR system with its focus providing educational services to the southern part of the island of Puerto Rico.
• **UPRP.** Establish a revision process to update the Mission and Goals statement in which all university sectors are involved.
• **UPRP.** Develop strategies to enhance student and faculty knowledge of the institution's mission and goals.
• **UPRP.** Review and revise both departmental and program mission and goals, so that they articulate to the institution's revised statement.

Response

The UPR-Ponce believes that all recommendations have been thoroughly addressed. As part of the processes leading to institutional renewal after the 2005 Self-Study process, UPR-Ponce's former Chancellor appointed a committee with a broad constituency (faculty, staff, and students) to pursue the review of the institution's mission statement. The committee decided to begin its task with dialogues with all institutional sectors. Meetings were held in which the importance of a well drafted mission statement and the elements underscoring it were shared. The focus of these discussions was on developing a consensus on those aspects that made UPR-Ponce unique. The committee deemed appropriate to hold public hearings on UPR-Ponce's mission in order to expand participation to the general public. After the committee gathered its findings and drafted a mission statement, the report was submitted to the Academic Senate for its analysis and approval. The Senate appointed a special committee to consider the proposed mission statement and to submit recommendations. After considering recommendations and making the necessary changes to the proposed mission statement, it was approved by the UPR-Ponce's Academic Senate (Certification 2006-2007-51), as was a vision statement (Certification 2006-2007-52). The mission and vision statements read as follows:

> **Mission:** *The University of Puerto Rico in Ponce is a public institution that is committed to the development of professionals with comprehensive academic preparations by means of effective and challenging teaching techniques. This process is aided by the creative and research activities which the institution disseminates. The University fosters community service, enriching educational experiences, and student support services.*
>
> **Vision:** *The University of Puerto Rico in Ponce aspires to be the institution which most effectively promotes the development of its students' potentials so that they may make significant contributions to the well-being of Puerto Rico.*

After approval of the mission and vision statements by the Academic Senate, the former Chancellor appointed a committee, headed by the Dean of Academic Affairs, to oversee the process of revising the institutional goals, ensuring their alignment with the mission and facilitating institutional decision making. The committee presented its report to the Chancellor with a revised set of goals, which he submitted to the Academic Senate for its approval. The Senate appointed a special committee, which explored institutional constituencies' perceptions as to the goals' propriety, alignment to mission, breadth, and depth. UPR-Ponce's goals were approved by the Academic Senate (Certification 2008-2009-59). The revised goals read as follows:

1. To develop professionals who possess the knowledge, skills, and dispositions necessary to contribute responsibly to their social, cultural, and environmental surroundings.
2. To offer and develop baccalaureate, associate, and transfer programs and other enriching educational experiences in response to the needs of society.
3. To cultivate knowledge through creative activities, research, and dissemination.
4. To provide professional development opportunities to faculty and administrative personnel in order that they may contribute to the enhancement of institutional quality.
5. To strengthen support services in order to create an optimal environment for teaching and learning.
6. To offer student support services that facilitate their adjustment to university life, enrich the educational experience, and contribute to their academic success.
7. To sustain effective articulation of university endeavors among the administration, students, faculty, administrative personnel, and external community for the optimal development of the academic offerings.

8. To promote an effective planning process and resource allocations based on institutional mission and goals and use the results of institutional assessment for continuous improvement.

In order to enhance constituents' knowledge of institutional mission, vision and goals, several strategies were pursued:

- The institution's webpage has a link to the College's mission, vision, and goals.
- Brochures including these elements were distributed among faculty, staff, and students.
- All institutional syllabi include the institution's mission and vision (Academic Senate Certification 2009-2010-38), and course objectives have to be clearly linked to institutional goals.
- Posters have been placed on campus so that constituents become aware and knowledgeable of these elements.
- Faculty and staff meetings are driven around discussions related to institutional mission, vision, and goals.

During academic year 2009-2010, all departmental and program mission and goals were reviewed and revised to ensure their alignment with the institution's revised mission statement and goals. Annual reports at all levels are being more clearly articulated around mission, and strategic goals and objectives, providing for a heightened awareness of institutional compliance with these elements.

Standards 2 and 3: Planning, Resource Allocation, Institutional Renewal, and Institutional Resources

• **UPRP.** Planning efforts should be led by an executive committee composed of the Chancellor, the Deans, and the directors of the Budget Office, the Office of Planning and Institutional Research, and Physical Resources.
• **UPRP.** Further elaborate the planning process so that assessment, planning, and resource allocation are better articulated. All components of the institution with decision making authority should be involved in this process in order to effectively integrate it to assessment and budgeting.

Response

The link between UPR-Ponce's institutional planning and budgeting processes has been reinforced through diverse initiatives. In April, 2008, the Director of the Office of Planning and Institutional Research prepared and submitted a proposal to the institution's former Chancellor for improving planning and assessment efforts at UPR-Ponce, which was in harmony with our self-study recommendations. A focal point in the proposal included a revamped institutional assessment organizational structure consisting of a series of interrelated committees and a detailed description of the composition and functions of each of the components, which is described later in this report. One of the most significant changes in this modified assessment configuration was the creation of an Executive Committee for Institutional Renewal (ECIR), responsible for leading institutional planning efforts by analyzing assessment information and results flowing from the Institutional Assessment Committee, and using these elements for planning and resource allocation. The proposed structure was discussed and endorsed in the Academic Senate and implemented in 2008-2009 academic year through the Chancellor's Circular Letter 09-01 dated July 8, 2008. Implementation of the structure has produced the following results:

- A more efficient structure allowing the assessment of all institutional activities (academic, student services, and administrative structures).
- Information more efficiently fed to all decision-making levels, facilitating the allocation of needed resources in order to foster improvement.

- An increased and sustained awareness of assessment among faculty and administrators, at the heart of institutional educational and administrative improvement.
- An institution-wide commitment to using assessment results for improvement of student learning.

The Executive Committee for Institutional Renewal (ECIR) is an administrative structure presided by the Chancellor and with the Deans of Academic Affairs, Students, and Administration, the OPIR and Budget Office Directors, and the Institutional Assessment and External Auditing Coordinators as members. Created as part of the revised institutional assessment structure, this committee has been in charge of analyzing and using results coming from all institutional assessment efforts and using them for planning, setting priorities in budget assignment, and allocating funds. Instances of functionality of these structures and processes follow:

- Program accreditation was prioritized, with the following outcomes: the Baccalaureate in Elementary Education was accredited by the *National Council on Accreditation of Teacher Education (NCATE)*; the baccalaureates in Business Administration and Office Systems were accredited by the *Association of Collegiate Business Schools and Programs (ACBSP)* and the Physical Therapy Assistant Program was re-accredited by the *American Physical Therapy Association (APTA)*. The Guidance and Counseling Department is looking forward to its visit by the *International Association of Counseling Services, Inc. (IACS)* in the near future. The Adelina Coppin Library was favorably evaluated by the *Association of College and Research Libraries (ACRL)*, while curricular changes are being introduced in the associate degrees in Industrial Engineering Technology and Civil Engineering Technology with specialties in Drafting and Construction so that they can be accredited by the *Accreditation Board for Engineering and Technology (ABET)*.
- The Institutional Annual Report format was revised so that all deanships, departments, and offices report on achievement of objectives and activities linked to institutional mission, goals, and strategic priorities.
- Technology infrastructure was updated, funded by a combination of Title V Project and institutional resources coming from a technology quota paid by students.

- **UPRP.** The Central Administration should periodically review and increase the institution's operating budget based on its development plans and on the assessment of the goals attained.

Response

During the past four years, a revised reporting structure, including strategic indicators, has been implemented by UPR-Central Administration (UPR-CA) for assessing the effectiveness of its units. It has provided for increased accountability in evidencing effectiveness in the attainment of each unit's mission and goals. Based on findings flowing from the information provided through the reporting structure, on the unit's development plan, and on its budget petition, the UPR-CA may allocate additional resources. Table 2.2 reflects the operational budget allocated to UPR-Ponce by category in the past five years.

Table 2.2
UPR-Ponce's Operational Budget Allocation
Academic Years 2004-2005 to 2008-2009

Category	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Academic Programs[1]	$8,017,595 (35%)	$8,727,363 (36%)	$11,792,915 (45%)	$12,680,577 (46%)	$12,536,419 (45%)
Institutional Research	139,920 (6%)	96,120 (4%)	148,831 (6%)	124,594 (5%)	122,666 (4%)
Academic Support Programs[2]	1,726,686 (8%)	2,285,619 (9%)	3,305,216 (13%)	3,241,958 (12%)	3,067,357 (11%)
Administrative Program[3]	11,043,159 (48%)	11,637,477 (47%)	8,324,007 (32%)	8,480,612 (31%)	9,457,693 (34%)
Student Services[4]	1,753,422 (8%)	1,815,914 (7%)	2,417,502 (9%)	2,657,371 (10%)	2,608,666 (9%)
Special Leaves Program	133,145 (6%)	0 (0%)	105,764 (4%)	105,764 (4%)	105,764 (4%)
TOTAL	$22,813,927	$24,562,493	$26,094,235	$27,290,876	$27,898,565
INCREASE[5]		**8%**	**6%**	**5%**	**2%**

Source: *Annual Institutional Data Profiles*
[1] Includes baccalaureate, transfer, and technical programs, continuing education, summer session, and academic research strengthening
[2] Includes the Library, the Audiovisual Program, and the Deanship of Academic Affairs
[3] Includes administration, operational and maintenance expenses, institutional expenses, and fringe benefits
[4] Includes the Dean of Students' Office, guidance and counseling, medical services, medical plan for students, Registrar's Office, social and cultural activities, and the athletic program
[5] From previous year

While the operational budget has been increased periodically, the percentage increase has been steadily declining as the island's economy has been impacted by a recession which, according to Puerto Rico Planning Board figures, started in 2006. However, the institution has become more efficient in ensuring that academic goals are assigned high priority. The percentage budget allocation to academic programs increased from 35% in academic year 2004-2005 to 45% in 2008-2009 by re-allocating funds from the administrative program. The student services and institutional research budgets have remained essentially constant, while the academic support programs' budget had a slight increase.

UPR-Ponce has made great strides towards improving its physical infrastructure. Table 2.3 reflects the budget allocated for this purpose.

Table 2.3
Investment in Physical Facilities Improvement Projects at UPR-Ponce

Fiscal year	Project	Cost	Status	Total investment
2006-2007	Construction of Archive Building	$55,670	Finished	$207,643
	New campus street circuit	23,800	Finished	
	Remodeling of Counseling and Guidance Department	128,173	Finished	
2007-2008	Remodeling of Deanship of Students bathrooms	$41,297	Finished	$163,256
	Remodeling of Department of Education offices	16,137	Finished	
	Campus landscaping project	13,321	In progress	
	Supplies Warehouse	6,276	Finished	
	Construction of Technological Assistive Center	8,522	Finished	
	Remodeling of Academic Computing Center	4,207	Finished	
	Remodeling of Bursar and Pre-Intervention Offices	10,320	Finished	
	Construction of engineering laboratory	2,782	Finished	
	Remodeling of OPIR	7,454	Finished	
	Construction of area for waste containers	52,940	Finished	
2008-2009	Construction of Research Laboratory – J Building	$5,007	Finished	$50,206
	Construction of Research Laboratory – South Campus	45,199	In progress	

Source: *UPR-Ponce's Office of Physical Resources*

Even under severe budget constraints, UPR-Ponce has been able to invest close to $421,105 in the past three years in improvements to its facilities in direct need of remodeling or construction.

- **UPRP.** The Board of Trustees should seriously consider the possibility of increasing UPR tuition cost. Its revision is long overdue as the current tuition rates are no longer able to provide for a more effective improvement of services and institutional resources.

Response

In academic year 2004-2005, and as part of a fiscal analysis of the UPR system made by the Board of Trustees in order to increase institutional resources to improve services, the Board instructed the President of the UPR to submit a tuition increase proposal for its consideration and approval. The President appointed faculty, students, and university chancellors to the Institutional Financing Advisory Committee, charged with studying alternatives to raising tuition fees and submitting a specific proposal. After carefully considering different options, the committee suggested a yearly tuition rise for academic years 2007-2008 through 2012-2013, based on an adjustment formula that takes into consideration inflation, among other elements. In order to ensure students their tuition stability, an agreement was set based on the year in which the student started his/her degree program, with the tuition remaining constant for that cohort for a period of six years. The proposed increase was discussed university-wide and approved by the UPR Board of Trustees, through its Certification 2006-2007-60.

- **UPRP.** Conduct more aggressive and structured fundraising campaigns on a regular basis.

Response

As part of the systemic *University of Puerto Rico Ten Challenges 2006-2016: An Agenda for Planning*, or *Ten for the Decade*, as it is commonly known by the university community, and in order to increase UPR's Endowment Fund, the President of the University of Puerto Rico system structured a planned and consistent approach to tap resources from industry and private donors. His intervention in promoting

legislation to give tax breaks to citizens or corporations who donate monies to the University, coupled with developing an infrastructure in Central Administration responsible for contacting potential donors and securing their donations, made it possible for the Endowment Fund to increase from $20,000,000 to over $70,000,000 in a period of eight years. At the same time, UPR-Ponce increased its efforts to seek external funding in order to supplement revenues coming from state and tuition sources. Federal and state grants and other sources, such as alumni, parents, students, and private donors, have provided the institution with much needed monies. Table 2.4 reflects income proceeding from these sources.

Table 2.4
External Resources Received by Source
Academic Years 2004-2005 to 2008-2009

Source	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
State funds	$96,336 (13%)	$41,158 (7%)	$73,317 (9%)	$31,681 (2%)	$134,488 (9%)
Private funds	153,484 (20%)	220,532 (40%)	91,752 (11%)	182,578 (14%)	183,185 (12%)
Federal funds	510,338 (67%)	290,488 (53%)	679,166 (80%)	1,105,681 (84%)	1,258,283 (80%)
TOTAL	**$760,158**	**$552,178**	**$844,235**	**$1,319,940**	**$1,575,956**

Source: *UPR-Ponce External Resources Office*

Funding from these sources varies. Although federal grants have more than doubled, private and state funds have not kept pace. While state and private funding has fluctuated in the years examined, their combined apportionments have not exceeded 20%, making the institution heavily dependent on federal grants and contracts. An analysis of private funding has shown that special events constitute the strongest source. Alumni donations are a small apportionment of private funding but might increase if the strategies used to tap this source were revised.

- **UPRP**. Institutional governing bodies should promptly consider the approval and implementation of the *Strategic Plan for the Integration of Information Technologies* at the University of Puerto Rico in Ponce.

Response

The UPR-Ponce Administrative Board, through its certification 2007-2008-48, approved the *Information Technologies Strategic Plan*. The plan, whose main foci were to strengthen the technological infrastructure for both administrative and academic purposes and to facilitate the use of new technologies in the teaching/learning process, is being deployed. Outcomes from the plan's implementation have included:

- A more efficient and effective administrative structure for the Office of Information Technologies has been established.
- The Microsoft System Configuration Manager was installed.
- The first and second phases of the telecommunications infrastructure were implemented.
- The network's efficiency has been optimized.
- The communication infrastructure for most of the campus has been updated.
- ELLUMINATE, a system to support distance education, was acquired through Title V funding.
- ORACLE, a management information system, has been partially implemented.
- Continuous training on the use of ORACLE, ELLUMINATE, RESPONDUS, Blackboard, Statistical Package for the Social Sciences (SPSS), and Google Application for Education is being offered to faculty, staff, and students.
- Policies and procedures for the development of distance learning courses and programs are being considered by the Academic Senate.

- **MSCHE.** It is recommended that the university consider establishing priorities in providing adequate study spaces for students and also to support the information literacy support efforts of the library for the next academic semester. A review of space utilization may reveal that there are appropriate spaces as well as laboratories that may be shared until the library building is renovated and open to the public once again. Expedient implementation of the library renovation is also recommended.
- **UPRP.** UPR-Central Administration and UPR-Ponce should assign the highest priority to the library renovation project and to the implementation of the Physical and Programmatic Master Plan.

Response

UPR-Ponce has always been committed to serving its student body in an appropriate manner. Considering the fact that the Library renovation project would not be completed until August 2008, several classrooms in the Academic Building were identified and renovated as study spaces. Spaces were also identified in which information literacy workshops were offered. The opening of the Library building in August 2008 has provided for adequate study space for student use. Besides being able to accommodate 305 students in different seating spaces around the building, the Library also holds nine rooms in which students can meet in groups to discuss ideas related to their academic endeavors. The new facility can accommodate the use of students' laptops and offers wireless connection to the internet. Space was allocated to establish an Information Literacy Skills Development Room, with an adequate number of computers for student use, a Smart Board system and internet availability in order to further support the delivery of Information Literacy Skills workshops, which are frequently held in this space. Up to December 2009, more than 3,500 students have benefited from individual or group orientations on information literacy skills carried out by Library staff since its opening in August 2008.

The UPR-Ponce Adelina Coppin Library was assessed in May 2008 by the Association of College and Research Libraries (*ACRL*) using their *Standards for Academic Libraries* and their *Standards for Information Literacy*. Major findings included the following:

- The library meets all of the ACRL Standards for academic libraries.
- While internal surveys are useful in determining satisfaction with the Library, it is suggested that UPR-Ponce participate in the LibQual+ survey for further planning, as this survey measures a library's performance in meeting both needs and expectations as perceived by students and faculty.
- A strong commitment to information literacy through numerous activities held by the *Program for the Development of Library Skills.*
- Excellent relationship between the Library and Information Technology and Computer Center staff, opening the opportunity for joint efforts such as the Learning Commons.
- Exemplary Library staff.
- A new Library building which is both stunning and utilitarian.
- Good communication among staff and staff and administration, while communication could be improved between the faculty and the librarians.
- A suggestion to revise the Library Mission statement and create a new vision for the future.
- The creation of a new Strategic Plan.
- The need to stabilize the materials budget, weed the collection, and discard all materials for which there is digitally accessible content through the UPR library consortium.

UPR system budget constraints have delayed a full-fledged implementation of the UPR-Ponce's Physical and Programmatic Master Plan. Originally commissioned by the UPR Board of Trustees to oversee UPR-

Ponce's future academic programmatic and physical growth, the Plan generated a series of guidelines and projects. Some of them have been put in place:

- Relocation of the college's main entrance and development of a new student parking area.
- Campus forestation and re-forestation follows guidelines prepared for these purposes.
- Future constructions have to follow specific criteria as required by guidelines developed under the Plan.
- All new physical structures on campus have been built to harmonize architectonically with the Academic, Student Affairs, and Library buildings.
- Installation of underground power lines to enhance campus appearance and comply with FEMA requirements for a safe campus.
- Building of a new campus façade and fence.
- Development of schematic plans for a new research building based on guidelines developed for future constructions.

Standards 4, 5, and 6: Leadership and Governance, Administration, and Integrity

• **UPRP.** Governing bodies of UPR-Ponce should regularly receive formal orientation concerning the institution's mission, organization, goals, and academic programs.
• **UPRP.** Their participation in the establishment and ongoing assessment of the institution's mission, goals, objectives, and strategic planning process should be further evident.

Response

Since the last self-study, at the beginning of each academic year, new Academic Senators and members of the Administrative Board are advised on their roles in institutional leadership. A formal orientation, facilitated by experienced members of these institutional governing bodies, touches on the institution's mission, vision, values, goals, and academic programs. New members have the opportunity to clarify concerns about these elements in order to facilitate their work in these institutional bodies.

Table 2.5 presents the participation of the bodies in revising the institution's mission, vision, goals, and strategic plan and in establishing institutional values through approval certifications.

Table 2.5
Participation of the Academic Senate and Administrative Board
in the Establishment of Institution's Mission, Vision, Goals, and Strategic Plan

Academic Senate	Administrative Board
• Mission (Certification 2006-2007-51) • Vision (Certification 2006-2007-52) • Institutional Values (Certification 2007-2008-50) • Institutional Goals (Certification 2008-2009-50)	• Strategic Plan (Certification 2006-2007-69)

Source: *UPR-Ponce Academic Senate and Administrative Board*

These documents were approved after wide discussion with community constituents. This evidences the involvement of institutional bodies in establishing the framework for institutional guidance. Annual reports prepared by the OPIR are used as a means to determine institutional compliance with the plan, which is aligned to institutional mission, vision, and goals. Data from these reports and information on the new budget distribution are used to adjust strategies for the next academic year. The Academic Senate has followed up on these efforts by engaging in wide discussions on administration reports on

the institution's successes and challenges in pursuing its mission and goals. Besides, OPIR has been instrumental in informing Senators and members of the Administrative Board of assessment results which fall within the scope of their decision making power so that actions taken and budgets allocated are aligned to the use of these results. The Senate has been actively involved in the development of a framework for focusing the assessment of the general education component and in the approval of the revised Institutional Assessment Plan. Members of this body are also actively involved in different assessment committees.

- **UPRP.** The institution should explore strategies to minimize administrative changes and turnovers in order to guarantee stability and effectiveness in all administrative procedures. When undergoing administrative changes, stronger measures should be taken to ensure institutional continuity.

Response

Since the last re-accreditation visit in 2005, UPR-Ponce's administration has remained fairly stable. Professor Jaime Marrero, UPR-Ponce Chancellor for the past seven years, resigned effective September 29, 2009, in order to retire after 40 years of public service. Upon his retirement, Interim UPR President Dr. Miguel A. Muñoz appointed Prof. Carmen Bracero as Interim Chancellor of the institution. Professor Bracero is a full professor who brings to this position over thirty years of teaching experience in the UPR-Ponce's Office System Department. She has a Master of Arts in Business Education in Higher Education from New York University, and years of experience as Dean of Student Affairs, member of the Academic Senate, the Administrative Board, and the University Board. Professor Bracero has also participated in important systemic and institutional committees, including the Faculty Personnel Committee, the 2005 Middle States Self-Study Steering Committee, Coordinator of the 2005 Self-Study Subcommittee on Planning, Resource Allocation, and Institutional Resources, and numerous departmental committees. She has also been a member of the Puerto Rico Council on Higher Education (PRCHE) consulting boards. Professor Bracero has gained UPR-Ponce community's recognition for her vast experience and active involvement in diverse institutional scenarios, in addition to her proven commitment to the institution.

Interim Chancellor Bracero named Dr. Irma Rodríguez as Interim Dean of Academic Affairs in January, 2010. She is a full professor in the English Department with 22 years of service and an extensive administrative experience, which includes occupying the institution's Chancellorship and OPIR Directorship. Dr. Sandra Moyá, Interim Dean of Students, is an associate professor in the Biology Department with 23 years of experience in the College. She was head of the Biology Department and Executive Secretary of the Academic Senate and Administrative Board. Mr. Isaac Colón, Interim Dean of Administration, brings 11 years of experience in the College, including being Budget Director for 8 years and Dean of Administration.

The new UPR President, Dr. José Ramón de la Torre, appointed by the Board of Trustees after extensive systemic consultation, will nominate the UPR-Ponce Chancellor after consultation with the UPR-Ponce Academic Senate, staff, and students' consultation committees, in accordance with the procedures established in Article 19 of the UPR General By-Laws and Law 170 of August 12, 1988 (*Administrative Procedures Law*). Professor Bracero will hold her interim position during this transitional period until the Board of Trustees officially nominates UPR-Ponce's Chancellor.

While changes always bring some level of uncertainty, the UPR Board of Trustees has made it clear that the new President and, consequently, the new Chancellor must follow up on the UPR's planning agenda *Ten for the Decade* and UPR-Ponce plans in order to give continuity to institutional processes (Board of

Trustees Certification 2009-2010-10). Involvement of the College's decision making bodies in establishing and assessing the institution's mission, goals, and strategic plan will prove to be fundamental in diminishing the impact of administrative changes.

- **UPRP.** Institutional leadership and governance should seek new strategies to enhance the community's perception of their roles.

Response

Based on a concern that the community's perception of leadership and governance stems from a lack of information on endeavors carried out by administrators and governing bodies, several strategies have been put in place:

- College issues are openly aired at the institutional, departmental, and office levels, with governing bodies being kept apprised of results coming from these discussions so that they may be taken into consideration for decision making.
- Governing bodies send their certifications detailing decisions affecting institutional policies and procedures to all community constituents through the University webmail.
- Meetings and certifications are used to inform constituents about decisions made by the administrative and/or governing bodies.
- The Office of the Chancellor, through frequent circular letters, keeps constituents informed of progress in pursuing institutional plans and processes.
- UPR-Ponce's webpage has been revamped and its new design facilitates the dissemination of information critical to its constituents.

Standard 7: Institutional Assessment

- **MSCHE.** The institution needs to consider what additional resources it will allocate to the assessment activities it has worked so hard to establish. Although the institution provides the opportunity for faculty to apply for research funds–including assessment projects–through a mini-proposal application process, there does not seem to be a clear system for allocating resources to both conducting assessment and funding the necessary changes that have been identified as needs and actions the institution indicated it would like to pursue.

Response

As part of the revamping of the UPR-Ponce assessment structure, administrative structures were re-conceptualized in order to provide spaces for reflection on assessment results and funds were committed in order to allow these structures to operate properly. Coordinators for the assessment of student learning outcomes, student services, general education, and administrative services were appointed in order to lead work groups in gathering and analyzing data and using these efforts for institutional renewal. An Institutional Assessment Coordinator was also appointed in order to oversee all institutional assessment efforts and enable linking these efforts to planning. The Institutional Assessment Coordinator and the Student Learning Assessment Coordinator are faculty who hold their appointments through a reduction in their academic load (6 credit hours each), while the Institutional General Education Assessment Coordinator has a 2 credit hour reduction in her academic load. Coordinators of Administrative and Student Services' Assessment Committees are given release time to carry on their duties, thus evidencing the institution's commitment to funding assessment processes.

Improved institutional budgeting and planning processes provide a clear system for funding the necessary changes that have been identified by the institution and individual units as needs and actions they would like to pursue.

• **MSCHE.** The small planning and institutional research staff does not appear to have sufficient resources to coordinate all of the proposed assessment activities. It is important to provide the necessary resources to support this office so it can support the many campus activities underway and also those planned for the future. The team believes it is important to reiterate that responsibility for assessment activities is college-wide and should not fall on any one office.
• **UPRP.** Restructure and strengthen the OPIR, thus, making it more responsive to, and focused on assessment processes at all levels.

Response

During academic year 2007-2008 and as part of an analysis involving the OPIR's limitations and possibilities, the Chancellor charged the OPIR Director with writing a proposal to re-structure the office, thus strengthening and making it more efficient and effective in facilitating institutional assessment. The OPIR was re-structured and the following critical areas were identified: Planning; Institutional Research; Accreditation; Statistics; and Institutional Assessment. In order to strengthen these endeavors, the Office's organizational chart was revised and existing personnel, consisting of the Director, a Statistics Officer, and two secretaries, were augmented by an Institutional Assessment Coordinator, an Administrative Assistant, a faculty member to support institutional research efforts, and an Accreditation Coordinator. The re-structuring process has facilitated the following:

- Office space reorganized and re-modeled in order to accomodate existing and new personnel.
- New furniture, equipment, and software acquired.
- Workshops and orientations offered by the OPIR Director and the Institutional Assessment Coordinator in order to further strengthen assessment efforts in all academic departments, student services and administrative offices.
- Reports prepared by the Institutional Assessment Coordinator in order to determine how assessment results were used to improve academic programs and services in previous assessment cycles.
- Stronger support for the development and implementation of valid and reliable assessment tools.
- Institutional effectiveness, as determined by the outcomes of actions taken to implement UPR-Ponce's strategic plan, is assessed more thoroughly.
- Reports prepared in order to disseminate outcomes achieved and to identify areas in need of further attention, using performance indicators set by the institution.
- Participation in the *2008-2009 National Survey of Student Engagement*.
- Publication of the following research studies:
    - 2008-2009 and 2009-2010 Freshmen Profiles
    - 2008 Graduating Student Profile
    - 2004 Alumni Profile
    - 2009 Satisfaction with OPIR Services
    - 2009 Student Retention and Attrition Study
- Institutional accreditation efforts were supported by the Office's technical expertise in data interpretation, assessment, and planning.
- Frequent updates of the OPIR's webpage.
- Stronger support for institutional and professional accreditation processes.

- Periodic publication of *OPEI Informa* (OPIR newsletter) and *Acreditación al Día* ("Update on Accreditation"), used as mechanisms to inform the community in all areas related to the Office and to keep it up to date on accreditation efforts.
- Stronger OPIR participation in a variety of institutional forums (Academic Senate; faculty and staff meetings; institutional renewal retreats; faculty professional development workshops, etc.), for disseminating findings from institutional research studies.

• **MSCHE.** In order to tie the assessment process to planning and budget, the institution should assign the responsibility of using assessment findings to personnel who have the ability to allocate resources. The institution should continue to strive to tie together the assessment, planning, and budgeting processes rather than allow each to proceed without an explicit connection. By integrating this process, the institution should become more efficient possibly by reducing duplicative efforts. Providing a clear, well-communicated timetable for each step should assist the campus in meeting this objective. For example, the assessment cycle should coincide with the budget cycle in some manner so the assessment findings can inform the budget requests.
• **UPRP.** Continue efforts to enhance the integration of assessment results to UPR- Ponce´s strategic planning and budgeting processes.
• **UPRP.** Develop a more robust assessment structure to coordinate assessment activities and ensure that information regarding institutional effectiveness is used in ongoing and strategic planning efforts.
• **MSCHE.** The evaluation team recommends that the institution reevaluate its strategic planning process and that it use its assessment results for prioritizing goals.

Response

These recommendations were addressed previously in this section under *Standards 2 and 3: Planning, Resource Allocation, Institutional Renewal, and Institutional Resources* and will be further discussed under Sections 5 and 6*: Organized and sustained process to assess institutional effectiveness and student learning* and *Linked institutional planning and budgeting processes*.

• **UPRP.** Develop a more formal and regular process for communicating assessment results and for providing discussion forums at different levels to promote improvement.
• **UPRP.** Further enhance institutional leadership support and commitment to creating a culture that values assessment as a vehicle to improve educational programs, services, and operations.
• **UPRP.** Continue efforts to acknowledge existing assessment activities and to promote fuller participation by facilitating communication, encouraging discussion of results, and providing incentives.

Response

Institutional leadership has been very active in promoting a culture that values assessment. Efforts have included holding frequent assessment forums in which academic departments evidence their assessment processes and how assessment results are being used for improving academia. These forums have provided a space for exchanging ideas and improving processes. In academic year 2009-2010 and as an initial effort to provide for a wider exchange of assessment information, administrative and student services personnel actively participated for the first time in programmed assessment discussions and forums. Other means of dissemination have included bulletins, faculty and non-faculty personnel meetings, OPIR personnel presentations, OPIR bulletins, and the institution's webpage.

Standards 8 and 9: Student Admissions and Student Support Services

- **MSCHE.** While efforts to improve assessment of student learning and satisfaction with services are noted, the institution should strengthen the linkage of assessment results and findings with ongoing strategic planning and budgeting. It is critical that all offices view themselves as "stakeholders" in the total student learning experience. It can be advantageous to have student satisfaction results inform the decision-making process regarding priority programs, expenditures, and staff assignment.
- **UPRP.** Work on developing strategies to improve student support services so that evaluation results coming from all student sources reflect an increase in student satisfaction with them.

Response

UPR-Ponce is strongly committed to improving its student support services by using results emanating from the assessment processes carried out at the College level. Table 2.6 presents examples supporting the use of student satisfaction results in the assessment, planning, and resource allocation processes.

Table 2.6
Use of Student Satisfaction Results in Assessment, Planning, and Resource Allocation

Sources of student satisfaction results	Findings	Actions taken
Freshmen Student Profile; Graduating Student Profile; Student Satisfaction Surveys; Guidance and Counseling Department Needs Assessment Survey	Need to improve academic services to students with dissabilities	Establishment of an Assistive Technology Center (Title V Project)
	Need to expedite student services in the Registrar's Office	Transcripts are being sent promptly after students request them; the Registrar's Office hands students their diploma on Graduation Day
	Need to improve student services in the Guidance and Counseling Department (student-counselor privacy, record keeping)	Facilities remodeled in order to provide adequate spaces for counseling students; stricter measures to keep records confidential
	Need to enhance student support services' schedule	All student support services offices have revised their schedules to offer services Monday through Thursday from 7:30 a.m. to 5:00 p.m. and Fridays from 7:30 a.m. to 4:30 p.m. without interruption
	Concern with security on campus	Campus lighting revamped; measures taken to ensure that registered students have parking stickers validated each semester, so that routine checks are performed on campus entrances to screen people visiting the College
	Limited Library schedule (from 7:30 a.m. to 4:30 p.m. Monday through Friday)	Monday through Friday: First and second floors (7:30 a.m. to 4:30 p.m.) Monday through Thursday: First floor (4:30 to 9:00 p.m.) Saturday: First floor (9:00 a.m. to 2:00 p.m.) Sunday: First floor (2:00 to 7:00 p.m.)
	Concern with campus physical appearance	Remodeling of Deanship of Students' interior courtyard; Athletic Memorabilia Room improvements; Landscaping improvements; Enhancement of main University entrance
	Concern with lack of spaces for students to meet informally	Re-conceptualizing the Student Activities Center and transforming it into an alcohol and smoke-free pub on campus where students can share among themselves in an informal manner
	Concern with lack of spaces to meet for academic purposes	Library allocated space for meeting rooms; the Student Council's Office set space for student meetings
	Need to improve students' Internet access	WiFi technology extended to include most College facilities and on campus

Table 2.6
Use of Student Satisfaction Results in Assessment, Planning, and Resource Allocation

Sources of student satisfaction results	Findings	Actions taken
	Need to expedite enrollment procedures	Enrollment has been enhanced so that students can perform their registration procedures online
Persistence and attrition Study 2008-2009	Students withdraw from the institution due to poor academic performance or personal problems	Improvement of mechanisms to refer students identified as at risk because of poor academic performance or personal problems to the Guidance and Counseling Department

Source: *UPR-Ponce Assessment Reports*

- **UPRP.** Ensure that external transfer students have their transferable coursework approved before enrolling at the institution for the first time.

Response

In order to facilitate the process of approving external transfer students' coursework, the Deanship of Academic Affairs revised and updated a table of course equivalences between UPR-Ponce and private institutions located in Puerto Rico. It also established a protocol that requires that, once an external transfer student is accepted, his/her transcript is sent to each academic department offering transferable courses in order to assess course acceptance. Each department head receives a standardized course transfer equivalency form and is responsible for determining if courses to be accepted are equivalent to those offered at UPR-Ponce. He/she either checks on the equivalence table or requests the course syllabus from the institution from which the course will be transferred, if the course is not on the table. The department head determines that the course is acceptable using criteria established in the Academic Senate's document *Gereral Criteria for Course Convalidation* (Certification 2002-2003-34). Once equivalence is established, he/she writes down the corresponding UPR-Ponce course codifications for the transferable coursework and sends it back to the Office of the Dean of Academic Affairs. Finally, this form is submitted to the Registrar's Office for inclusion into the student's UPR-Ponce transcript. This procedure has to be carried out before the student registers for the first time at UPR-Ponce.

- **UPRP.** Work on increasing graduation rates at the institutional level by developing support services that will enhance the student experience and help them in achieving their goals and aspirations, especially those related to academic success.

Response

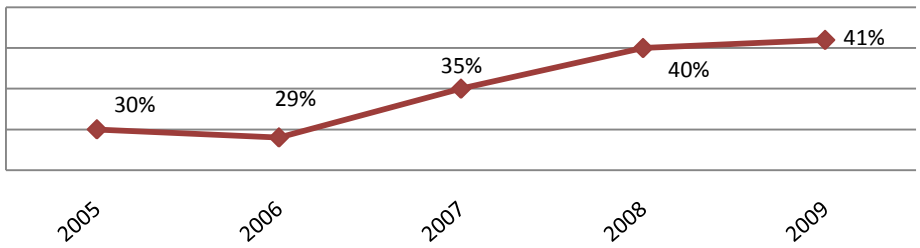
UPR-Ponce is fully committed to enhancing its support services in order to have students achieve their goals and aspirations. In the last years, several strategies have been worked out in order to ensure student retention and graduation. Examples of these include:

- Extensive revision of the course *Introduction to University Life*, a first-year first semester non-credit course offered by UPR-Ponce counselors and geared towards helping students cope with the transition from high school to college. The UPR-Ponce Academic Senate approved this course as a requirement for all UPR-Ponce freshmen.
- The revamping of a student referral structure, developed by the Guidance and Counseling Department, that facilitates faculty referral when students are failing in their coursework or seem to have personal problems.

- Tutoring services, offered through the Title V Project, in all institutional courses considered bottlenecks.
- The Quality of Life Office created a mentorship program to help freshmen adjust to university life.
- Workshops and seminars, geared to students and offered through the Title V Project, on successful strategies used to enhance academic success.
- Constant assessment of student support services, with results being used for improvement.
- Establishment of the Assistive Technology Center funded through the Title V Project.
- Faculty professional development in order to enhance their teaching strategies so that they promote student learning.
- OPIR staff presentations to faculty and staff of student satisfaction results with academic life at UPR-Ponce coming from NSSE and from institutional studies.

These strategies have resulted in an increase in graduation rates, as shown in Figure 2.1.

Figure 2.1
2005 to 2009
UPR-Ponce Graduation Rates



Standard 10: Faculty

- **UPRP.** Continue efforts to strengthen the faculty professional development program in order to further enhance teaching effectiveness.

Response

Faculty professional development has been an institutional priority. Faculty is assigned an annual allowance for participation in activities which will enhance knowledge and skills both as field specialists and educators. The Title V Project has been instrumental in developing faculty teaching and assessment skills in new technologies. Moreover, academic departments develop and implement yearly faculty enrichment plans according to their specific needs and disciplines.

The Deanship of Academic Affairs also coordinates activities geared towards improving faculty's teaching and research effectiveness. Needs assessment surveys are carried out every two years, and are used to determine priorities and to guide decision-making regarding offerings. Table 2.7 depicts some of the activities carried out in the past six years.

Table 2.7

Professional Development Activities
Academic Years 2004 – 2005 through 2009 – 2010

Academic year	Activities
2004 – 2005	*Education in language and literature; Virtual education: A new paradigm in the teaching – learning process; First Assessment of Student Learning Dialogue; Emotional intelligence; Making student learning assessment work for you; Creating and using effective plans to assess student learning; UPR-Ponce's Seventh Research and Academic Creation Congress*
2005 – 2006	*Success and student retention; Second Assessment of Student Learning Dialogue; The faculty's role; Improving instructional skills for academic excellence; Identity and inclusion of the student with dissabilities; The Y generation: Perspectives on educational and personal aspects; UPR-Ponce's Eighth Research and Academic Creation Congress*
2006 – 2007	*Challenges leading to better educational strategies in academe; Third Assessment of Student Learning Dialogue; Neurobiology of learning and knowledge acquisition; Innovative cybernetic resources enriching the learning process; UPR-Ponce's Ninth Research and Academic Creation Congress*
2007 – 2008	*Ethics in education; Inclusion within the UPR context; Globalization, ethics, and education; Fourth Assessment of Student Learning Dialogue; Global university education; Inclusion within the higher education context; Dr. Robert Marzano's teaching model; UPR-Ponce's Tenth Research and Academic Creation Congress*
2008 – 2009	*Institutional renewal: Moving towards excellence; Fifth Assessment of Student Learning Dialogue; Assessment of student learning: General education component; Critical thinking in the classroom (workshop cycle); Understanding by design (study group); Classroom research and its learning implications; UPR-Ponce's Eleventh Research and Academic Creation Congress*
2009-2010	*Assessment of student learning effective practices; Findings of 2009 UPR-Ponce NSSE results and its use in developing effective educational practices; Sixth Assessment of Student Learning Dialogue; New Faculty members' orientation; BEAMS Project and NSSE results (UPR-Mayagüez); UPR-Ponce's Twelfth Research and Academic Creation Congress*

Source: *Academic Affairs Office*

- **UPRP.** Develop a project based on findings of the enriching educational experiences cluster to enhance faculty involvement with students.

Response

UPR-Ponce's participation in the 2004 NSSE prompted the institution to be involved in a project sponsored by Indiana University to increase Hispanic minorities' participation in higher education (BEAMS Project). A team headed by the former director of the OPIR used NSSE results to develop a proposal, based on the fact that the enriching educational experiences cluster was identified as an area of weakness. The former Chancellor appointed a group of institutional members to participate in the 2005 BEAMS Academy. Richard Chavolla was assigned as a BEAMS consultant in order to refine the project's proposal. The project's goals were as follows:

- Implement talks with professionals who are active in disciplines related to students' majors, including faculty members.
- Provide students with the opportunity of expressing their academic-professional expectations.
- Respond to students' needs and suggestions regarding their vocational interests.
- Improve UPR-Ponce results so that the enriching educational experiences cluster results are up to par with national and Carnegie classification levels.

The project was implemented in academic year 2005-2006 and, subsequently, the NSSE was administered in 2009. Results showed that, while in 2004 UPR-Ponce was significantly lagging behind its Carnegie peers and all institutions participating in the study, in 2009 UPR-Ponce's results showed no significant difference between the institution, its Carnegie peers and all NSSE institutions. Although advances have been made regarding the enriching educational experiences cluster, the institution acknowledges that it can develop strategies that will further enhance faculty involvement with students.

Standards 11, 12, and 13: Educational Offerings, General Education, and Other Related Activities

- **UPRP.** Necessary improvements and revisions identified through academic program assessment should be promptly undertaken.

Response

Program assessment at UPR-Ponce has been an ongoing activity in order to achieve the institutional goal of offering academic programs that develop professionals who possess the knowledge, skills, and dispositions necessary to contribute responsibly to their social, cultural, and environmental surroundings. The Academic Senate has been actively involved in the review and revision process, aware of its role as academic gatekeeper and of the role assessment plays in decision-making. Table 2.8 includes revisions based on program assessment.

Table 2.8
Changes Made to Academic Programs Based on Program Assessment

Academic program	Results/Recommendations from program assessment	Changes made	Academic Senate Certification
B.A. in Psychology and Mental Health and in Forensic Psychology	Curricular structure not satisfying the graduating student profile competencies	Both programs: *Interviews and intervention in crisis situations* added as a required course and as a pre-requisite for the *Practicum*; *Counseling and short therapies* as a directed elective; broadening of the social sciences courses which can be taken as directed electives; Forensic Psychology program: *Theories of personality* course added as a requirement; *Criminology* as a directed elective	2005-2006-12
B.S. in Biomedical Sciences	Broaden students' curricular options	The following social sciences courses added as options: *Principles and problems of political sciences, Social morality, Introduction to economics I, Interviews and intervention in crisis situations,* and *Principles of sociology*; the *Molecular Biology* course incorporated as an option in the cellular molecular biology cluster; the *General Ecology* course incorporated as an option in the environmental biology cluster	2005-2006-21
B.A. in Elementary Education	Curricular structure misaligned to acquisition of student competencies	Course substitutions (*Family as a social institution* substitutes *Child management in the classroom*; *Principles of research* substitutes *Diagnostic correction of reading and writing*; *Development of reading and writing skills* substitutes *The child and his language*)	2006-2007-22
	Teacher certification requirements changed	New course requirement: *Introduction to computers in education*	
Physical Therapy Assistant Program	Curricular structure misaligned to acquisition of student competencies; Changes in *American Physical Therapy Association (APTA)* accreditation requirements	Philosophical framework updated; course substitution (*Human development* substitutes *General Psychology*); changes in curricular sequence (specialized courses shifted in order to develop competencies spirally); increase in the total number of hours of clinical experience; change in specialized course requirements (co-requisites switched to pre-requisites)	2007-2008-27
Industrial Engineering Technology Program	Accreditation requirements of the *Accreditation Board for Engineering and Technology (ABET)*	Basic technical mathematics substituted with a pre-calculus course; a new course (*AutoCad*) required and a socio-humanistic elective course added; the *Introduction to statistics* course eliminated and its content integrated to specialized courses; a science course and laboratory added (*Introduction to General, Organic, and Biochemistry I*)	2007-2008-52

Source: ***UPR-Ponce Academic Senate Office***

- **UPRP.** Outline UPR Ponce's general education philosophy, structure, and learning goals and establish a well defined approach for their assessment.

Response

While UPR-Ponce has been totally committed to outlining its general education philosophy, structure, and learning goals and to establishing a well defined approach for its assessment, it recognizes that the task has proved to be challenging. Steps have been taken in order to move the agenda towards undertaking this important task. As a starting point, and with input from the university community, the UPR-Ponce Academic Senate defined the general education component as follows:

> *The general education component of the University of Puerto Rico in Ponce is made up of a group of courses and educational activities designed to contribute to an integral and balanced education. It prepares the student for daily life, for his/her profession, and for the world in which he/she exists. The component consists of oral and written communication skills in Spanish and English; mathematical, scientific, and technological skills; logical and critical thinking skills; basic information skills; and a foundation in ethical, aesthetic, and historical values that prepare the student to be a better citizen*. (Certification 2007-2008-23)

The general education component is strongly aligned to the attributes of the graduating student profile, the goal of which is to develop in students:

1. The ability to communicate effectively in different kinds of situations and before different audiences, both in Spanish and in English.
2. The ability to formulate and solve problems using quantitative and qualitative analysis.
3. General knowledge of how to carry out research and build knowledge in arts and sciences.
4. Mastery of research skills and ability to gather, analyze and interpret information from a variety of sources.
5. Knowledge of and ability to use information systems and technologies, especially in their field of study.
6. The ability to analyze, organize and synthesize information and knowledge and apply them to problem solving.
7. The ability to think logically and critically.
8. The capacity and willingness to learn and study independently.
9. Basic notions of the most relevant products of the human imagination, both of our culture as well as that of other countries and historical contexts.
10. Capacity to collaborate and work as part of a team.
11. Knowledge of our history and national values.
12. Capacity to understand the social, historical, economic, and political problems that affect the modern world and to recognize their moral dimension.
13. Knowledge and practice of ethical, civic, and aesthetical values.
14. Capacity to know oneself, to attain integral health, and to make good use of leisure time.
15. Ability to foresee the consequences of their actions and willingness to take responsibility for decisions made.
16. Willingness to promote solidarity, tolerance, freedom, and responsibility in a complex, pluralist society with democratic aspirations.
17. Capacity to anticipate and adapt to change and effectively confront challenges.
18. Mastery of the professional and personal skills and competencies needed in the chosen field.

In order to develop a framework for assessing the general education component, the Academic Senate appointed a special committee for this purpose. It is in charge of framing the elements of the general education component and establishing policies guiding its assessment process. Simultaneously, the former Chancellor appointed an Institutional General Education Assessment Committee (IGEAC). Its composition includes faculty members from the following disciplines: English, Mathematics, Spanish, Natural Sciences, Computer Sciences, Humanities, and Social Sciences. It also includes a Librarian, the Student Learning Outcomes Assessment Coordinator, the institutional Assessment Coordinator, and the General Education Assessment Coordinator. This Committee has the following functions: develop and implement a General Education Institutional Assessment Plan, based on the philosophy, policies, and structure for the assessment of general education approved by the Academic Senate and taking into consideration the graduating student profile; produce and disseminate general education assessment results; use results to recommend strategies for improving students' general education competencies; and promote the use of general education assessment results for improving institutional effectiveness.

The IGEAC is working on developing the Plan by integrating assessment resources presently in use (mainly indirect means) with additional direct means to assess these competencies. While the institution is aware of the Committee's role in establishing means of ascertaining that all students graduating from the institution have the required knowledge, skills, and dispositions set in the graduating student profile, OPIR has been active in helping programs that have undergone accreditation/re-accreditation in developing assessment plans that appraise the general education component through direct and indirect means.

Standard 14: Assessment of Student Learning

- **UPRP.** Provide even greater support and encouragement for assessment through incentives for faculty participation, resources for departments interested in improving learning outcomes, and opportunities for communicating assessment results to the university community.

Response

The institution's commitment to assessment has included financial incentives to have faculty participate in MSCHE sponsored workshops such as *Understanding and Using Assessment Results* and *Getting Started with Assessment in General Education* (August 2008), *Understanding Middle States Reporting Criteria* (February 2009), and *Integrating Higher Education Planning and Assessment* (August 2009). Besides, some faculty involved in developing assessment plans for those programs in the accreditation/re-accreditation track have had their teaching loads reduced in order to refine their plans and strengthen their assessment programs.

Opportunities for communicating assessment results abound. *OPEI Informa* (*OPEI Newsletter*), which is published regularly, keeps the community abreast of major findings emanating from institutional studies; annual departmental and institutional reports provide spaces for exchanging results of assessment efforts and showing how these results are being used in closing the loop. *Acreditación al Día* (*Accreditation Update*), also published regularly, informs the college community of efforts geared towards the professional accreditation of institutional programs. Other dissemination means include the OPIR Webpage, the yearly assessment dialogues, faculty meetings, and formal presentations in forums such as the Annual Research and Academic Creation Congress and the Faculty Workshops offered at the beginning of each semester.

- **UPRP.** Revise assessment guidelines and practices in light of lessons learned from the past ten years in order to improve the effectiveness and efficiency of the process for the assessment of student learning.

Response

Through Certification 2002-2003-61, UPR-Ponce's Academic Senate approved the Statement of Purpose for Institutional Assessment, providing the groundwork for developing the institutional assessment plan. This plan has guided institutional assessment efforts and has served the institution adequately in promoting an assessment culture that values establishing objectives for all its endeavors, structuring activities to gather information illuminating compliance with its objectives, and using results for improvement. Still, it was deemed appropriate to review and revise the plan to make it more comprehensive and to incorporate into it the wealth of the wisdom acquired from institutionalizing an assessment culture. OPIR spearheaded the process, which actively involved the Institutional Assessment Coordinator. A copy of this plan, which is under the consideration of UPR-Ponce's Academic Senate, is included with this report.

A more detailed description of the re-formulated assessment plan can be found in Section 5: *Organized and sustained process to assess institutional effectiveness and student learning*.

- **UPRP.** Strengthen the OPIR by providing it with the human and fiscal resources necessary to provide effective support to the implementation of assessment activities.

Response

This recommendation was addressed under the *Institutional Assessment* response in this section.

- **UPRP.** Continue with the development and adoption of a student profile at the institutional level that clearly establishes skills, competencies and attitudes that a UPR-Ponce graduating student should possess.

Response

Through its Certification 2004-2005-45, UPR-Ponce's Academic Senate adopted the institution's graduating student profile. As mentioned earlier in this section of the report, eighteen attributes were considered fundamental in the development of the profile and are being used to guide the assessment of the general education component. Academic programs were charged with aligning their particular profiles and curriculum with these attributes.

- **UPRP.** Continue enhancing efforts to educate the university community about assessment concepts, use of results and implementation of changes; provide training and orientation to new faculty concerning the assessment of student learning.

Response

Multiple means have been used by UPR-Ponce to educate the community about assessment concepts and how to use results to improve programs and services. Workshops are offered every semester to educate newcomers (faculty and staff) into understanding the importance of assessment, by having workshop participants develop objectives for their programs/services, build appropriate means for assessing these, and use results to improve. Each year, the Student Learning Outcomes Assessment

Committee carries out assessment dialogues in which the academic departments' faculty shares the findings of their assessment process and explains how results are used in the improvement of academic programs. In 2009-2010 academic year, assessment members from student services and administrative support offices carried out dialogues in order to widen the sharing of information and, thus, allowing for the exchange of ideas among different institutional sectors.

- **UPRP.** Develop a structured approach for the assessment of general education competencies that makes greater use of direct measures.

Response

As explained earlier in this section, the Institutional General Education Assessment Committee has been working on developing a Plan for assessing general education competencies. While the institution has a variety of indirect sources to assess these competencies (NSSE, Graduating Student Profile; Alumni Profile), it is expected that the Committee will broaden the assessment of general education by introducing a host of direct means to assess them. It is expected that the Academic Senate approve the framework for assessing the general education component by fall of 2010 and that the Institutional General Education Assessment Committee work on the General Education Assessment Plan and have it finalized by May 2011.

Conclusion

UPR-Ponce has been very conscientious of its responsibility in working with the recommendations set by the MSCHE visiting team and in the UPR-Ponce Self-Study Report. These provided the space for constituents to further UPR-Ponce's educational agenda by building on the institution's many strengths and using the recommendations to guide it in its developmental path in the past five years.

SECTION 3: Major Challenges and/or Opportunities

UPR-Ponce has undergone significant changes and developments during the last five years due to new initiatives prompted by the institutional leadership, with particular relevance to the following accreditation standards: planning and resource allocation and institutional renewal, institutional resources, faculty, educational offerings, general education, and assessment of student learning. The Institution has made great efforts to fully respond both to MSCHE and institutional recommendations that resulted from the past self-study process. This has provided UPR-Ponce with a unique opportunity for continuous improvement by reflecting on its strengths and weaknesses and by acting upon those areas for development identified. As with all major changes, challenges to the development and implementation of the Institution's strategies have emerged; however, opportunities have been identified and different initiatives are underway to manage and overcome current limitations, some of which have already produced important profits/success.

Background

Challenges included in this section were developed as part of a much wider process conducted by the Executive Committee for Institutional Renewal (ECIR) and the Periodic Review Steering Committee. Both committees had a wide range of information available for review. This included data and information about the institution itself, as well as information about its competitors and the wider higher education environment. Internally generated information included demographics, retention and graduation rates, quality indicators, faculty composition, finances and more. In addition, a wide range of survey information was used. External benchmark data were also available, such as comparison results for the National Survey of Student Engagement, and enrollment from the federal reporting system (IPEDS).

This section of the report highlights examples of some of the major challenges and opportunities as they relate to the *Characteristics of Excellence.* At this time, most challenges and opportunities are already being addressed.

Challenges

Standard 3: Planning, Resource Allocation, Institutional Renewal, and Institutional Resources

Budgetary Constraints: As the University of Puerto Rico's main budget source is state appropriations, it is expected that fiscal resources will be scarcer in the coming years due to a three-year contraction in the Puerto Rico economy, which affects state revenues and, consequently, funds assigned to UPR. Although this will put a strain on the institution, its enhanced capability in linking planning, assessment, and budgeting will allow it to determine priorities based on its mission, goals, and strategic plan and reallocate resources accordingly. In the past years, UPR-Ponce has been streamlining its administration and reallocating resources to academia in order to further enhance its pursuance of the College mission. Additional efforts are being worked out through the optimization of technological resources needed to analyze assigned and used resources with higher efficiency and effectiveness, facilitating both short and long-range decision making at the College level.

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

Technology Currency: As Goldstein[1] has stated, technology is one of the fastest growing expense categories in higher education. This is due to several reasons: 1) while hardware costs may be declining, institutions opt to replace obsolete hardware with vastly enhanced models, which are more costly; 2) software is constantly changing and comes with a higher price tag; and 3) re-education of faculty and staff in the new technologies requires budgeting for these purposes.

Students at UPR-Ponce pay a technology quota and these funds, coupled with external funding (Title V), are being distributed wisely by making a minute analysis of needs and determining priorities. This has allowed UPR-Ponce to acquire up-to-date technology that facilitates the student learning process. Besides a wide distribution of Smart Boards among campus facilities, the Blackboard platform is widely used by faculty to support students' learning experiences in the traditional classroom. A project to make the College a totally wireless campus is being pursued. It is expected that the College will keep apace with technological development through conscientious investments in the updating of its technological infrastructure.

Physical and Programmatic Master Plan: The implementation of the developmental elements found in the Physical and Programmatic Master Plan will be challenging for UPR-Ponce. Physical facilities expansion requiring major investments, such as those included in this Plan, are funded by the UPR Central Administration with fiscal resources acquired through bonds' sale. The bond market's status, coupled with government's shrinking resources, will make it less likely that the university invests in physical plant growth in the next three years. Besides, new program development requires additional resources or the re-allocation of current ones. Based on this financial scenario, institutional leadership will need to re-examine the Plan, re-prioritize its elements based on the institution's mission and available future resources, allocate funds properly, and carry out those activities that will further enhance its presence as the only public institution in the southern region of Puerto Rico.

Standard 7: Institutional Assessment and Standard 14: Assessment of Student Learning

Assessment infrastructure: The magnitude of the assessment data and documentation required for future accreditation procedures poses a challenge for the UPR-Ponce. It is clear that a technological alternative for collecting and reporting outcomes results is to be considered in the near future. For this purpose, the institution needs to explore a web-based assessment system for ongoing planning and evaluation from individual programs up to the institutional level. This system will allow UPR-Ponce to support a culture of evidence, and help to manage and monitor planning and assessment activities and outcomes across the institution. However, because fiscal considerations could pose a challenge for the acquisition and management of this infrastructure, opportunities exist for exploring diversified funding sources for addressing this issue.

Standard 10: Faculty and Standard 11: Educational Offerings

Faculty Research and Scholarship: UPR-Ponce fosters and supports faculty research, creativity, and investigation through the implementation of various initiatives which provide incentives to faculty members dedicated to those endeavors. However, the assessment of corresponding strategic indicators reflects that faculty research and creative work still present some challenges for the institution. In addition, professional accreditation processes of some academic programs such as Elementary Education by NCATE and Business Administration by ACBSP have revealed some opportunities for improvement in these areas.

[1] Goldstein, L. (2005). *College and university budgeting. An introduction for faculty and academic administrators.* Washington, DC: National Association of College and University Business Officers.

In academic year 2006, the UPR Board of Trustees approved Certification 2005-2006-145, which requires terminal degrees of those candidates seeking a teaching position in the UPR. In addition, the institution continuously encourages and supports current faculty to obtain terminal degrees in their respective disciplines. During the last five years, the number of professors with terminal degrees in UPR-Ponce has increased by 7%. It is expected that these policies, along with other institutional initiatives, help to ensure faculty's capabilities for research and scholarship. An additional strategy to strengthen institutional research initiatives will involve establishing the Educational Research Institute (ERI), in which faculty will be equipped with the necessary skills to manage research problems dealing with the teaching and learning process, thus providing opportunities for further enhancing teaching effectiveness. UPR-Ponce's *Research and Academic Creation Congress* and the institutional peer reviewed journal *Ceiba* will provide forums for disseminating research findings.

Academic Program Quality: UPR-Ponce is committed to a culture of institutional assessment and evaluation of its academic offerings. During the last three years, it has been challenged to seek professional accreditation in all academic programs where such accreditation applies, as stipulated in the systemic planning agenda (*Ten for the Decade*) and the UPR-Ponce Strategic Plan. The professional accreditation of three baccalaureate programs (Elementary Education, Business Administration, and Office Systems) and the reaccreditation of the Physical Therapy Assistant Program provided an opportunity to validate their academic quality through peer reviews. Maintaining these accreditations through continuous improvement and furthering the accreditation agenda of other programs susceptible to professional accreditation will prove to be fundamental in ensuring program quality.

The institution is also actively involved in assessing those programs that, because of their nature, are not required to be professionally accredited, thus enhancing the quality and relevance of its academic offerings. Certification 2006-2007-43 of the UPR Board of Trustees will be instrumental in guiding the institution through this process.

Standard 11: General Education and Standard 14: Assessment of Student Learning

General Education Policy and Assessment: Although the institution has made advances in refining and assessing general education competencies, it continues to face the challenge of developing a General Education Policy. It will guide the institution in drafting a systematic plan for assessing student learning outcomes in general education.

The definition of the General Education Component by the Academic Senate, and the establishment of a General Education Assessment Committee in the revised institutional assessment structure, present opportunities for setting the foundations for the plan.

SECTION 4: Enrollment and Finance Trends and Projections

Enrollment Analysis 2005-2006 to 2009-2010

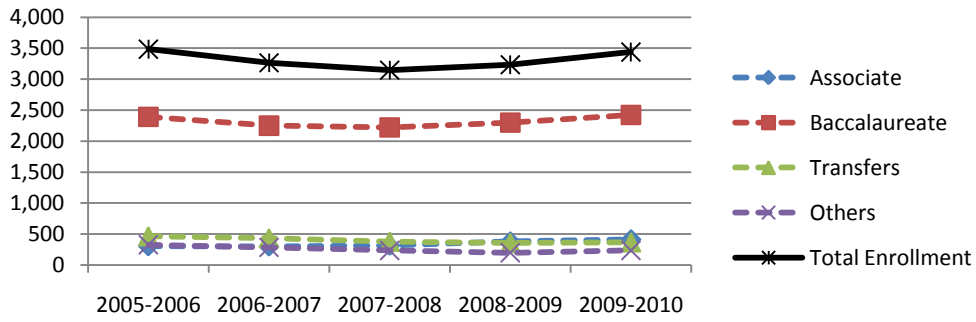
UPR-Ponce's enrollment for academic years 2005-2006 through 2009-2010 has remained constant, with only slight fluctuations. Comparing 2009-2010 enrollment by program to 2005-2006 data, associate degree enrollment increased by 36%, while baccalaureate enrollment increased by 1%. Transfer students' enrollment decreased by 21%, since all transfer programs were articulated with other UPR units from 2007-2008 and student spaces for these programs were diminished based on the other units' capacity to accept these students in their sophomore year. Enrollment structure in UPR-Ponce has also remained constant. Students seeking baccalaureate and associate degrees comprised close to 70% and 12% of total enrollment, respectively. Transfers reached close to 11% of the college's enrollment. Table 4.1 includes first semester enrollment by degree or program, while Figure 4.1 shows trends of a slight increase in all programs for the last two academic years. Additional data on enrollment trends by academic program can be found in the institution's *2008-2009 Annual Institutional Data Profile* found in http://www.uprp.edu/images/opei_documents/AIDP-2008-2009.pdf.

Table 4.1
University of Puerto Rico in Ponce
Enrollment by Academic Year*

Type of program	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Associate	304 (9%)	300 (9%)	313 (10%)	380 (12%)	414 (12%)
Baccalaureate	2,391 (69%)	2,250 (69%)	2,222 (71%)	2,299 (71%)	2,423 (70%)
Transfers	463 (13%)	431 (13%)	376 (12%)	355 (11%)	366 (11%)
Continuing Education and Professional Studies	277 (8%)	243 (7%)	204 (7%)	158 (5%)	183 (5%)
Special Permits	50 (1%)	41 (1%)	31 (1%)	40 (1%)	52 (2%)
Total	**3,485**	**3,265**	**3,146**	**3,232**	**3,438**

* First semester enrollment
Source: *Office of Planning and Institutional Research, UPR-Ponce*

Figure 4.1
University of Puerto Rico in Ponce Enrollment Trends



Two factors affecting enrollment are retention and graduation. Figures 4.2 and 4.3 illustrate student retention and graduation data for the past five years.

Figure 4.2
University of Puerto Rico in Ponce
First to Second Year Retention Rates by Academic Year

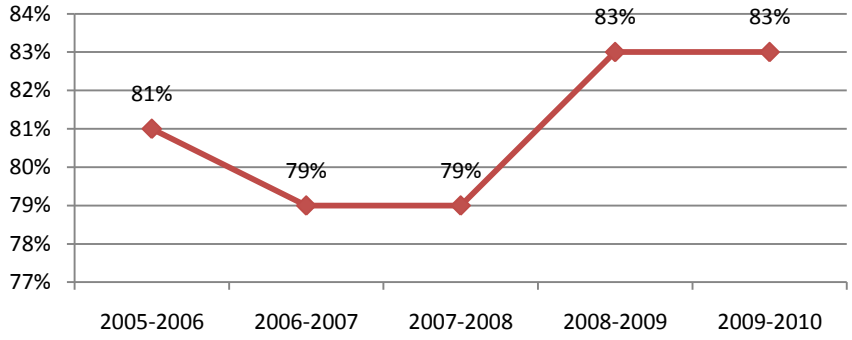
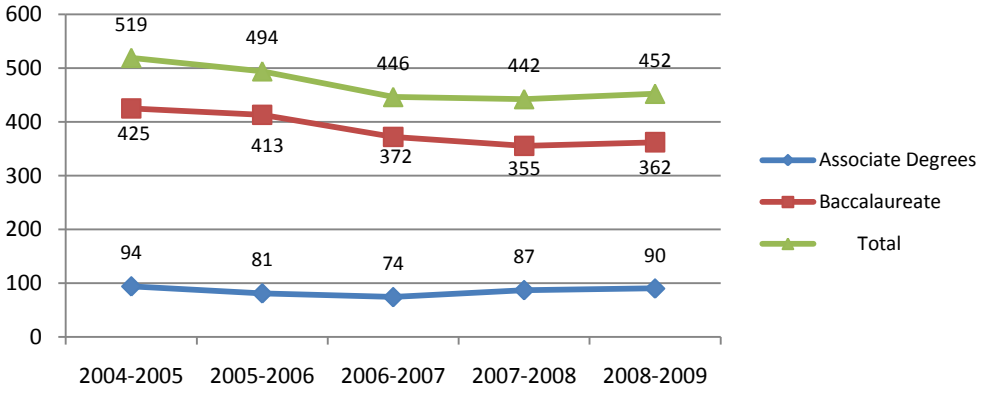


Figure 4.3
University of Puerto Rico in Ponce
Degrees Conferred by Type of Program and Academic Year



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

Retention rates increased to 83% by 2008-2009, remaining steady the next academic year. Degrees conferred followed a similar pattern for both associate and baccalaureate degrees, declining slightly for the first three years and steadily increasing for the last two years. While the Puerto Rico Department of Education's statistics show a steady decline in public high school graduates, potentially affecting college freshmen enrollment, UPR-Ponce's total enrollment remained stable. Institutional efforts implementing an aggressive and constant recruitment program, through regional school visits, and retention strategies have been effective.

Financial Analysis

Law Number 2 of January 20, 1966, stipulates how the University of Puerto Rico is financed. Each year the University is assigned an amount equivalent to 9.60% of the average total amount of government revenues for the previous two years to facilitate its operation and development. Tuition fees, which are among the lowest in the nation, account for a very small part of the university's fiscal resources. Additional sources of revenues include federal and state grants and contracts, gifts, and others. External funds obtained through proposals are received for service programs and research. Expenditures include

disbursements for instruction, research, public service, academic support, student services, institutional support, and operation and maintenance of physical facilities, among others. By law, the UPR units are required to balance revenues and expenditures, returning unused resources to the government's General Fund.

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

Systemic External Audits

Ernst & Young has carried out the last four UPR system audits available for public analysis, each ending on June 30, 2005, 2006, 2007, and 2008. Audited statements for the year ending on June 30, 2009 are not available at this time. Appendix 4.1 depicts the condensed financial statements of net assets for the UPR system for those years, as informed in the external audits. The auditors reported that the UPR system's financial status was strong in the years examined, with net assets decreasing by a small 0.2% in 2008 compared to the previous year. The report pointed out that the University's cash, cash equivalents and investments decreased from $414,403,362 in 2007 to $356,401,170 in 2008. The decrease in investments at fair value was mainly attributed to the decrease in market value. Nevertheless, capital assets increased by 4.7% in the same period.

Appendix 4.2 presents condensed statements of revenues, expenses, and changes in net assets flowing from the audited statements. Loss in income before other revenues in 2005 was compensated by capital appropriations and additions to the permanent endowment, reflecting a gain in net assets. For 2008, the loss in income before other revenues had increased to $20,963,422, a 77% increase from 2005. Capital appropriations increased by 43% in the same period, while additions to the permanent endowment decreased by 58%, thus unable to compensate for loss before other revenues.

UPR-Ponce's IPEDS Finance Reports

As stated before, the UPR Central Administration is in charge of completing the IPEDS Finance Report for all UPR units and for the Central Administration. Central Administration has consistently informed the U.S. Department of Education that data used to complete the IPEDS Finance Reports is unaudited. Table 4.2 compares audited and submitted IPEDS Finance data for the UPR System.

Table 4.2
UPR System's Net Assets and Revenues
Audited and Submitted IPEDS Data
Years Ended June 30 2005, 2006, 2007, and 2008

		2005	2006	2007	2008
Audited data	Net assets	$307,653,988	$386,129,159	$426,719,873	$426,022,065
	Net revenues	$6,892,002	$78,475,171	$40,590,712	($697,806)
IPEDS Finance	Net assets	$307,653,990	$386,129,159	$426,719,872	$425,672,271
	Net revenues	$6,891,994	$78,475,176	$40,590,711	($1,297,769)

Source: *UPR System Audited Statements and IPEDS Reports*

Slight variations between IPEDS Reports Finance and audited data in fiscal year 2007-2008 were possibly due to auditing adjustments.

Appendix 4.3 shows the IPEDS Finance Reports information on net assets and net revenues for the UPR campuses, for the UPR Central Administration and for the System. An analysis of the data suggests the following:

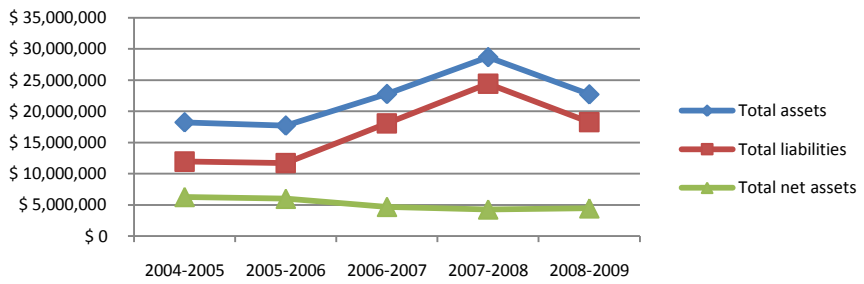
- Net assets for the UPR System followed an upward trend until fiscal year 2007-2008; the downward trend is a product of asset losses due to volatility in the investment markets.
- Net revenues for the UPR System followed the same trend; expenses have exceeded revenues since fiscal year 2007-2008 as a product of uneven increases in both lines. On one hand, the tight fiscal situation in the island has decreased UPR's main source of income (9.60% of the government's revenues, which have been steadily declining) and revenues coming from enrollment and other sources have not kept apace.
- Net assets per unit follow different trends, with Central Administration being the only unit showing a consistent upward trend.
- All units, except Central Administration, show yearly negative net revenues. This may be due to the fact that this unit keeps a considerable amount of fiscal resources in order to disburse certain systemic expenditures at the central level (such as the University health plan, social security, workman's compensation benefits, among others), with the expenditures being accounted for at the unit level. Furthermore, expenditure allocations of certain Central Administration functions (such as Academic and Student Affairs) are passed on to the units, increasing expenditures at the unit level. Revenues to units are not assigned accordingly for these purposes.

Appendix 4.4 depicts UPR-Ponce's statement of revenues and expenditures for fiscal years 2004-2005 to 2008-2009, as presented by UPR Central Administration in the IPEDS Reports. State appropriations are the largest source of UPR-Ponce revenues, making up close to 68% of the resources being used on a given year; federal non-operating grants provide close to 25% of these resources. Tuition and fees make up close to 4% of total revenues, making UPR-Ponce heavily dependent on state appropriations rather than on tuition and fees. Recently, $2,363,149 from external sources has been obtained, feeding 6.0% of the revenues. On the expenditures side, instruction has consumed steadily increasing resources (from 34.4% to 41.0% of all expenses), while scholarships and fellowships expenses have used up approximately 20% of expended funds. For fiscal years 2004-2005 to 2008-2009, revenues and expenditures steadily increased, with net revenues showing positive gains in the last year.

Appendix 4.5 shows UPR-Ponce's statement of assets and liabilities, based on Central Administration figures. Figure 4.4 illustrates trends in total assets, total liabilities, and total net assets at the end of the year. Assets and liabilities have followed the same pattern, steadily increasing from 2005-2006 to 2007-2008 and declining in the last year (2008-2009). Total net assets started decreasing for the period and have slightly gone up in the last year examined.

Figure 4.4

UPR-Ponce's total Assets, Liabilities, and Net Assets
Fiscal Years 2004-2005 to 2008-2009



UPR-Ponce Finance Office Data

UPR-Ponce's Finance Office is in charge of keeping record of the institution's use of revenues coming from different sources in order to cover its expenses. Table 4.3 shows the UPR-Ponce's unaudited statement of revenues and expenses for fiscal years 2004-2005 to 2008-2009, as presented by the Finance Office.

Table 4.3

UPR-Ponce's Statement of Revenues and Expenses for Consolidated Budget
Fiscal Years 2004-2005 to 2008-2009

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009*
Revenues					
General Fund	$24,632,305 (61.7%)	$26,097,392 (63.6%)	$27,901,494 (64.5%)	$27,929,171 (61.7%)	$29,229,996 (61.3%)
Federal Funds	654,929 (1.7%)	404,637 (1.0%)	957,611 (2.2%)	1,332,500 (2.9%)	1,620,512 (3.4%)
Other funds	9,676,274 (24.6%)	9,075,981 (22.1%)	9,083,827 (21.0%)	10,764,865 (23.8%)	11,656,340 (24.5%)
Tuition and fees	3,222,124 (8.2%)	4,176,871 (10.2%)	3,743,410 (8.7%)	3,856,439 (8.5%)	3,629,100 (7.6%)
Special state funds	917,138 (2.3%)	948,056 (2.3%)	1,126,392 (2.6%)	905,846 (2.0%)	873,442 (1.8%)
Rent earnings	28,657 (0.1%)	32,671 (0.1%)	3,704 (0.1%)	74,702 (0.2%)	10,726 (<0.1%)
Others	575,545 (1.5%)	321,488 (0.8%)	426,786 (1.0%)	391,246 (0.9%)	654,694 (1.4%)
Total revenues	**$39,336,972**	**$41,057,096**	**$43,293,224**	**$45,254,769**	**$47,674,810**
Expenses					
Faculty salary	$12,618,546 (35.0%)	$13,032,544 (35.4%)	$14,123,364 (35.8%)	$15,250,826 (37.0%)	$20,449,006 (46.2%)
Non-faculty salary	8,753,900 (24.3%)	9,495,768 (25.8%)	9,622,336 (24.4%)	10,285,851 (24.9%)	11,727,599 (26.5%)
Student services	451,583 (1.3%)	451,416 (1.2%)	546,208 (1.4%)	638,376 (1.5%)	2,017,090 (4.6%)
Materials	1,236,590 (3.4%)	1,436,829 (3.9%)	1,688,832 (4.3%)	1,760,996 (4.3%)	2,801,686 (6.3%)
Library resources	117,735 (0.3%)	23,855 (0.1%)	230,066 (0.6%)	72,725 (0.2%)	123,778 (0.3%)
Communications	Data not available for these budget lines under the previous financial information system.				51,081 (0.1%)
Professional services					1,209,838 (2.7%)
Depreciation					1,175,224 (2.7%)
Utilities	739,152 (2.1%)	1,112,666 (3.0%)	1,140,200 (2.9%)	1,217,150 (3.0%)	1,634,488 (3.7%)
Travel and per diem	158,804 (0.4%)	139,014 (0.4%)	224,318 (0.6%)	240,177 (0.6%)	849,679 (1.9%)
Equipment	759,894 (2.1%)	564,040 (1.5%)	1,127,050 (2.9%)	825,193 (2.0%)	2,264,338 (5.1%)
Scholarship expenses	10,755,697 (29.8%)	10,255,094 (27.8%)	10,479,054 (26.5%)	10,708,086 (25.9%)	Data not available for these budget lines under current financial information system.
Non-direct costs	493,115 (1.4%)	335,953 (0.9%)	313,455 (0.8%)	322,048 (0.8%)	
Total expenses	**$36,085,016**	**$36,847,179**	**$39,494,883**	**$41,321,428**	**$44,303,807**
Net revenues	**$3,251,956**	**$4,209,917**	**$3,798,341**	**$3,933,341**	**$3,371,003**

***Financial information system changed to ORACLE-UFIS**
Source: *UPR-Ponce Finance Office*

Data in the table above suggest the following trends:

- The General Fund (state appropriations) provides approximately 62% of institutional operating funds.
- Tuition and fees constitute approximately 8% of revenues.
- Faculty salaries make up close to 36% of all expenses, while non-faculty salaries average close to 25% of total expenditure (based on consolidated budget).
- Salaries, student services, materials, and equipment are budget lines that have been steadily increasing.

In the period covered by this analysis, UPR-Ponce has faced fiscal challenges, which have included an increase in utilities' costs, salary rises for all personnel, and an overall increase in the cost of goods and services acquired by the institution. The University uses different strategies to increase its institutional resources to better support the accomplishment of its mission and goals, and to help finance some of its institutional renewal initiatives. These resources include funding from state and federal agencies, as well as from private donors. External funds are mainly directed towards funding faculty research projects and initiatives to improve the teaching-learning processes.

Budget and Enrollment Projections

UPR-Ponce's consolidated budget for the current academic year is $47,203,022. This budget has served to defray the operational and academic costs of twelve baccalaureate and four associate degree programs, and fifty-two articulated transfer programs to other UPR campuses. The severe economic crisis which Puerto Rico faces has eroded UPR's main income source (state appropriations). It is projected that, for the academic year 2010-2011, UPR-Ponce's budget will be reduced by approximately nine percent (9%) from the previous year. Although state appropriations will remain constant for 2011-2012, the total budget for this year will show a slight increase, mainly due to projected increases in other revenue sources. Beginning in academic year 2012-2013, and based on government projections of an improved economy, UPR-Ponce expects a budget increase of two percent (2%) in state appropriations. Table 4.4 presents the budget projections for the next three years.

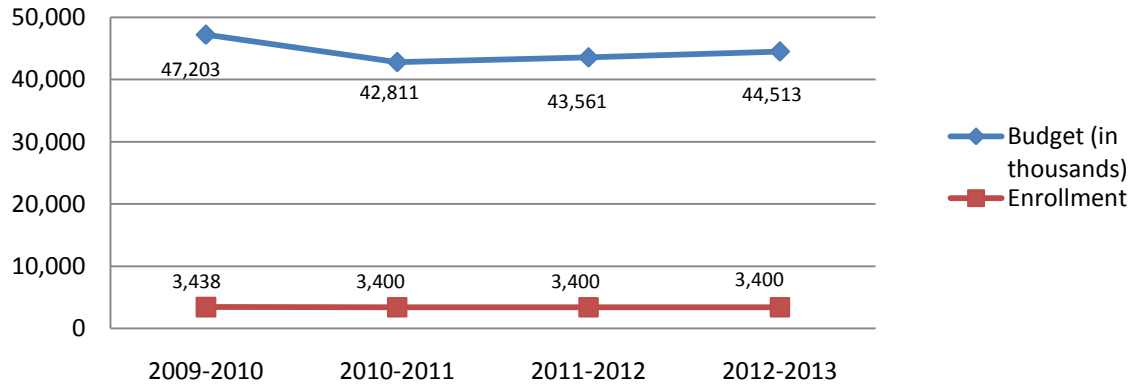
Table 4.4

UPR-Ponce's Budget Projections
Academic Years 2010-2011 to 2012-2013

Source	2009-2010 (Actual)	2010-2011 (Projected)	2011-2012 (Projected)	2012-2013 (Projected)
Revenues				
General Fund	$ 28,524,545	$ 23,372,673	$ 23,372,673	$ 23,840,126
Federal Funds	1,620,512	1,620,512	1,620,512	1,701,538
Other funds	11,889,467	12,483,940	13,108,137	13,370,300
Tuition and fees	3,629,100	3,629,100	3,629,100	3,629,100
Special state funds	873,442	873,442	873,442	873,442
Rent earnings	11,262	13,515	16,218	17,029
Other	654,694	818,367	941,122	1,082,291
Total revenues	**$ 47,203,022**	**$ 42,811,549**	**$ 43,561,204**	**$ 44,513,826**
Expenses				
Faculty salary	$ 20,449,006	$ 19,047,382	$ 19,047,382	$ 19,428,330
Non-faculty salary	11,727,599	11,427,599	11,427,599	11,656,151
Student services	2,017,090	2,017,090	2,017,090	2,057,432
Materials	2,801,686	2,601,686	2,601,686	2,861,855
Library resources	153,778	76,889	76,889	92,267
Communications	51,081	51,081	51,081	52,102
Professional services	1,209,838	1,109,838	1,109,838	1,109,838
Depreciation	1,175,224	1,175,224	1,175,224	1,175,224
Utilities	1,634,488	1,634,488	1,634,488	1,618,143
Travel and per diem	849,679	849,679	849,679	866,673
Equipment	2,264,338	2,094,414	2,052,526	2,052,526
Total expenses	**$ 44,333,807**	**$ 42,085,370**	**$ 42,043,482**	**$ 42,970,540**
Net revenues	**$ 2,869,215**	**$ 726,180**	**$ 1,517,723**	**$ 1,543,286**

Considering the above financial scenario, and making neccesary adjustments to guarantee academic excellence and quality services, the institution projects no increase in enrollment during the next three years. It will be kept at approximately 3,400 students, with percentage distribution by type of program remaining essentially constant. Figure 4.5 presents budget and enrollment projections for the next three academic years.

Figure 4.5
UPR-Ponce's Budget (in thousands) and Enrollment Projections
Academic Years 2010-2011 to 2012-2013



Conclusion

A strong planning process and clarity in its priorities for the coming years will prove instrumental in managing scarcer resources. The constant reallocation of resources to academia will continue to be based on a thorough and careful analysis of institutional constraints and on the identification of strategic priorities that will help the College further its mission and goals. Strong financial control measures enforced by the UPR Board of Trustees and adopted by UPR-Ponce will help the institution cope with fiscal constraints. One of these measures consists of freezing available faculty and staff positions because of retirement by incumbents and use of these funds to hire part-time faculty and service contract personnel. UPR-Ponce is committed to be more proactive in its pursuit of external sources for funding identified institutional needs and strategic initiatives.

SECTION 5: Organized and Sustained Process to Assess Institutional Effectiveness and Student Learning

Sustained Institutional Assessment Culture

UPR-Ponce has abundant evidence of its assessment of the effectiveness of institutional processes and programs and of the use of assessment findings for continuous renewal. Since academic year 2000-2001, it has been involved in an ongoing systematic process to assess institutional effectiveness as well as student learning outcomes which has resulted in the enhancement of its assessment culture. Student learning has become the center of UPR-Ponce's assessment process and the basis for continuous improvement. James Nichols' institutional effectiveness model, adopted by the institution during the last ten years, has proven to be effective for implementing institution-wide assessment plans, as recognized in 2005 by the MSCHE evaluating team. All institutional components have engaged in a wide range of assessment activities that have resulted in a sustained assessment culture, as evidenced in the 2005 Self-Study. The university made noteworthy progress in further enhancing its approach to assessing effectiveness in all areas, as confirmed by the Middle States Commission of Higher Education evaluation team during their decennial accreditation visit. The team assessed this issue with the following comments:

> *The institution is to be commended for stressing the importance of using their data for decision-making rather than merely spending their energy on creating planning documents and collecting data for its own sake. There appears to be a culture of assessment that is encouraged at the course level, program level, and institutional level. A noteworthy aspect of the assessment process at UPRP is the consistent inclusion of changes or other decisions made as a result of the assessment findings. … A culture of assessment has been embraced by all sectors of the community and there are already results that indicate that the university 'is closing the loop' in many actions*. (p. 7)

UPR-Ponce vision, mission and goals statements serve as a framework for assessment at the institutional level. Goal 4 of the system's planning agenda, *Ten for the Decade*, directs UPR units to develop an evaluation and assessment culture in all academic, administrative, and managerial activities. Likewise, Goal 4 of the UPR-Ponce's 2006-2016 Strategic Plan also supports an institutional assessment culture. Both documents encourage the integration of strategic planning, assessment, and resource allocation at all levels.

There has been a remarkable increase in the use of assessment to help measure progress toward stated goals, and in recognition by faculty, administration and staff of the importance of sharing assessment results. Numerous assessment dialogues about assessment findings and corresponding improvements at all institutional levels have resulted in self-reflection by faculty and staff, in ownership of the assessment process, in exploration of strategies for improvement, in analysis of goal attainment, and, consequently, in the advancement of institutional effectiveness. This evidences the sustained support of institutional leaders for an assessment culture and for efforts to improve teaching. There is sufficient engagement, momentum, and simplicity in current assessment practices to provide assurance that assessment processes will be sustained indefinitely.

Revamped Institutional Assessment Structure

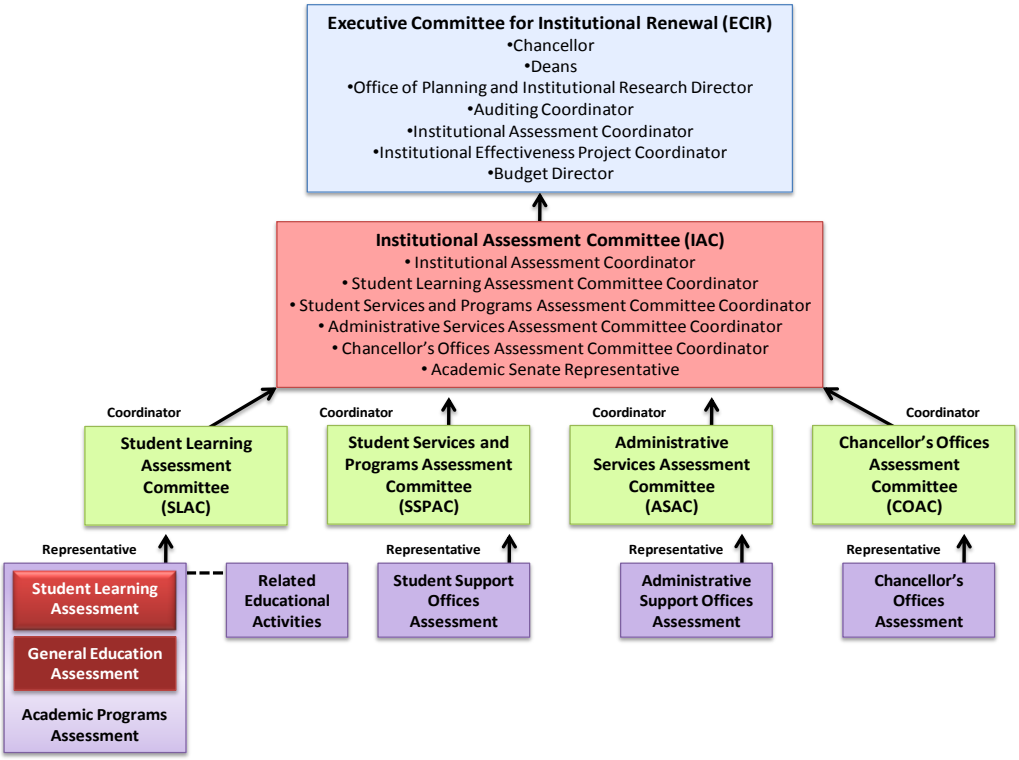
As mentioned earlier in this report, addressing MSCHE evaluating team and self-study recommendations provided UPR-Ponce with the opportunity to revise its institutional assessment structure in order to enhance assessment processes and to better tie them to planning and budgeting. The new structure aims at improving the strategic planning process as well as the use of assessment results for prioritizing goals and allocating resources by assigning that responsibility to those who have the necessary authority. It also seeks to further advance the assessment process and to improve communication of assessment activities and results by integrating all institutional components. A more detailed discussion of the process used to link assessment, planning, and budgeting is included in Section 6 of this report.

The revamped assessment structure calls for a series of committees with clearly established membership and functions and organized in a pyramidal manner. This has resulted in better defined responsibilities and in greater commitment to coordinating and conducting assessment activities in all institutional areas. Significant changes in this enhanced structure include the addition of the following committees:

- Executive Committee for Institutional Renewal (ECIR)
- Institutional Assessment Committee (IAC)
- Institutional General Education Assessment Committee (IGEAC)

Figure 5.1 illustrates the current institutional assessment structure.

Figure 5.1
University of Puerto Rico in Ponce
Institutional Assessment Structure



Appendix 5.1 explains the composition and functions of the different committees.

The UPR-Ponce assessment model requires that assessment activities be carried out in the stages described in Figure 5.2, according to the institutional timetable included in Table 5.1.

Figure 5.2
UPR-Ponce Assessment Model

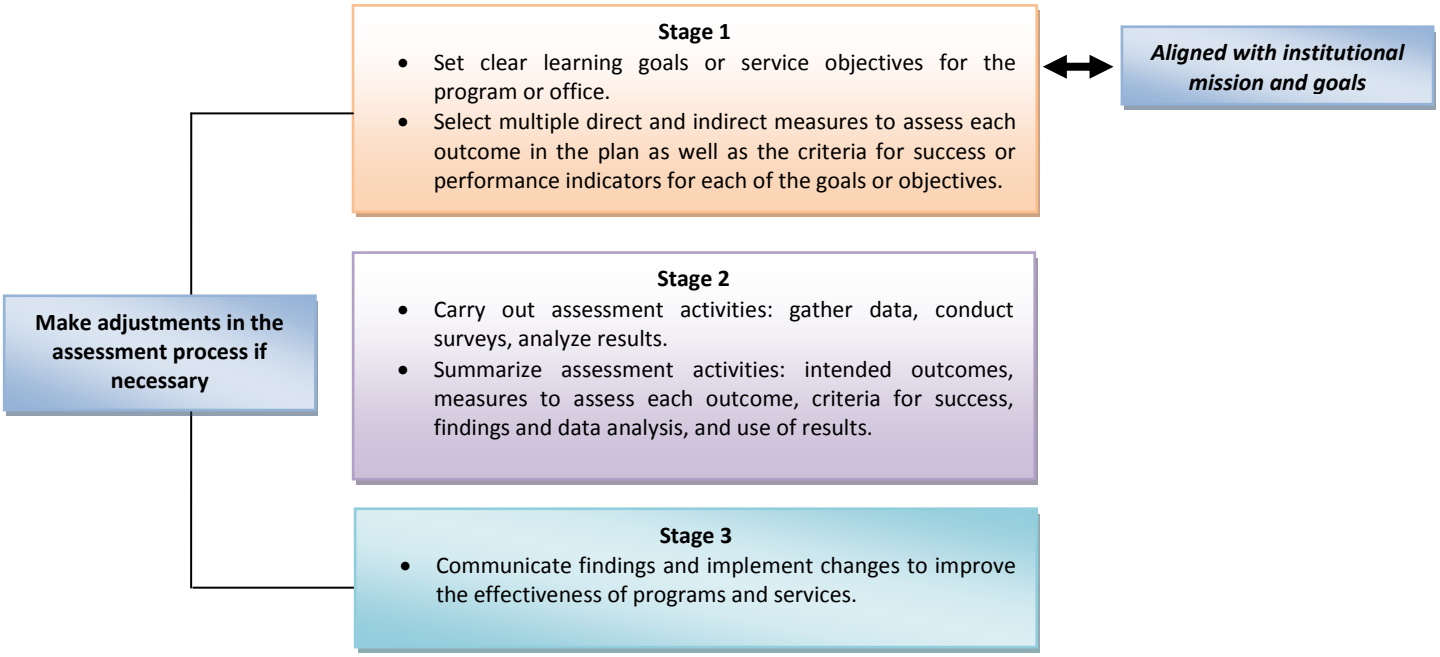


Table 5.1
Timetable for the Completion of Assessment Activities

STAGE	ASSESSMENT ACTIVITIES	DATE
1	Identify learning goals/objectives of each program or office; Select means for assessment and criteria for success or performance indicators for each of the goals/objectives.	October
2	Carry out assessment activities: gather data, conduct surveys, analyze data, and use results.	October-May
3	Communicate findings and implement changes where necessary to improve effectiveness.	August-January

UPR Ponce Institutional Assessment Plan

In academic year 2009-2010, the Institutional Assessment Plan (IAP) was thoroughly revised as a result of UPR-Ponce's re-conceptualized institutional assessment structure and processes. The revised plan was submitted to the Chancellor for consideration and approval by the Academic Senate. The purpose of the IAP is to guide and systematize institutional processes to assess the overall effectiveness of UPR-Ponce in achieving its mission and goals. One of the principles stressed in this plan is that all assessment efforts must be linked to the institution's mission and goals, which is the framework for planning, budgeting, and assessment activities. It also emphasizes that the results of assessment should lead to changes for improvement. James Nichols' model, which was successfully implemented by UPR-Ponce in academic year 2000-2001, continues to serve as a theoretical basis for institutional effectiveness efforts at UPR-Ponce.

The IAP stipulates areas where assessment will be conducted, assigns clear responsibility for carrying out assessment activities, provides examples of direct and indirect means for data collection, and sets timelines for the implementation of assessment activities. It also provides an appendix with modified Nichols' formats for documenting assessment activities, results, and actions taken. A copy of the IAP is included as a separate document with this report. The objectives of the UPR-Ponce IAP are to:

- Structure and systematize assessment processes.
- Document activities that UPR-Ponce carries out to assess its effectiveness in achieving its mission and goals.
- Evidence institutional improvement of teaching and learning processes and of the effectiveness of services that foster students' social and intellectual growth.
- Use assessment results to establish priorities and to allocate resources to facilitate accountability for management decisions.
- Foster quality service to students and other stakeholders.
- Ensure the continuous improvement and effectiveness of academic and administrative areas.

The plan establishes the following principles that guide the development and implementation of assessment activities at UPR-Ponce:

- Assessment plans must be linked to the institution's mission and goals.
- Assessment plans must be carefully developed with the participation of faculty and/or personnel, but managed at the institutional level.
- Academic department, program and office assessment plans should be well defined and clearly directed toward the achievement of their respective goals or objectives.
- Assessment plans should provide for the enhancement of teaching/learning processes, as well as services rendered.
- Instruments and measures for assessment must be carefully selected and developed.
- Criteria for success should be realistic and measurable.
- Deadlines established by the Institutional Assessment Committee for each phase of the assessment process should be met in a timely manner.

As stated in the revised *UPR-Ponce Institutional Assessment Plan*, "assessment is carried out in each major area of institutional responsibility." Appendix 5.2 illustrates the institutional areas where assessment is conducted in order to determine institutional effectiveness.

Assessment of Institutional Effectiveness

UPR-Ponce has historically sustained a strong commitment to assessing its overall effectiveness through diverse mechanisms. The Office of Planning and Institutional Research (OPIR), established in 1984 and reorganized and enhanced in 2008, contributes to the advancement of the institutional mission by coordinating and actively collaborating in planning, budgeting, and assessment processes. It also promotes the use of assessment results for continuous improvement. This office conducts institutional assessment activities and offers support to the academic, student, and administrative areas in implementing their assessment plans.

At present, the office is staffed by a director who is a faculty member with seventy-five percent release time, a statistics officer, an administrative assistant, and two secretaries. Additional faculty members are given release time to collaborate with the OPIR in the assessment, institutional research, and accreditation processes.

Institutional research reports prepared by the OPIR constitute an important source of information for the assessment of institutional effectiveness, in most areas of institutional responsibility. The following list describes some of the institutional studies performed and published by this office:

- *UPR-Ponce Annual Reports* – These reports are annual compilations of information about institutional effectiveness in achieving the mission and goals.
- *Annual Assessment Report* – This document is a summary of the annual assessment plans, activities, and use of results submitted by all academic programs and support services.
- *Persistence and Attrition Study* – This study explores the characteristics of students who return for their sophomore year in order to identify variables that are related to persistence. Also, a survey was carried out to gather information for setting a profile of non-returning students and for assessing their perceptions about the institution.
- *Alumni Studies* – These reports on data collected from alumni surveys include the following information: gender; highest degree obtained; academic program; time taken to complete degree at UPR-Ponce; grade point average; graduate studies if applicable; reasons for continuing graduate studies in a different area; employment information; evaluation of preparation received at UPR-Ponce in relation to job; degree to which the institution contributed to development in areas such as responsibility, teamwork, general education skills, etc.; evaluation of different areas or aspects of UPR-Ponce; degree to which the institution improved quality of life; and overall satisfaction with the University of Puerto Rico in Ponce.
- *Graduating Student Studies* – These surveys measure the degree of satisfaction of graduating students with the academic programs and other services offered at the institution. They also analyze time taken to complete degrees and reasons for delays, reasons for changing programs, degree to which the institution helped students improve in certain areas, plans for the future, subjects of greatest difficulty, and other characteristics.
- *Student Satisfaction Survey* – This study describes the results of a satisfaction survey administered to a sample of the student population. Students are questioned about their participation in student activities, satisfaction with UPR-Ponce's contribution to their development in communication skills in English and Spanish, other skills and personal attributes, general satisfaction with the institution, and satisfaction with their academic program.
- *IPEDS Reports* – The United States Department of Education requires all institutions of higher education to complete a series of annual reports that make up the Integrated Postsecondary Education Data System (IPEDS). The IPEDS reports cover seven main areas. The first area is institutional characteristics, which provides general information about the institution. The fall enrollment section includes full-and-part time enrollment by race/ethnic group, age, and gender. A section to complete gives statistics of degrees completed by type of degree, time taken, race/ethnic group, and gender. The graduation rate survey shows how many students in each cohort complete their degrees within the equivalent of 150% of the time stipulated to degree, how many transfer to other institutions, the number of athletes in the cohort, and the number that complete their degrees in time and a half. Statistics are also given by race and age. Another section of the IPEDS provides information on full-time faculty by rank, gender, status, and length of contract. Financial statistics and financial aid data are also provided in the IPEDS reports. The last section is a biennial report on the number of non faculty staff members by occupation, full-or part-time, gender, and race/ethnic group.

- *Freshmen Student Profile* – This is a yearly profile of freshman students: gender, place of birth, age, civil status, high school attended, other institutions to which they applied for admission, place of residence while studying, degree which they hope to obtain, factors influencing their decision to study at UPR-Ponce, areas which they need to develop, and other characteristics.
- *Institutional Environmental Scan*– This study provides and analyzes data useful to the institution for planning, program evaluation, and other purposes: demographics and natural resources of the region; data on industry and commerce; levels of income of area residents; socioeconomic factors; population distribution by age, gender, race, education, and projections; school enrollment by grades; trends in births; immigration and migration patterns; educational levels of adults over 25; statistics on school dropouts; and information on educational courses and programs offered throughout the southern region.

In addition to these specific reports and documents, the OPIR keeps a database of statistics on enrollment, faculty, academic suspensions, course and complete withdrawals, applications and admissions, degrees conferred, and others. This information is disclosed periodically to the Chancellor, the Deans, and the department heads to aid them in planning and decision-making. Over the last twenty years, the Office has also published and distributed an annual statistical compendium of relevant institutional data which is known as *Annual Institutional Data Profile* (AIDP). A copy of the 2008-2009 *Annual Institutional Data Profile* is included with this report. It includes information on enrollment by program, gender, year of study, full-time and part-time; freshmen characteristics such as College Board scores, general admissions index, high school average, family income and education; students transferring from other institutions; final grade distribution; degrees conferred by academic program and gender; time taken to complete degrees; faculty profile; promotions and tenure; average teaching load; research projects; use of audiovisual equipment; audiovisual materials prepared; library resources; financial aid; social and cultural activities; physical facilities; profile of non faculty personnel; budget; and costs of equipment, materials, and utilities. The OPIR now publishes most of the above-mentioned studies and other information on its Web page (www.uprp.edu).

Table 5.2 presents examples of data collection activities carried out by the OPIR in an on-going fashion to assess UPR-Ponce's effectiveness.

Table 5.2
Institutional Assessment Data Collection Activities

Data	Benchmarking with other Institutions	Related Institutional Goal	Related Middle States Standard
Fiscal year budget planning information		8	1, 2,3
Retention, graduation, and persistence rates	X	1	8, 9, 14
Degrees granted and completion time		1, 2	8
Enrollment and student credit hour reports	X	5, 6	8
Faculty salary reports	X	8	2, 3, 10
Affirmative action analysis		8	3, 8, 10
Annual Institutional Data Profile	X	8	All
Internal and external audits	X	8	4, 5, 6
Faculty demographics reports	X	4	8
Graduating student survey		1, 6	7, 8, 9, 14
Alumni survey		1, 6	7, 8, 9, 14
Student satisfaction survey		1, 6	7, 8, 9, 14
Non-returning student survey		1, 6	7, 8, 9, 14

Table 5.2
Institutional Assessment Data Collection Activities

Data	Benchmarking with other Institutions	Related Institutional Goal	Related Middle States Standard
National Survey of Student Engagement (NSSE)	X	1, 6	7, 14
Physical facilities needs assessment		8	3
Classroom utilization report	X	8	3, 9
Admissions and financial aid yield rate analysis	X	8	8
Retention and attrition studies	X	6	8
Longitudinal studies of various student cohorts		6	8
IPEDS Reports	X	8	8, 10
Freshmen Student Profile		6, 8	8
Standardized tests	X	8	8

Source: ***UPR-Ponce OPIR***

The OPIR is responsible for analyzing assessment data and preparing the institution's Annual Report. All institutional units contribute to this report by providing input about activities carried out towards achievement of institutional mission and goals. This report serves to assess the institution's overall effectiveness based on established effectiveness indicators. In the 2008-2009 academic year, these indicators were further refined through a highly participative process. Derived from *Ten for the Decade* and from the seven UPR-Ponce strategic goals, the indicators are included in Appendix 5.3.

Institution-wide enhanced assessment efforts, results, and changes made for improvement are evidenced in the assessment reports compiled by assessment coordinators during the last ten years. Table 5.3 shows the assessment plan completion rates of UPR-Ponce academic departments, student services, and administrative offices for those years. An analysis of this table reveals a significant increase in institutional participation in assessment activities in all areas during the past four years following the 2005 MSCHE evaluation team visit.

Table 5.3
UPR-Ponce Assessment Plan Completion Rates
Academic Years 2000-2001 to 2008-2009

Area	Assessment Years										
	2000-2001*	2001-2002*	2002-2003*	2003-2004*	Average	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	Average
Academic Departments	41	82	82	88	73%	100%	100%	100%	100%	100%	100%
Student Deanship	57	100	91	100	87%	100%	100%	100%	100%	100%	100%
Administrative Deanship	75	100	100	100	94%	***	**	**	100%	100%	100%
Chancellor's Office	***	***	***	***	***	***	78%	33%	67%	88%	67%
Institutional Average Rate	58%	94%	91%	96%	85%	100%	93%	78%	92%	97%	92%

*Results for the four years following adoption of the five-column model and MSCHE 2005 evaluation visit.
**Completed only Stages B and C.
***Chancellor Offices and Administrative Deanship were not participating in assessment activities during these years.

Source: ***UPR-Ponce Annual Assessment Reports***

Assessment results for student support services offices have been used to improve services and physical facilities. Examples of changes made as a result of assessment were discussed previously in this report.

Academic Program Assessment

UPR-Ponce recognizes the importance of program assessment in the pursuit of academic excellence, as evidenced in Certification 2006-2007-43 of the Board of Trustees known as "Regulations for the Periodic Evaluation of Academic Programs in the University of Puerto Rico". This certification describes the program assessment process as a continuous one that should facilitate program adaptation to changing circumstances. It establishes that all academic programs should be assessed every five years in order to reaffirm their excellence and pertinence. All academic programs periodically evaluated by professional accrediting or evaluation agencies will be exempt from an additional evaluative process. The Dean of Academic Affairs is responsible for overseeing the assessment of all academic programs to determine their nature and effectiveness. This evaluation provides information that helps maximize outcomes, efficiency and quality of educational activities, and use of resources. The information gathered is used in making decisions related to programs.

In its commitment to a culture of assessment of academic programs, the UPR Board of Trustees approved the "Institutional Policy on the Accreditation of Academic Programs and Services Rendered by the University of Puerto Rico" (Certification 2003-2004-138). UPR has adopted accreditation by external peers in order to enhance the quality of academic programs and services. The institution is seeking the accreditation of all the academic programs susceptible to professional accreditation, thus increasing its prestige and expanding alumni opportunities. During the last two years, and responding to this culture of program accreditation, UPR-Ponce has achieved professional accreditation in three of its academic programs: Elementary Education, Business Administration, and Office Systems. The Physical Therapy Assistant Program was re-accredited by the American Physical Therapy Association in June 2009. The sustained assessment culture in UPR-Ponce has contributed to robust academic program accreditation processes.

Standardized tests prepared by external agencies have been incorporated as assessment tools which facilitate benchmarking. Results of standardized tests used by the Physical Therapy Assistant Program (PTAP) and the Elementary Education Program (EEP) are included in Tables 5.4 and 5.5.

Table 5.4
Physical Therapy Assistant Program Licensure Test Results
UPR – Ponce 2005 to 2008

Class of	Number of Graduates	Number of Graduates who Took the Examination at Least Once	Number Approved	Pass Rate
2005	29	25	24	96%
2006	26	23	20	87%
2007	29	23	23	100%
2008	27	25	23	92%
Total	**111**	**96**	**90**	**94%**

Source: Physical Therapy Program 2009 Self-Study Report

The above table reveals that the PTA Program's four-year pass rate is 94%. This exceeds the program's established threshold of 80%. Passing rates also exceed those required by the American Physical Therapy Association, the professional accrediting agency. These results are evidence of the quality and effectiveness of the program.

The College Board of Puerto Rico and Latin America develops the teacher certification test to be used in Puerto Rico. Table 5.5 shows pass rates for UPR-Ponce elementary education students on this test.

Table 5.5

Puerto Rico Teacher Certification Test Passing Rates
UPR – Ponce 2004-2005 to 2007-2008

Year	Number of UPR-Ponce students tested	Number of UPR-Ponce students who passed	UPR-Ponce Pass Rate	Puerto Rico Pass Rate	UPR – Ponce's Quartile
2004-2005	142	141	99%	87%	1
2005-2006	109	100	92%	82%	1
2006-2007	90	86	96%	73%	1
2007-2008	88	81	92%	74%	1
Total	**429**	**408**	**95%**	**79%**	**1**

Source: Elementary Education Department

All teacher education programs in Puerto Rico are evaluated using the percentage of students who pass the teacher certification test. Any program in which less than 75% of its students obtain passing scores is considered *at risk*. For the period under study, UPR-Ponce students have maintained a passing rate higher than that of the total number of students tested island wide. In October 2008, the Department of Education of Puerto Rico classified the UPR-Ponce Elementary Education Program (EEP) as an "***Exemplary Program***", considering the composite summary rate in the College Board's Teacher Certification Test for the 2002-2007 academic years. The UPR-Ponce EEP achieved the first position among the thirty-one teacher preparation programs in Puerto Rico. Moreover, according to United States Department of Education standards, the EEP has consistently placed in the first quartile. The EEP was accredited in October 21, 2008 by the National Council for Accreditation of Teacher Education (NCATE).

The Business Administration Program (BAP) was accredited in April 2009 by the Association of Collegiate Business Schools and Programs (ACBSP), a professional agency that accredits business programs. The BAP revised its assessment plan to incorporate the use of the Educational Testing Service Major Field Test (ETS-MFT) for assessing competencies of common professional components. The BAP administered it for the first time in December 2008, and then in May 2009. The Program obtained a pass rate of 100% on both occasions.

The Office Systems Program (OSP) was accredited by the ACBSP in May 2010. This program also adopted the ETS-MFT as part of their revised assessment plan. The OSP administered the test for the first time in November 2009, obtaining a pass rate of 100%.

Appendix 5.4 includes examples of assessment plans for the following four academic programs: Physical Therapy Assistant, Elementary Education, Business Administration, and Office Systems.

Student Learning Outcomes Assessment

As affirmed by the MSCHE evaluation team during their visit to the campus on April 3-6, 2005, "*UPR-Ponce has developed each of the fundamental elements of assessment of student learning. A culture of assessment has been created through the cooperative efforts of those at every level of the institution*". James Nichols' five column model of assessment has proven to be effective for implementing program and student learning outcomes assessment, as recognized by the evaluating team.

Student learning assessment is conducted at the institutional, program and course levels. The main purposes of the assessment of student learning are the following:

- Establish a system of quality control for the teaching-learning process.
- Identify differences between intended educational outcomes and the actual results of the educational process.
- Use results to plan, make changes, and develop strategies for improving courses, activities, and programs.
- Contribute to students' personal growth according to established goals.
- Ensure the effectiveness and pertinence of institutional programs.
- Provide information for program evaluation related to student learning.
- Provide accountability to internal and external stakeholders.

The Dean of Academic Affairs has responsibility for overseeing and coordinating the student learning outcomes assessment activities of all academic departments. A significant change in this process is that UPR-Ponce's re-conceptualized institutional assessment structure establishes that a faculty member with a release academic load of six credits will be in charge of coordinating institutional student learning outcomes assessment (SLOA) efforts, previously a task of the Associate Dean of Academic Affairs. This coordinator responds to the Dean of Academic Affairs and also leads the Student Learning Assessment Committee (SLAC). The SLAC evaluates and makes recommendations to the assessment plans submitted by the academic programs each year. While assessment plans are reviewed by SLAC, "ownership" of the plans rests within the departments. At the end of each academic year, departments submit an assessment report to the SLAC coordinator using the established institutional templates. These annual assessment reports include a summary of assessment activities and changes resulting from this process. Assessment results are discussed in departmental meetings where faculty members explore strategies for the improvement of student learning. An analysis of program assessment plans and reports conducted as part of this Periodic Review Report process revealed that all academic departments have been involved in assessment activities during the last five years. The SLAC coordinator prepares an annual report compiling plans and assessment reports submitted by academic departments, with evidence of implementation and use of results. The plans are designed, not simply to assess program effectiveness, but primarily to assist faculty in self-reflection, analysis of goal attainment, and improvement of student learning. Evidence that the results of student learning outcomes assessment are being used to improve academic programs is included later in this section.

Following the Middle States evaluation team's suggestion, UPR-Ponce has included more direct measures in its assessment processes. Appendix 5.5 presents some of the direct and indirect assessment means that have been used during the last five years at course, program, and institutional levels to assess student learning outcomes.

Assessment processes have been reviewed and changes have been made to improve their effectiveness and efficiency. Professional accreditation processes have also been vital in further enhancing student

learning outcomes assessment plans. Expected student learning outcomes have been revised to ensure that they are clearly articulated and consonant with the institutional and program mission, with the standards of higher education, and with the disciplines. Multiple measures of student learning, including direct evidence, have been collected and are of sufficient quality that they can be used with confidence to make appropriate decisions.

Use of Student Learning Assessment Results

"A commitment to the assessment of student learning requires a parallel commitment to ensuring its use" (MSCHE, 2007*, Student Learning Assessment,* 59). Although UPR-Ponce has included the spirit of this viewpoint in its Statement of Purpose for Institutional Assessment, it recognizes that ensuring the use of assessment results to improve teaching and learning is the most challenging part of the process. For that reason, the institution has significantly increased its efforts in "closing the loop" during the last five years. Student learning assessment results have been shared in useful forums and discussed with appropriate constituents, including those who can effect change, such as deans, department heads, office directors and others. There is clear evidence that student learning assessment information is used to enhance teaching and learning and to improve curricula, educational programs, and instructional activities. Assessment results demonstrate that the institution and its students are achieving key institutional and program goals. Some examples of the use of student learning assessment information to enhance teaching and learning and to improve curricula and educational programs are shown in Appendix 5.6.

Assessment of General Education

There is ample evidence that UPR-Ponce's curricula are designed to help students acquire and demonstrate proficiency in general education competencies. Currently, the assessment of general education competencies is embedded throughout the curriculum. At the program level, annual assessment plans confirm that goals related to general education are assessed by using direct and indirect measures such as capstone experiences, departmental or standardized tests, rubrics, evaluations by internship supervisors, satisfaction questionnaires, and interviews with students, alumni, and employers. At the course level, an analysis of a syllabi sample evidenced that faculty assesses the performance of students in general education goals using a wide variety of measures. These include, but are not limited to, tests, rubrics, quizzes, oral and written reports, portfolios, assignments, research papers, reflexive diaries, and pre-post tests. This analysis also evidences that general education competencies are clearly defined and that faculty is aware of the need for developing and assessing them. Annual assessment plans confirm the use of more direct means to assess general education at the course level. Once the general education policy is approved by the Academic Senate, the Institutional General Education Assessment Committee will use it as a guide for refining and further enhancing the assessment of UPR-Ponce's general education component.

Some examples of assessment means used for the assessment of general education at the institutional or program level are included in Table 5.6.

Table 5.6
General Education Assessment Means

SKILLS	FRESHMEN	SOPHOMORES AND JUNIORS	SENIORS	ALUMNI
Writing-Spanish	Local survey NSSE Diagnostic test	Essays, reports, writing samples	Local survey, writing samples, CEEB test, NSSE	Local survey
Writing-English	Local survey, CEEB test, NSSE	Essays, reports, writing samples, ELASH test	Local survey, CEEB test, NSSE	Local survey
Speech-Spanish	Local survey, NSSE	Reports, simulations	Local survey NSSE	Local survey
Speech-English	Local survey, NSSE	Reports, simulations	Local survey NSSE	Local survey
Information Literacy	Local survey NSSE	Local survey, quizzes	Local survey NSSE	Local survey
Mathematics	Local survey, local test, CEEB test, NSSE	Tests, quizzes	Local survey CEEB test NSSE	Local survey
Ethics and Values	NSSE	Local survey	Local Survey NSSE	Local survey
Computer	Local survey NSSE	Tests	Local survey NSSE Tests	Local survey
Social and Personal	Local survey NSSE		Local survey NSSE	Local survey
Logical and Critical Thinking	Local survey NSSE	Tests, quizzes	Local survey NSSE Tests, quizzes	Local survey
Independent Study and Self-directed Learning	Local survey NSSE	Local survey	Local surveys NSSE	Local survey
Research	Local survey NSSE	Local survey Research papers	Local Surveys/NSSE Research papers	Local survey

In order to assess general education competencies at the institutional level, the OPIR conducts several surveys which provide valuable information. Freshmen and sophomore students, graduation candidates, and alumni are surveyed to obtain their opinion and level of satisfaction with the extent to which the University has helped them to develop general education competencies. These studies provide indirect means for the assessment of general education areas.

Table 5.7 presents results from 2004 alumni and 2008 graduating student surveys carried out by the OPIR.

Table 5.7
2004 Alumni and 2008 Graduating Students' Ratings of
UPR-Ponce's Contribution to the Development of General Education Competencies

Knowledge / Skills Areas	*2004 Alumni Survey* % Rating as Excellent or Good	*2008 Graduating Student Survey* % Rating as Excellent or Good
COMMUNICATION COMPETENCIES		
Reading comprehension in Spanish	92%	89%
Written expression in Spanish	90%	87%
Speaking effectively in Spanish	87%	87%
Public speaking	86%	86%
Reading comprehension in English	70%	69%
Written expression in English	58%	59%
Speaking effectively in English	47%	57%
MATHEMATICAL, SCIENTIFIC, AND TECHNOLOGICAL COMPETENCIES		
Systems and information technologies knowledge	76%	79%
Systems and information technologies skills	77%	77%
Research skills	73%	74%
Data analysis	72%	79%
Problem solving through qualitative analysis	66%	72%
Problem solving through quantitative analysis	67%	69%
Application of scientific principles and methods	64%	69%
LOGICAL AND CRITICAL THINKING COMPETENCIES		
Logical and critical thinking	88%	87%
Application of knowledge to problem solving	88%	87%
Analysis, organization, and synthesis of information	87%	84%
INFORMATION LITERACY SKILLS		
Information search skills	89%	87%
ETHICS, AESTHETICAL AND HISTORICAL VALUES		
Ethical and moral values	89%	88%
Social and civic responsibility	87%	89%
Awareness of social, historical, economic, and political problems	88%	89%
Awareness of diversity	84%	88%
Positive personal and family relationships	87%	88%
Disposition to live in a world characterized by diversity and democracy	85%	87%
OTHER GENERAL EDUCATION COMPETENCIES		
Tolerance and respect for others	94%	91%
Leadership and service	93%	91%
Teamwork	92%	93%
Responsibility and self-discipline	92%	92%
Responsibility for actions taken	92%	92%
Decision making	91%	91%
Continuous personal growth and professional development	87%	91%
Capacity for self-learning and independent study	87%	88%
Ability to adapt to change	89%	88%
Knowledge about yourself	83%	87%
Self-esteem strengthening	81%	83%
Comprehensive knowledge of health and well-being	77%	83%
Knowledge on the proper use of leisure time	72%	77%
OVERALL AVERAGE %	*83%*	*82%*

Source: OPIR, UPR-Ponce

As shown in Table 5.7, an average of 83% of the 2004 alumni and 82% of 2008 graduating students rated institutional contribution to their general education competencies as excellent or good. However, UPR-Ponce's contribution to the development of English communication, mathematics, and scientific skills was less favorably rated. These findings were communicated to UPR-Ponce faculty through diverse forums, such as workshops, research congresses, and assessment dialogues. The Title V Project is providing students with tutoring programs for helping them overcome their deficiencies in these areas.

Participation in the *National Survey of Student Engagement (NSSE)* in 2004 and 2009 has also served as a valuable tool in assessing the general education component. Results obtained from these surveys demonstrate that seniors at UPR-Ponce praised the institution for developing their speaking, analytical reasoning, and information technology skills. They also recognized that the institution prepared them to be able to work effectively with others. Major findings of NSSE 2004 and 2009 will be discussed in more detail later in this section.

Use of General Education Assessment Results

The results of assessment activities of general education competencies at UPR-Ponce are used at institutional, program and course levels to make changes and implement strategies to improve students' competencies. Some examples of these actions and strategies are:

- Implement tutoring programs such as Title V Project Activity 1- *Strengthening Students' Basic Academic Achievement through Curricular Revision, Integrated Academic Support System, and Faculty Development* (2004-2008).
- Implement Title V Project – Strengthening Learning and Teaching Strategies and Practices for a New Generation of Learners (2006-2011).
- Revise course syllabi to incorporate general education goals and their assessments.
- Improve instructional methodologies and learning experiences.
- Offer workshops about new pedagogical practices to faculty members to assist them in developing general education competencies.
- Reinforce information skills through activities such as library instruction sessions for students and faculty, more frequent distribution of printed materials on library services and departments, library tours, and orientation sessions for freshman students prior to the beginning of the fall semester.
- Revise student learning outcomes in every academic program to ensure their alignment with institutional general education goals.
- Integrate writing, research, and speaking skills workshops, both in English and Spanish, in some academic programs.
- Select textbooks to further enhance student learning outcomes in general education.
- Include more learning activities across the curriculum to enhance students' writing skills.
- Promote the use of standard rubrics, checklists and questionnaires for assessment of general education competencies.
- Integrate the use of the dictionary in several courses.
- Further emphasize the use of technology across the curriculum.
- Integrate more experiences to further develop social responsibility awareness throughout the curriculum.
- Create the Student Research Congress as a forum where students can develop and evidence research skills, logical and critical thinking, language communication skills, and information skills, among others.

NSSE Benchmarks of Educational Practices

UPR-Ponce's participation in the *National Survey of Student Engagement* (NSSE) has provided the institution with a valuable and fundamental tool for the assessment of its educational practices and for informing planning processes. It has produced useful information about institutional quality, focusing on the teaching-learning process. Students' perceptions of their educational experience are assessed in terms of "the extent to which they participate in proven educational processes that contribute to outcomes". The 2004 and 2009 NSSE surveys are an invaluable benchmarking tool that will help pave the way to measure progress over time. Data from NSSE have been used for institutional improvement by developing data-based decision making, and for increasing student engagement and learning. The following tables show some of the most important elements assessed in the 2004 and 2009 NSSE surveys.

The NSSE uses five clusters or benchmarks of effective educational practice. Table 5.8 shows UPR-Ponce, Carnegie classification and national results for each of these clusters.

Table 5.8
NSSE Benchmark Scores for Educational Practices Clusters 2004 and 2009

Cluster		2004			2009		
		UPR-Ponce	Carnegie Class	National	UPR-Ponce	Carnegie Class	National
Level of academic Challenge	FR	55.4	53.2	53.6	52.4	53.0	53.7
	SR	58.5	57.8	57.6	61.6	57.6*	57.0*
Active and collaborative learning	FR	48.1	44.5	42.3	50.3	44.7	43.2
	SR	58.4	53.4	51.4	61.1	53.6*	51.0***
Student to faculty interaction	FR	35.4	35.3	33.3	31.4	37.5	34.7
	SR	39.9	45.5	44.0	42.0	46.1	42.0
Enriching educational experiences	FR	22.8	26.3	26.7	23.9	27.2	28.0
	SR	33.2	40.7	40.9	34.3	40.9**	40.8**
Supportive campus environment	FR	63.2	64.7	62.8	62.0	63.5	61.6
	SR	60.7	62.3	59.7	58.9	61.8	58.2

FR = Freshmen; SR = Seniors
*** Statistically significant difference ($p < 0.05$); **Statistically significant difference ($p < 0.01$);**
*****Statistically significant difference ($p < 0.001$) (2-tailed)**
Source: NSSE 2004 and 2009

UPR-Ponce exceeded Carnegie class and national levels for seniors in clusters pertaining to *level of academic challenge* and *active and collaborative learning* in the 2009 survey. The *enriching educational experiences* cluster showed UPR-Ponce trailing behind Carnegie class and national values for senior students in both surveys.

Table 5.9 shows NSSE results for questions asked of UPR-Ponce freshmen and seniors concerning the extent to which the institution emphasizes different aspects related to institutional environment, with ratings based on a 4-point scale.

Table 5.9
Extent to Which the Institution Emphasizes
Aspects Related to Institutional Environment

Aspect		UPR-Ponce 2004	UPR-Ponce 2009	Carnegie Class 2009	National 2009
Providing the support students need to help them succeed academically	FR	2.71	2.84 →	3.10	3.08
	SR	2.60	2.47↓	3.05***	2.94**
Helping students cope with nonacademic responsibilities (work, family)	FR	2.45	2.41→	2.36	2.28
	SR	2.25	2.21→	2.14	2.00
Providing the support students need to thrive socially	FR	2.64	2.55→	2.53	2.50
	SR	2.43	2.16↓	2.31	2.23
Attending campus events and activities (special speakers, cultural performances, athletic events)	FR	3.00	2.57↓	2.88	2.85
	SR	2.94	2.80→	2.67	2.63

Sources: NSSE 2004 and 2009 (↓ = lower than previous score; ↑ = higher than previous score; → = about the same score (±5%))

UPR-Ponce freshmen and seniors scored either at the same level or lower when comparing 2009 to 2004 values. When 2009 values are benchmarked to institutions in the same Carnegie class and all institutions participating in the 2009 NSSE survey, the following points can be made:

- UPR-Ponce seniors scored significantly lower than their Carnegie and National counterparts when evaluating the extent to which the institution provides the support students need to help them succeed academically; while freshmen's scores were different from their Carnegie and National counterparts, their values showed no statistically significant difference.

- None of the other aspects had UPR-Ponce neither trailing behind nor ahead, statistically speaking.

Table 5.10 presents NSSE 2004 and 2009 results on educational and personal growth.

Table 5.10
NSSE 2004 – 2009 Results: Educational and Personal Growth

Criterion	FR/SR	UPR-Ponce 2004	UPR-Ponce 2009	Carnegie Class 2009	National 2009
Acquiring a broad general education	FR	3.14	3.40↑	3.13	3.16
	SR	2.87	3.67↑	3.27***	3.25***
Acquiring job or work-related knowledge and skills	FR	3.09	3.09→	2.87	2.82
	SR	3.43	3.36→	3.18	3.06
Writing clearly and effectively	FR	2.99	3.04→	3.07	3.02
	SR	3.31	3.39→	3.16	3.11
Speaking clearly and effectively	FR	3.04	3.24↑	2.94	2.84*
	SR	3.33	3.47→	3.10*	2.99**
Thinking critically and analytically	FR	3.34	3.34→	3.20	3.22
	SR	3.44	3.75↑	3.37***	3.36***
Analyzing quantitative problems	FR	2.89	2.92→	2.94	2.96
	SR	2.96	3.27↑	3.08	3.08

Table 5.10
NSSE 2004 – 2009 Results: Educational and Personal Growth

Criterion	FR/SR	UPR-Ponce 2004	UPR-Ponce 2009	Carnegie Class 2009	National 2009
Using computing and information technology	FR	3.43	3.21↓	3.05	3.05
	SR	3.48	3.40→	3.22	3.21
Working effectively with others	FR	3.01	3.16↑	3.04	3.00
	SR	3.52	3.40→	3.22	3.16
Voting in local, state, or national elections	FR	2.04	2.56↑	2.50	2.57
	SR	2.46	2.55→	2.33	2.33
Learning effectively on your own	FR	3.08	2.88↓	2.96	2.99
	SR	3.21	3.19→	3.08	3.05
Understanding yourself	FR	3.03	2.90→	2.84	2.83
	SR	3.16	3.07→	2.87	2.82
Understanding people of other ethnic and racial backgrounds	FR	2.76	2.86→	2.67	2.71
	SR	2.96	2.83→	2.65	2.67
Solving complex real-world problems	FR	2.72	2.72→	2.72	2.72
	SR	3.10	2.87↓	2.81	2.80
Developing a personal code of values and ethics	FR	2.99	2.80↓	2.77	2.72
	SR	3.23	3.06↓	2.82	2.72*
Contributing to the welfare of your community	FR	2.62	2.65→	2.50	2.50
	SR	3.12	3.02→	2.57**	2.49**
Developing a deepened sense of spirituality	FR	2.30	2.38→	3.14	3.23
	SR	2.63	2.22↓	3.14	3.20

Sources: NSSE 2004 and 2009 (↓ = lower than previous score; ↑ = higher than previous score; → = about the same score (±5%)

While UPR-Ponce freshmen and seniors' scores in 2009 were sometimes higher, sometimes lower, or about the same than the 2004 scores, the following points deserve mention:

- Seniors scored significantly higher than their Carnegie class and NSSE counterparts in the following aspects of their UPR-Ponce education: acquiring a broad general education; speaking clearly and effectively; thinking critically and analytically; developing a personal code of ethics; and contributing to the welfare of their community.
- Freshmen scored significantly higher than their Carnegie class and NSSE counterparts in speaking clearly and effectively.
- None of the other aspects had UPR-Ponce neither trailing behind nor ahead, statistically speaking.

General Satisfaction with the Institution

At the institutional level, the NSSE survey also provided the institution with valuable information about student satisfaction. A comparison of answers between UPR-Ponce students and peer institutions in 2004 and 2009 to the question: "*How would you evaluate your entire experience at this institution*?" shows that UPR-Ponce obtained slightly better averages from freshmen and senior students than its peer NSSE institutions.

Other locally-developed surveys confirm student satisfaction with the institution. The graduating student survey carried out by the OPIR in 2008 reflects that 90% was satisfied with the UPR-Ponce. Similarly, 95% of 2004 alumni expressed a high level of satisfaction with the institution.

Conclusion

UPR-Ponce is committed to a broad range of assessment activities, including extensive compilation and application of institutional and unit-level data and analysis, documentation of student learning outcomes, and evaluation of student satisfaction. Through these and other processes, the institution continues to evidence its dedication to a sustained and organized process to assess institutional effectiveness and student learning. Moreover, it uses the results of these processes to improve programs and services, as well as to inform planning and resource allocation, as explained further in the next section.

SECTION 6: Linked Institutional Planning and Budgeting Processes

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

One of the most significant steps toward this end has been the establishment of the Executive Committee for Institutional Renewal (ECIR), which was discussed in detail in the previous sections. This component was appointed and incorporated in the institution's revamped assessment structure in 2008 as a mechanism to further improve the use of assessment findings for planning and budgeting. This group is directed by the Chancellor and integrated by institutional personnel with the required capability and decision-making power to examine data, prioritize strategic initiatives, allocate resources, and assess the value of these activities in furthering UPR-Ponce's mission and goals. Other changes include establishing a clearer, well-communicated timetable for the planning-budgeting cycle in order to assist the institution in further using assessment findings to inform budget requests.

In this section we look at those processes that we use to link planning and budgeting. In almost all cases, the process was developed, or changed to ensure that the linkage was improved. UPR-Ponce's enhanced linked planning and budgeting processes are explained below.

Our Planning Process

UPR-Ponce employs a dynamic planning process that builds downward from those charged with formal leadership responsibilities and upward from those closest to the day-to-day work of the institution. It is focused by our vision for the future and by our mission, goals, and values. Our planning includes the work of our institutional and academic leadership, governing bodies, and of representatives of all sectors of our university community.

As mentioned earlier in this report, after the self-study process in 2005, and following a broad constituent participatory process, UPR-Ponce revised its mission and goals statements, and adopted a vision and a set of institutional values. This initiated our new strategic planning cycle. A strategic planning committee was appointed by the former Chancellor to produce a new strategic plan for the next decade (2006-2016). This committee was composed of representatives from all sectors of the university community, and was headed by the former Director of the Office of Planning and Institutional Research (OPIR). UPR-Ponce vision, mission, goals, and values guided the institution in this planning process. Self-study findings, assessment results, and an external environmental scanning prepared by hired experts prior to the preparation of the Physical and Programmatic Master Plan, served as a basis for the process of conceptualizing the revised strategic plan.

UPR-Ponce Strategic Plan 2006-2016 was finally produced in 2006 and approved by the UPR-Ponce Administrative Board in 2007 (Certification 2006-2007-69). An excerpt of this Plan is included as a separate document with this report. The Plan responds to the UPR system administrative guide for planning, *Ten for the Decade*. This agenda serves as an instrument for channeling and directing the system's planning efforts, for defining the areas of institutional behavior that will be under evaluation over the next ten years, and for moving the university forward along the path toward increased excellence. *Ten for the Decade* served as a framework for guiding the strategic planning process of the

eleven units that comprise the UPR system, each of which was charged with revising its strategic plan in consonance with the systemic one. The ten goals for strategic development for the UPR as a system identified in *Ten for the Decade* are:

1. *Sustained ties to the student body*
2. *An academic culture of currency, experimentation, and renewal*
3. *Competitive research, investigation, and creative work*
4. *A culture of institutional assessment and evaluation*
5. *Technological currency*
6. *Leadership in community investment and cultural initiatives*
7. *Dedication to the integration of the university into the world at large*
8. *Efficiency and beauty in both natural and built spaces*
9. *Administrative and managerial optimization*
10. *A strengthened institutional identity*

The *UPR-Ponce Strategic Plan 2006-2016* organizes the ten goals of *Ten for the Decade* around the following seven strategic goals:

1. *To link student excellence and institutional identity*
2. *To achieve faculty excellence*
3. *To provide academic offerings of excellence*
4. *To further develop an institutional assessment and planning culture*
5. *To propitiate administrative diligence*
6. *To modernize infrastructure and technology*
7. *To assist the community*

How We Link Planning and Budgeting

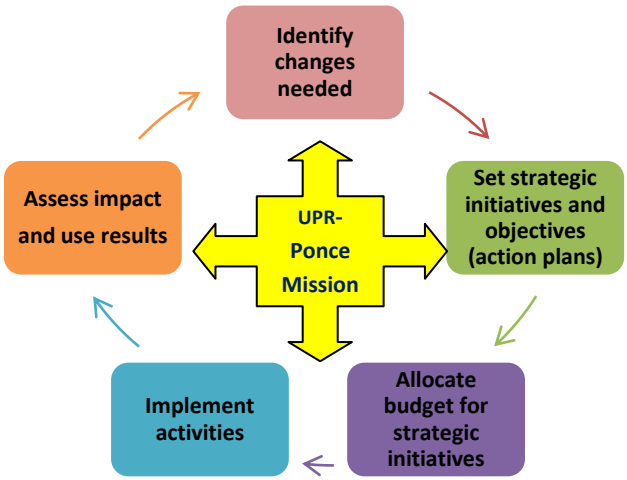
Substantial progress has been made in addressing the need to link planning with budgeting. The UPR-Ponce is committed to ongoing planning and resource allocation anchored in its mission and goals, to developing objectives to achieve them, and to utilizing the results of its assessment activities for institutional renewal. The institution's annual budgeting process aims to link planning and budgeting. Plans are linked to budget at every level of the institution, as can be verified in institutional planning and budget documents (Appendix 6.1).

Every fiscal year, in a sustained effort to integrate strategic planning to decision-making and the budgeting process, UPR-Ponce, guided by its strategic goals, begins a new strategic budget planning cycle. The five step cycle starts with setting annual strategic priorities and new prioritized budget initiatives derived from the assessment of institutional effectiveness during the previous year. Once priorities are set, each institutional unit sets its annual objectives aligned with institutional strategic goals and completes its budget petition and assessment plan for the fiscal year. The units' plans include selected and prioritized new budget initiatives plus continuous improvement initiatives supported by the use and/or reallocation of existing resources. Any changes and program improvements driven by the assessment process which require additional resources are documented in the units' annual report to the Deans and in the annual budget request process. A more detailed description of the planning-budget cycle is included later in this section.

As part of its strategic planning process and cycle, the UPR-Ponce monitors and reviews a set of institutional effectiveness indicators (Appendix 5.3) designed to reflect the progress made with respect to accomplishment of our goals. These indicators were referred to earlier in the section on assessment processes. The OPIR tracks the institutional effectiveness indicators, organized by strategic goal, and

metrics over time and provides an annual report to the Chancellor and to the Deans. These reporting processes help UPR-Ponce monitor and discuss the extent to which institutional efforts are effective in promoting student success and in achieving institutional effectiveness. The *Annual Report* supports yearly evaluation of the institution and informs the planning-budgeting cycle for the following year. Figure 6.1 depicts the UPR-Ponce institutional renewal cycle.

Figure 6.1
UPR-Ponce Institutional Renewal Cycle



The UPR-Ponce revised planning and budgeting cycle timeline is shown in the following table.

Table 6.1
Planning-Budgeting Cycle Timeline

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

Table 6.1
Planning-Budgeting Cycle Timeline

Process steps	*Timeline*
UPR-Ponce Administrative Board reviews and approves budget distribution and final proposed budget for the institution.	**April- May**
Final budget distribution submitted to UPR Central Administration for approval.	**June**

Source: UPR-Ponce Budget Office, 2010

Appendix 6.2 gives a more detailed picture of the institution's internal budgeting process.

Strategic Initiatives

In a situation of fiscal constraint and multiple challenges, the University of Puerto Rico in Ponce seeks to identify and develop appropriate strategic priorities that stem from the UPR System and the UPR-Ponce's strategic plans. These are central to the attainment of systemic and unit mission and goals. Examples and corresponding descriptions of key strategic initiatives for the last three years, strategic goal reference, and associated institutional budget allocations are outlined below:

- **Professional accreditation of academic programs and student services (Strategic Goals 2, 3, and 4)**- According to the UPR *Ten for the Decade Planning Agenda,* and *the UPR-Ponce Strategic Plan*, all academic programs and student services subject to accreditation by specialized professional agencies should pursue the corresponding accreditations. UPR-Ponce academic programs and student services included in this initiative were Elementary Education, Business Administration, Office Systems, and Guidance and Counseling. The initiative also included the self study of the Library using ACRL standards followed by an evaluation visit by peers. (approximately $300,000)
- **Adelina Coppin Library renovation project (Strategic Goals 6 and 7)** - Complete remodeling of the library to provide a healthy and attractive environment for study and research for both the student body and the community. ($4,000,000)
- **Faculty Education and Critical Thinking Institute (Strategic Goal 7) -** This project seeks to serve as a direct connection between the UPR-Ponce and the school community in the Southern region of the island. The University provides professional support and consulting services to teachers for the purpose of improving discipline content and critical thinking teaching skills. ($11,894)
- **Physical and Programmatic Master Plan (Strategic Goals 1 and 6)** - A development plan for solving campus urban planning problems that will guide the institution in its future growth. These guidelines are linked to current and prospective institutional needs and considered for the adequate insertion of the institution in its context. (approximately $250,000)
- **Information Technologies Strategic Plan (Strategic Goals 2, 3, 5, and 6)** - An initiative aimed at strengthening, promoting, and supporting the use of information technologies in the teaching and learning processes, research, and administrative procedures. ($250,000 per year)

The following potential strategic initiatives for the next five years were identified by the ECIR for their consideration, depending on availability of necessary funds for implementation.

- Student Retention Project (Strategic Goal 1)
- Faculty Educational Research Institute (Strategic Goal 2)
- Information Skills Development Project (Strategic Goal 3)
- Student Enriching Educational Experiences Project (Strategic Goal 3)
- Technology Infrastructure Development Project (Strategic Goal 6)
- Physical Facilities Development and Improvement Project (Strategic Goal 6)

Conclusion

As evidenced in the previous sections, planning and budgeting processes are intimately linked at both the institutional and unit levels. The strategic plan and resulting institutional priorities drive the budgeting process. The UPR-Ponce is not exempt from the fiscal constraints faced by most higher education institutions at the present time. Addressing these will demand firm discipline driven by an overarching concern for progress towards academic quality. UPR-Ponce's linked planning and budgeting process will ensure that the institution uses its limited budget effectively, and that it exercises prudent mechanisms for resource allocation.

APPENDIXES

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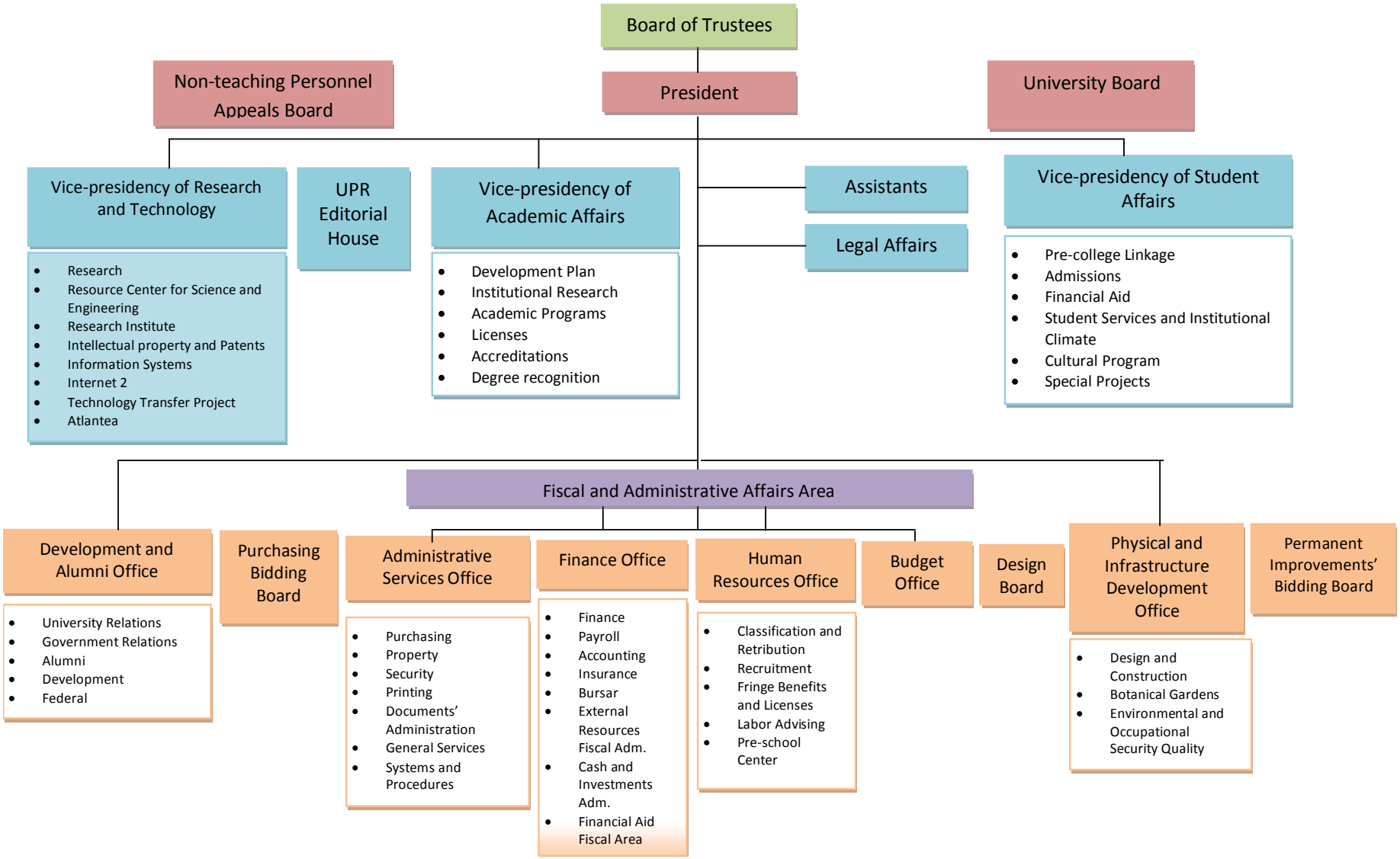
Appendix 1.1
University of Puerto Rico System Organizational Structure

UNIVERSITY OF PUERTO RICO

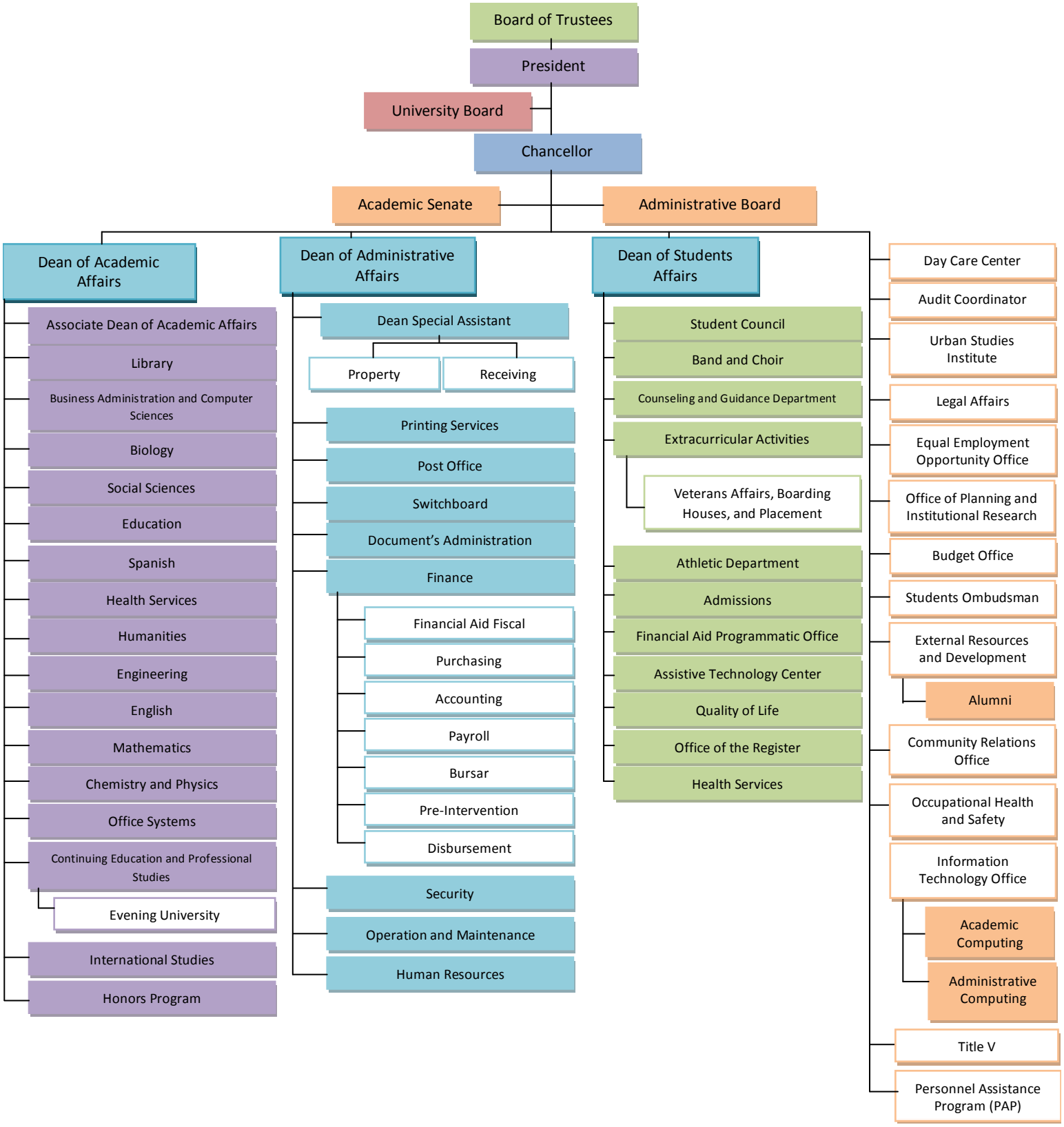
ORGANIZATIONAL CHART



Appendix 1.2
UPR-Ponce Organizational Structure

UNIVERSITY OF PUERTO RICO IN PONCE

ORGANIZATIONAL CHART



Appendix 4.1
Condensed Statement of Net Assets for UPR System, Years ended June 30 2005, 2006, 2007, and 2008

Appendix 4.1

Condensed Statement of Net Assets for UPR System
Years ended June 30 2005, 2006, 2007, and 2008

	June 30			
	2005	**2006**	**2007**	**2008**
Assets				
Current assets	$277,300,121	$341,443,766	$344,095,972	$292,427,106
Noncurrent assets:				
Due from Commonwealt of Puerto Rico	71,570,127	56,000,001	84,232,509	96,770,389
Capital assets	629,903,127	659,326,528	796,685,602	834,398,195
Other assets	69,972,192	81,705,901	258,215,364	271,532,922
Total assets	**$1,048,745,567**	**$1,138,476,196**	**$1,483,229,447**	**$1,495,128,612**
Liabilities				
Current liabilities	188,106,410	199,479,385	133,037,509	144,435,900
Noncurrent liabilities	552,985,169	552,867,652	923,472,066	924,670,647
Total liabilities	**$741,091,579**	**$752,347,037**	**$1,056,509,575**	**$1,069,106,547**
Net assets				
Invested in capital assets net of related debt	183,741,045	207,167,597	231,026,259	275,018,751
Restricted:				
Nonexpendable	45,310,063	52,247,594	62,406,256	65,446,685
Expendable	85,968,022	113,179,703	120,847,524	86,479,410
Unrestricted	(7,365,142)	13,534,265	12,439,834	(922,781)
Total net assets	**$307,653,988**	**$386,129,159**	**$426,719,873**	**$426,022,065**

Source: ***UPR System Audited Statements***

Appendix 4.2

Condensed statements of Revenues, Expenses, and Changes in Net Assets for UPR System, Years Ended June 30 2005, 2006, 2007, and 2008

Appendix 4.2

Condensed statements of Revenues, Expenses, and Changes in Net Assets for UPR System
Years Ended June 30 2005, 2006, 2007, and 2008

	June 30			
	2005	**2006**	**2007**	**2008**
Operating revenues				
Tuition and fees (net of scholarship)	$36,951,309	$51,115,866	$49,269,042	$51,286,439
Grants and Contracts	142,165,395	133,858,642	148,409,147	140,464,523
Patient services	43,589,157	49,667,252	48,669,981	48,665,826
Other operating Revenues	38,852,582	45,743,758	39,919,317	37,860,307
Total operating Revenues	261,558,443	280,385,518	286,267,487	278,277,095
Operating expenses	**1,182,072,684**	**1,196,233,066**	**1,266,523,365**	**1,351,283,567**
Operating loss	(920,514,241)	(915,847,548)	(980,255,878)	(1,073,006,472)
Non-operating revenues and expenses				
State appropriations	796,568,502	854,981,674	896,492,596	935,880,735
Other non-operating revenues and expenses, including interest on indebtedness	112,106,915	125,315,363	104,908,125	116,162,315
Net non-operating Revenues	908,675,417	980,297,037	1,001,400,721	1,052,043,050
(Loss) Income before other Revenues	(11,838,824)	64,449,489	21,144,843	(20,963,422)
Capital appropriations	**12,323,593**	**10,160,608**	**12,607,556**	**$17,576,892**
Addition to permanent endowment	**6,407,233**	**3,865,074**	**6,838,313**	**$2,688,724**
Total increase/decrease in net assets	**$6,892,002**	**$78,475,171**	**$40,590,712**	**$(697,806)**

Source: ***UPR System Audited Statement***

Appendix 4.3
Net Assets and Net Revenues For UPR Units
(Fiscal Years 2004-2005 to 2008-2009)

Appendix 4.3

Net Assets and Net Revenues
For UPR Units (Fiscal Years 2004-2005 to 2008-2009)

UPR Campus		2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Río Piedras	Net assets	$21,607,671	$43,397,221↑	$55,746,312↑	$44,386,652↓	$21,032,964↓
	Net revenues	($7,099,797)	($3,047,471)	($5,877,431)	($2,415,428)	($23,353,688)
Mayagüez	Net assets	$72,220,380	$63,341,209 ↓	$41,447,239↓	$40,785,391↓	$18,103,324↓
	Net revenues	($15,346,221)	($11,731,913)	($11,608,268)	($15,823,129)	($22,682,067)
Medical Sciences	Net assets	$78,367,734	$76,595,053↓	$79,101,955↑	$50,482,847↓	$31,295,005↓
	Net revenues	($17,025,072)	($10,990,271)	($6,164,279)	($30,289,154)	($19,187,842)
Cayey	Net assets	$25,614,346	$30,539,656↑	$10,910,693↓	$7,107,153↓	$7,016,931↓
	Net revenues	($6,502,458)	($1,969,802)	($2,636,116)	($3,583,177)	($90,222)
Humacao	Net assets	$4,008,797	$4,423,783↑	$4,417,797↓	$4,841,168↑	$5,884,084↑
	Net revenues	($5,008,919)	($4,008,315)	($4,584,552)	($5,435,234)	$1,042,916
Arecibo	Net assets	$1,405,233	$5,302,631 ↑	$4,549,321↓	$3,026,404↓	$1,355,902↓
	Net revenues	($1,948,258)	($34,892)	($1,045,764)	($3,467,479)	($1,670,502)
Ponce	**Net assets**	**$6,277,612**	**$5,991,460 ↓**	**$4,692,664↓**	**$4,274,542↓**	**$4,448,776↑**
	Net revenues	**($1,798,444)**	**($1,672,429)**	**($2,362,528)**	**($1,482,377)**	**$174,234**
Bayamón	Net assets	$1,689,118	$5,928,709 ↑	$10,195,169↑	$6,898,639↓	$5,465,133↓
	Net revenues	($2,433,627)	($1,369,614)	($1,430,941)	($3,228,311)	($1,433,506)
Aguadilla	Net assets	$9,289,925	$8,459,864 ↓	$8,214,124↓	$8,193,162↓	$9,225,232↑
	Net revenues	($1,096,648)	($1,159,804)	($639,198)	($796,343)	$1,032,070
Carolina	Net assets	$2,124,331	$4,422,373 ↑	$6,025,467↑	$4,719,973↓	$2,187,540↓
	Net revenues	($3,374,987)	$525,020	($581,837)	($3,362,733)	($2,532,433)
Utuado	Net assets	$962,475	$4,092,594 ↑	$5,906,042↑	$5,454,995↓	$2,094,499↓
	Net revenues	($1,306,148)	($806,514)	($1,355,967)	($207,915)	($3,360,496)
Central Administ.	Net assets	$84,086,368	$133,634,606 ↑	$195,513,089↑	$245,501,345↑	$293,149,908↑
	Net revenues	$69,832,573	$114,741,181	$78,877,592	$68,793,511	$47,648,563
Total UPR System	**Net assets**	**$307,653,990**	**$386,129,159 ↑**	**$426,719,872↑**	**$425,672,271↓**	**$401,259,298↓**
	Net revenues	**$6,891,994**	**$78,475,176**	**$40,590,711**	**($1,297,769)**	**($24,412,973)**

Source: IPEDS Finance Reports
↓↑ = decrease/increase from previous year

Appendix 4.4

University of Puerto Rico in Ponce's Statement of Revenues and Expenditures, Fiscal Years 2004-2005 to 2008-2009

Appendix 4.4
University of Puerto Rico in Ponce's Statement of Revenues and Expenditures
Fiscal Years 2004-2005 to 2008-2009

Revenues by source	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Operating revenues					
Tuition and fees	$ 1,138,478 (3.6%)	$1,468,340 (4.7%)	$1,249,497 (3.8%)	$1,325,988 (3.7%)	$1,176,799 (3.0%)
Federal operating grants and contracts	343,760 (1.1%)	192,915 (0.6%)	468,467 (1.4%)	1,053,127 (2.9%)	2,363,149 (6.0%)
State operating grants and contracts	3,436 (0.0%)	57,312 (0.2%)	1,968 (0.0%)	5,838 (0.0%)	23,827 (<0.1%)
Sales and services of educational activities					121,601 (0.3%)
Other sources	124,073 (0.4%)	66,981 (0.2%)	114,385 (0.3%)	125,746 (0.3%)	72,136 (0.2%)
Total operating revenues	**$1,609,747 (5.0%)**	**$1,785,548 (5.7%)**	**$1,834,317 (5.6%)**	**$2,510,699 (6.9%)**	**$3,757,512 (9.5%)**
Non-operating revenues					
State appropriations	21,428,882 (67.1%)	21,515,590 (68.2%)	23,309,894 (70.8%)	25,456,266 (70.2%)	25,986,346 (65.9%)
Federal non-operating grants	8,798,529 (27.6%)	8,186,234 (25.9%)	7,700,341 (23.4%)	8,226,971 (22.7%)	9,652,475 (24.5%)
Gifts	58,668 (0.2%)	63,907 (0.2%)	44,842 (0.1%)	71,519 (0.2%)	23,068 (<0.1%)
Other non-operating revenues	19,607 (0.1%)	18,156 (0.1%)	13,246 (0.0%)	1,196 (0.0%)	534 (0.0%)
Total non-operating revenues	**$30,305,686 (95.0%)**	**$29,783,887 (94.3%)**	**$31,068,323 (94.4%)**	**$33,755,952 (93.1%)**	**$35,662,423 (90.5%)**
Total all revenues	**$31,915,433**	**$31,569,435**	**$32,902,640**	**$36,266,651**	**$39,419,936**

(% = Percentage of total all revenues)

Expenditures by source	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Operating expenses					
Instruction	$11,583,357 (34.4%)	$12,156,777 (36.6%)	$13,410,895 (38.0%)	$14,715,962 (39.0%)	$16,071,532 (41.0%)
Research	171,978 (0.5%)	159,262 (0.5%)	153,736 (0.4%)	210,296 (0.6%)	94,218 (0.2%)
Public service	49,656 (0.1%)	55,754 (0.2%)	68,619 (0.2%)	38,041 (0.1%)	568,912 (1.4%)
Academic support	2,151,083 (6.4%)	2,352,913 (7.1%)	2,532,307 (7.2%)	2,685,802 (7.1%)	4,932,192 (12.6%)
Student services	2,497,173 (7.4%)	2,613,459 (7.9%)	2,765,798 (7.8%)	3,073,373 (8.1%)	4,073,164 (10.4%)
Institutional support	4,065,377 (12.1%)	4,262,008 (12.8%)	4,209,682 (11.9%)	3,792,217 (10.0%)	5,245,844 (13.4%)
Operation and maintenance of plant	3,710,295 (11.0%)	4,179,903 (12.6%)	4,399,557 (12.5%)	4,750,079 (12.6%)	0 (0.0%)
Depreciation	966,526 (2.9%)	969,846 (2.9%)	942,056 (2.7%)	869,853 (2.3%)	
Scholarships and fellowships expenses	7,737,376 (23.0%)	6,491,942 (19.5%)	6,782,518 (19.2%)	6,999,650 (18.5%)	8,174,289 (20.8%)
Other expenses and deductions	781,056 (2.3%)	0 (0.0%)	0 (0.0%)	613,755 (1.6%)	85,551 (0.2%)
Total expenses and deductions	**$33,713,877**	**$33,241,864**	**$35,265,168**	**$37,749,028**	**$39,245,702**
Total net revenues	**$(1,798,444)**	**$(1,672,429)**	**$(2,362,528)**	**$(1,482,377)**	**$174,234**

(% = Percentage of total expenses and deductions)
Source: ***IPEDS Finance***

Appendix 4.5
University of Puerto Rico in Ponce's Statement of Assets and Liabilities, Fiscal Years 2004-2005 to 2008-2009

Appendix 4.5

University of Puerto Rico in Ponce's Statement of Assets and Liabilities
Fiscal Years 2004-2005 to 2008-2009

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Total current assets	$4,021,669	$4,137,157	$4,598,299	$4,563,713	$4,186,788
Capital assets -depreciable (gross)	$15,139,308	$31,809,891	$32,264,923	$37,002,485	$16,616,154*
Accumulated depreciation	($966,526)	($18,277,787)	($19,219,843)	($19,827,100)	
Other noncurrent assets	$21,252	$21,252	$5,123,977	$6,952,288	$1,902,516
Total noncurrent assets	$14,194,034	$13,553,356	$18,169,057	$24,127,673	$18,518,670
Total assets	**$18,215,703**	**$17,690,513**	**$22,767,356**	**$28,691,386**	**$22,705,458**
Long-term debt current portion	$364,000	$384,200	$395,200	$643,650	$416,500
Other current liabilities	$1,330,807	$1,310,898	$1,957,831	$1,741,204	$2,226,839
Total current liabilities	$1,694,807	$1,695,098	$2,353,031	$2,384,854	$2,643,339
Long-term debt	$7,599,990	$7,264,794	$12,815,031	$18,635,271	$12,046,009
Other noncurrent liabilities	$2,643,294	$2,739,161	$2,906,630	$3,396,719	$3,567,334
Total noncurrent liabilities	$10,243,284	$10,003,955	$15,721,661	$22,031,990	$15,613,343
Total liabilities	**$11,938,091**	**$11,699,053**	**$18,074,692**	**$24,416,844**	**$18,256,682**
Invested in capital assets net of related debt	$5,380,224	$4,509,999	$3,456,734	$2,531,021	$4,153,644
Restricted-expendable	$897,388	$1,481,461	$1,235,930	$1,743,521	$295,131
Restricted-nonexpendable	$0	$0	$0	$0	$0
Unrestricted	$0	$0	$0	$0	$1
Total net assets	**$6,277,612**	**$5,991,460**	**$4,692,664**	**$4,274,542**	**$4,448,776**
Total revenues and other additions	$31,915,433	$31,569,435	$32,902,640	$36,266,651	$39,419,936
Total expenses and other deductions	$33,713,877	$33,241,864	$35,265,168	$37,749,028	$39,245,702
Increase in net assets during the year	$(1,798,444)	$(1,672,429)	$(2,362,528)	$(1,482,377)	$174,234
Net assets beginning of year	$3,459,640	$6,277,612	$5,991,460	$4,692,664	$4,274,542
Adjustments to beginning net assets	$4,616,416	$1,386,277	$1,063,732	$1,064,255	$0
Net assets end of year	**$6,277,612**	**$5,991,460**	**$4,692,664**	**$4,274,542**	**$4,448,776**

*** Net capital assets**
Source: ***IPEDS Finance***

Appendix 5.1
Composition and Functions of Assessment Committees

Appendix 5.1

Composition and Functions of Assessment Committees

COMMITTEE	COMPOSITION	FUNCTIONS
Executive Committee for Institutional Renewal (ECIR)	• **Chancellor** • Deans • Budget Director • OPIR Director • Institutional Assessment Coordinator • Audit Coordinator • Institutional Effectiveness Project Coordinator	• Promote and maintain an assessment culture that permeates all components of the institution. • Offer constituents feedback by means of dialogues, individual and group reflections, reports, and meetings. • Use assessment results for planning and budgeting.
Institutional Assessment Committee (IAC)	• **Institutional Assessment Coordinator** • SLAC Coordinator • SSPAC Coordinator • ASAC Coordinator • COAC Coordinator • Academic Senate Representative	• Prepare or revise guidelines and procedures for assessment activities. • Coordinate professional development activities in benefit of all stakeholders. • Collaborate in the implementation of the Institutional Assessment Plan.
Student Learning Assessment Committee (SLAC)	• **Student Learning Assessment Coordinator** • Representatives of assessment committees for: ▪ Academic Programs ▪ General Education ▪ Library ▪ Continuing Education and Professional Studies ▪ Honors Program ▪ International Studies	• Prepare or revise guidelines and procedures for student learning assessment activities. • Check assessment plans and make recommendations. • Analyze assessment results and promote adequate use of them. • Promote dissemination of findings on the level of student achievement of learning expectations. • Stimulate the use of assessment results for informed decision making to improve or sustain educational effectiveness.
Student Services and Programs Assessment Committee (SSPAC)	• **Student Services and Programs Assessment Coordinator** • Representatives of offices offering student support services and programs	• Elaborate and coordinate an assessment plan for student support services in collaboration with all pertinent offices. • Provide advice and training on assessment to all personnel. • Organize and maintain all relevant documentation. • Submit annual reports and keep university community apprised of assessment results and actions to improve services. • Encourage use of assessment results to improve the quality of services rendered.
Administrative Services Assessment Committee (ASAC)	• **Administrative Services Assessment Coordinator** • Representatives of administrative support offices	• Elaborate and coordinate an assessment plan for administrative support services in collaboration with all offices under the Dean of Administrative Affairs • Provide advice and training on assessment to all personnel. • Organize and maintain all relevant documentation. • Submit annual reports and keep university community apprised of assessment results and actions to improve services. • Encourage use of assessment results to improve the quality of services rendered.

Appendix 5.1

Composition and Functions of Assessment Committees

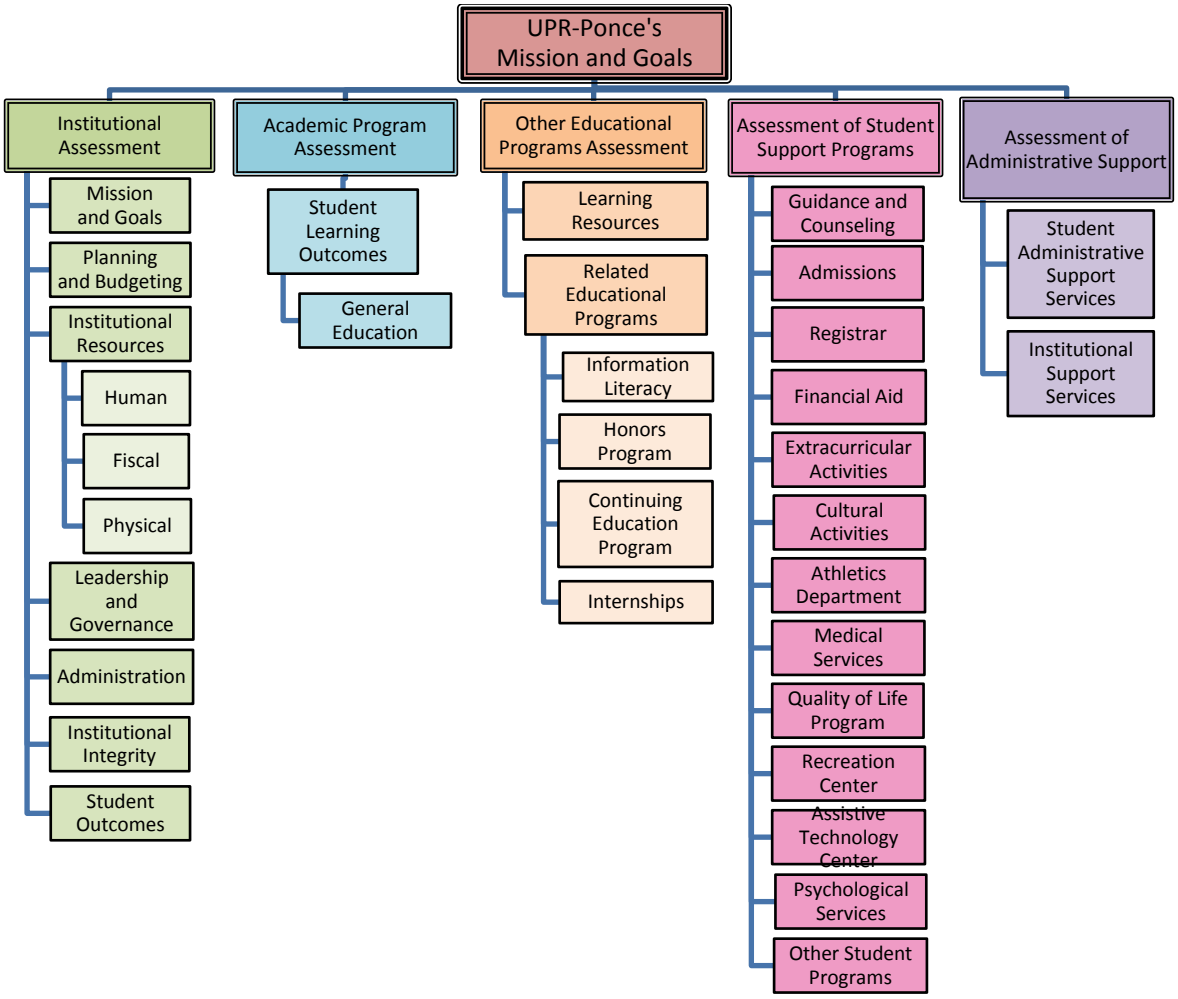
COMMITTEE	COMPOSITION	FUNCTIONS
Chancellor's Offices Assessment Committee (COAC)	• **Chancellor's Offices Assessment Coordinator** • Representatives of offices that support the Chancellor	• Elaborate and implement an assessment plan for the offices affiliated with the Chancellor's Office in collaboration with the personnel. • Provide advice and training on assessment to all personnel. • Organize and maintain all relevant documentation. • Submit annual reports and keep university community apprised of assessment results and actions to be taken to improve services. • Encourage use of assessment results to improve the quality of services rendered.
Institutional General Education Assessment Committee (IGEAC)	• One faculty member from each area related to general education: Spanish, English, Mathematics, Social Sciences, Humanities, Sciences, and Technology • Professional Librarian • Student Learning Assessment Coordinator • Institutional Assessment Coordinator • Institutional General Education Coordinator	• Outline the elements of the general education component of UPR-Ponce. • Elaborate and implement the institutional plan for the assessment of general education, based on the philosophy, policy, and structure of the general education component and the graduating student profile. • Prepare and disseminate reports on the results of the assessment of general education. • Recommend strategies to improve the development of general education competencies in our students. • Encourage the use of assessment results for the improvement of institutional effectiveness.

Source: ***UPR- Ponce IAP***

Appendix 5.2
Institutional Effectiveness Assessment Areas

Appendix 5.2

Institutional Effectiveness Assessment Areas



Appendix 5.3
Indicators for Assessing Institutional Effectiveness

Appendix 5.3

Indicators for Assessing Institutional Effectiveness

Goal Strategic Plan UPRP	Goal UPRP	Success Indicators	Units Responsible
1. **Link student excellence and identification with the institution**	1, 5, 6	• Students applying, admitted and enrolled • Recruiting activities carried out • Student retention rates • Number of extracurricular activities and level of student participation and satisfaction • Student satisfaction with student support services • Effectiveness of general education skills in the student profile • Results of the assessment of student learning in academic programs • Academic services to students (tutoring, mentoring) • Student participation in deliberative bodies • Activities for freshmen students to facilitate adjustment to university life • Student research projects • Student achievements • Participation in student associations	Admissions Office, OPIR, Extracurricular Activities Office, Dean Student Affairs, Academic programs, Dean Academic Affairs , Title V, Counseling and Guidance, SLAC, Administrative Board, Academic Senate, Student Affairs , ACSSP
2. **Achieve faculty excellence**	3, 4	• Tenures and promotions awarded • Percent of faculty with terminal degree • Professional development and faculty evaluation • Academic projects using technology • Institutionally or externally funded projects for research, creativity, and publication • Participation in institutional committees and deliberative bodies • Mentoring and activities that promote student research • Number of publications and presentations made in local and international forums • Support for research activities • Number of leaves and hours of relief time granted for professional development and research • External funding obtained for student research and services • Recognition of faculty and student research	Administrative Board, Academic Affairs, Academic programs, Title V, External Resources, Academic Senate, Counseling and Guidance

Appendix 5.3

Indicators for Assessing Institutional Effectiveness

Goal Strategic Plan UPRP	Goal UPRP	Success Indicators	Units Responsible
3. **Provide excellent academic programs**	2	• Activities • Number of programs evaluated and revised in accordance with the Board of Trustee's Certification 43-2006-2007 • Number of students participating in enriching professional experiences • Number of programs accredited or undergoing accreditation • Non-traditional programs, continuing education courses or professional certification programs • Results of student learning assessment in academic programs • Use of assessment results to improve programs • Graduation rates	Academic Affairs, Academic programs, OPIR, SLAC
4. **Develop a planning and institutional assessment culture**	8	• Institutional data bases and modules available • Technological support for institutional research and assessment processes • Resources for institutional research and assessment and publication of the results • Integration of assessment, planning and budget processes • Stakeholder participation in assessment processes • Results of the assessment of student support services • Use of assessment results to improve the effectiveness of processes and services • Level of compliance with external and internal audits	OIS, Budget Office, OPIR, ECIR, ACSSP, Student Affairs, IAS, Chancellor's Office
5. **Contribute to administrative diligence**	7	• Dissemination of institutional achievements • Unit participation in the budget proposal • Ethics development activities offered • Compliance with requirements of the Office of Government Ethics, EEO, Jeanne Cleary Act, and other regulations • Contingency plans for emergency situations • Student and administrative processes streamlined by electronic means • Preventive maintenance plans for physical facilities	Chancellor's Office, OIS, Budget Office, Human Resources, Administrative Affairs

Appendix 5.3

Indicators for Assessing Institutional Effectiveness

Goal Strategic Plan UPRP	Goal UPRP	Success Indicators	Units Responsible
6. **Modernize infrastructure and technology**	8	• Implementation of maintenance plans for physical facilities and green areas • Implantation of maintenance plans for technology • Use of technology for communication • Level of user satisfaction (faculty, non faculty personnel, students and ex alumni) with regard to access, training and use of technology • External funds for improvement of the technological infrastructure • Collaborative alliances for research and other projects • Currency of external funding databases	Maintenance Office, Administrative Affairs, OIS, Academic Computing, External Resources, Academic Affairs
7. **Strengthen community ties**	1	• Update alumni database • Activities designed to strengthen ties with alumni • Alumni involvement in assessment activities • Credit and non credit courses offered to the community • Community alliances • Community service activities • Urban Studies Institute activities • Faculty Education and Critical Thinking Institute activities	External Resources, Alumni Office, DCEPS, Chancellor's Office, Community Relations Office

Source: ***UPR-Ponce IAP***

Appendix 5.4
Examples of Student Learning Assessment Plans

- ✓ Elementary Education Program Assessment Plan
- ✓ Physical Therapy Assistant Program Assessment Plan
- ✓ Office Systems Program Assessment Plan
- ✓ Business Administration Program Assessment Plan

Elementary Education Program Assessment Plan

Transition Point	Competencies		K/S/D	Assessment Instruments	Responsible
1. Admission to Program	-Language mastery and communication skills	#3	S	-Oral presentation -Essay (Educational philosophy)	Course Professors EDFU 3001
	- Knowledge of student and learning process	#4	K, S	-Essay(Educational philosophy)	Program Director and Assessment Coordinator
	-Respect for diversity and the use of varied strategies and methodologies in the teaching-learning process	#12	S, D	-Essay(Educational philosophy)	
2. Before Student teaching	-Knowledge and content integration of the subject matter that teaches	#1	K	**-Content knowledge and methodology courses grades***	Program Director and Student Teaching Coordinator and university supervisors
	- Language mastery and communication skills	#3	S	**Student Teacher Competencies Formative Evaluation Instrument (STCFEI)***	
	-Commitment with personal and professional development, disposition for self-learning, independent study, to adapt to change, and to effectively face challenges	#9	D		
	-Development of reflective, critical, and creative thinking, and research skills	#2	K, S, D	**-Field experiences ***	Course Professors
	- Language mastery and communication skills	#3	S	**-Field experiences *** - Essay(Educational philosophy)	Course Professors EDFU 4019
	- Knowledge of student and learning process	#4	K, S		
	-Effective planning of teaching	#6	K, S	**-Field experiences* -Effective classroom**	Course Professors
	-Knowledge and effective use of technological learning resources	#10	K, S	**planning***	EDPE 3001, EDPE 1005, EDPE 3006, EDPE 3115, EDPE 3116, EDES 4006, EDPE 2008
	- Knowledge and content integration of the subject matter that teaches	#1	K		
	-Adequate use of diverse assessment strategies to learn and to evaluate student learning	#11	K, S, D	**-Field experiences*** -Test design and reflection	Course Professors EDPE 3008
	- Knowledge and content integration of the subject matter that teaches	#1	K	**-Field experiences*** -Pedagogical situations and reflection	Course Professors EDPE 2008
3. Student Teaching Practice	All competencies	#1,2,3,4,5,6,7,8, 9,10,11, 12	K, S	GPA 2.75	Student Teaching Coordinator and Supervisors
	All competencies	#1,2,3,4,5,6,7,8, 9,10,11, 12	K, S, D	**Student Teacher Competencies Formative**	

Transition Point	Competencies		K/S/D	Assessment Instruments	Responsible
				Evaluation Instrument*	
	- Development of reflective, critical, and creative thinking, and research skills	#2	K, S, D	Evidence of professional performance	Student Teaching Supervisors
	- Language mastery and communication skills	#3	S	Autobiography Educational philosophy	Student Teaching Supervisors
	- Knowledge of student and learning process	#4	K, S		
	-Effective social interaction in a context of collaboration and dialogue with the family and the community	#8	K, S, D	**• Special Academic Impact Project***	
	- Effective planning of teaching	#6	K, S,	**•Student Teacher Work Sample* (STWS)**	
	- Knowledge and effective use of technological learning resources	#10	K, S		
	- Adequate use of diverse assessment strategies to learn and to evaluate student learning	#11	K, S, D		
	- Respect for diversity and the use of varied strategies and methodologies in the teaching-learning process	#12	K, D		
	- Commitment with personal and professional development, disposition for self-learning, independent study, to adapt to change, and to effectively face challenges	#9	D	-Professional development activity journal	Student Teaching Supervisors
UNIT ASSESSMENTS					
4. After Program Completion	- Knowledge and content integration of the subject matter that teaches	#1	K	**Teacher Certification Examination (PCMAS)***	Program Director and Assessment Coordinator
	- Development of reflective, critical, and creative thinking, and research skills	#2	K, S, D		
	- Knowledge of student and learning process	#4	K, S		
	- Effective planning of teaching	#6	K, S, D		
	- Knowledge and effective use of technological learning resources	#10	K, S		
	- Adequate use of diverse assessment strategies to learn and to evaluate student learning	#11	K, S, D		

Transition Point	Competencies		K/S/D	Assessment Instruments	Responsible
	- Respect for diversity and the use of varied strategies and methodologies in the teaching-learning process	#12	K, D		
	- Development of reflective, critical, and creative thinking, and research skills	#2	K, S, D	**Pedagogical Situation Essay -PCMAS***	Program Director and Assessment Coordinator
	- Language mastery and communication skills	#3	S		
	- Knowledge of student and learning process	#4	K, S		
	- Effective planning of teaching	#6	K, S, D		
	-All competencies	#1,2,3,4,5,6,7,8 9,10,11, 12	K, S, D	**Program Completers' Survey***	Department Assessment Committee
	-All competencies	#1,2,3,4,5,6,7,8 9,10,11, 12		**Cooperative Teachers Survey***	

Physical Therapy Assistant Program Assessment Plan

Criterion	Measurable Goal/ Outcome Statement With Threshold	Persons Responsible	Timeline	Data Collection Methods/ Sources Of Information Used In Data Collection
4.1.1 Institutional and policies and procedures	The UPR Ponce policies and procedures impact the achievement of Program mission and goals positively. The UPR Ponce policies and procedures satisfy the needs of the PTA Program, the students and the faculty to achieve the program mission, goals, and objectives.	Program Director Assessment Committee Assessment Committee	Every two year or when the institution revises its own.	Analysis of documents where the institutional policies and procedures are included: • UPR General By-Laws • UPR Ponce Academic Senate Certifications • Institutional Assessment Policy • Program Philosophical Foundation Core faculty meetings minutes PTA Program General Evaluation Questionnaire and the OPEI Satisfaction Questionnaire for Graduating Students
4.1.2. Program policies and procedures	The PTA Program policies and procedures are congruent with the institutional policies and procedures and the accreditation criteria.	Assessment Committee	Every two years or when the institution revises its own.	Analysis of documents: • PTA Program Manual of Policies and Procedures • UPR General By-Laws • UPR Ponce Academic Senate Certifications • CAPTE Accreditation criteria Establish the correlation between the institutional policies and procedures
	The program policies and procedures positively impact the achievement of the program mission and goals.	Assessment Committee	Every two years or when the institution revises its own.	Analysis of documents: • PTA Program Manual of Policies and Procedures • UPR General By-Laws • UPR Ponce Academic Senate Certifications Core faculty meetings minutes Determine that the program policies and procedures attend the program needs

Criterion	Measurable Goal/ Outcome Statement With Threshold	Persons Responsible	Timeline	Data Collection Methods/ Sources Of Information Used In Data Collection
4.1.3. Resources Faculty	The PTA program faculty is adequate to offer the number of course sections per academic year 90% of the lectures and labs keep the faculty/student ratio to 1:20 in lectures and 1:12/14 in labs.	Program Director Assessment Committee	Annual	Analysis of the Report About the lectures and Laboratories Sections per Academic Year to determine compliance with the faculty/student ratio Complementary norms, criteria, and procedures for evaluation of teaching faculty at the University of Puerto Rico in Ponce PTA Program General Evaluation Questionnaire administered to program graduating students
Budget	The Program budget is adequate to meet the operational needs	Program Director	Annual	Analysis of documents: • Annual Budget Petition • Analysis of the assigned vs. adjusted budget • Requisition requests • Requisition orders
Support Services	70% of graduating students evaluates as excellent or good the support services offered by the institution	OPIR Deanship of Students Affairs Accreditation Coordinator	Periodically	Analysis of documents: • Report on 2007-2008 Graduation Candidates administered by OPIR
Library and learning resources	70% of the students is satisfied with the services provided by the library and the learning resources	OPIR	Every two years	Analysis of documents: • Report of the 2007-2008 Graduating Student's Satisfaction Survey administered by OPIR
	90% of the students evaluate as excellent or good the quality of the education given by the core faculty	OPIR Assessment Committee	Annual	Analysis of documents: • 2007-2008 Graduating Student's Satisfaction Survey administered by OPIR PTA Program General Evaluation Questionnaire administered to program graduating students
Administrative and technical support personnel	The administrative and technical support personnel is sufficient to attend the administrative and technical	Program director Assessment Committee	Annual	UPR Ponce Human Resources Administrative and technical personnel evaluations

Criterion	Measurable Goal/ Outcome Statement With Threshold	Persons Responsible	Timeline	Data Collection Methods/ Sources Of Information Used In Data Collection
	program needs			
4.1.4 Mission, philosophy, goals and objectives	The PTA Program philosophical foundation is congruent with the institutional one	Assessment Committee	Every two years	Analysis of documents: • UPR Ponce Catalog • PTA Program Informative Manual Relationship between the institutional and the program mission matrix
	The program goals are congruent with the institutional goals 90% of the program graduates confirms that the education received to prepare them to perform as PTAs corresponds to the competencies and skills that PTAs must carry out in their professional roles and functions performance.	Assessment Committee Assessment Committee	Every three years Annually	Analysis of documents: • UPR Ponce Catalog • PTA Program Informative Manual Relationship between the institutional and the program goals matrix Graduate surveys
4.1.5. Curriculum	The curriculum incorporates the program´s philosophical foundation to prepare the students to work under the direction and supervision of a PT	Assessment Committee		Analysis of documents: • Academic Senate Certifications • Program curriculum • Program philosophical foundation • Clinical experience performance evaluations • Clinical Center Student Evaluation Survey

Criterion	Measurable Goal/ Outcome Statement With Threshold	Persons Responsible	Timeline	Data Collection Methods/ Sources Of Information Used In Data Collection
	The curriculum includes a series of organized, sequential, and integrated learning experiences	Assessment Committee		• Questionnaires to graduates, employers, clients and peers
	100% of the technical courses syllabi include well-defined statements of expected students outcomes.	Assessment Committee		• Evaluation of curricular sequence, course syllabus, and teaching strategies • Performance test grades
	100% of the program students pass the laboratory performance tests with a minimum of 80% 100% of the program students pass the pre-requisite courses with a C or higher Program student demonstrated a safe and competent performance in the courses previous to the clinical experiences assignment Program graduates are competent and safe in their performances	ACEE ACEE Faculty Assessment Committee		• Student´s qualification for clinical experiences (student academic record in SIS) • General Program Evaluation Survey • Employers survey
4.1.6. Clinical education program	The clinical education course sequence promotes the achievement of the program mission and goals	Assessment Committee	Annually	Curricular sequence Program philosophical foundation Guidelines for Clinical Experiences Clinical education syllabus

Criterion	Measurable Goal/ Outcome Statement With Threshold	Persons Responsible	Timeline	Data Collection Methods/ Sources Of Information Used In Data Collection
	The weekly distribution and the total contact hours per clinical experience is adequate for the fulfillment of the clinical experiences objectives	ACCE Assessment Committee		Manual of Policies and Procedures Guidelines for Clinical Experiences Clinical education syllabi Clinical Center Student Evaluation Survey Word of mouth of clinical instructors during clinical center visits
	The clinical centers with contract agreements with the program are adequate in quantity and variety of experiences to meet the goals of the clinical education courses	ACCE		Clinical Site Information Form
	At least the 80% of the clinical instructors affirm that the communication between them and the program faculty is effective and sufficient	ACCE Assessment Committee Academic Supervisors		Clinical Experience Analysis Session
4.1.7. Performance of recent graduates	80% of the program graduates in the last three years approve the Puerto Rican Board Examination	Assessment Committee	Annually	Analysis of documents: • Statistic Report of the PTA Examination Board about the graduates performance
	80% of the program graduates in the last three years who search for employment find it within six months of passing the boards.	Assessment Committee	Annually	Analysis of documents: • Graduates survey of 2006, 2007, 2008
	80% of the graduates´ employers affirms that the graduates shows competence in intervention techniques	Assessment Committee	Annually	Analysis of documents: • Employers survey

Criterion	Measurable Goal/ Outcome Statement With Threshold	Persons Responsible	Timeline	Data Collection Methods/ Sources Of Information Used In Data Collection
4.1.8. Admissions process, criteria, and pre-requisites	Over 70% of program students graduate in the stipulated time.	Admission Committee	Annual	Graduation rates
4.1.9 Program enrollment	The program has adequate resources	Admissions Committee	Annual	Analysis of: faculty-to student ratio, five-year trend of applicants, admitted, and enrolled students; five-year trend in GAI and enrollment quota for first-year students; retention and graduation rates; and degrees conferred.
4.1.10. Core faculty	The Program faculty obtains at least a score of 80% in different evaluation components.	Program director	Annual	Analysis of peer, student and administrative evaluations o the core faculty *Faculty Improvement Plan*
4.1.11. Adjunct and supporting faculty	The Program adjunct and supporting faculty obtain at least a score of 80% in different evaluation components	Program director	Annual	Analysis of the peer, student, and administrative evaluations of the adjunct and supporting faculty *Faculty Improvement Plan*
4.1.12. Clinical education faculty	The clinical faculty possess the qualifications to become clinical instructors of the students At least 90% of students are satisfied with the supervision received during their clinical experiences Over 80% of the clinical instructors evaluate as effective the improvement plan offered by the institution	ACEE Continuing Education Committee ACEE Continuing Education Committee	Annually	Clinical Site Information Form Manual of Policies and Procedures Clinical Center Initial Visit for Qualification Form *Clinical Center Student Evaluation Survey* Oral reports of students during clinical center visits CI's Professional Improvement Activities Evaluations

Office Systems Program Assessment Plan 2009-2015

The Office Systems Program's graduate will demonstrate effectively the following competencies:

1. Communication skills in English and Spanish
2. Teamwork skills
3. Problem solving and decision making skills
4. Information technologies skills
5. Interpersonal relationships skills
6. Knowledge and skills in office procedures
7. Civic, ethical, and aesthetical values
8. Logical and critical thinking skills
9. Knowledge of basic business principles in a global environment (marketing, finance, management, economics, statistics, accounting, and legal environment of business)

	Learning Goals	1	2	3	4	5	6	7	8	9
First Year	3005 – Basic Keyboarding									
	3015 – OS Concepts and Technology							*		
	3017 – Interpersonal Relations					*				
	3105-06 – Documents Production I									
	3125-26 – Word Processing									
Second Year	3215 – Spanish Speedwriting									
	3218-19 – Documents Production II									
	3210 – Documents Administration						*		*	
	3315 – English Speedwriting									
	3327 – Spanish Transcription	*								
	3305-06 – Information Processing									
	ECON – Basic Principles of Economy for the Office Professional									*
	FINA – Basic Principles of Finances for the Office Professional									*
Third Year Fourth Year	4305 – Equipment and Software Evaluation									
	3328 – English Transcription	*								
	4005 – Integration of Application Programs				*					
	4040 – OS Planning and Implementation		*							
	3355 – Office Procedures	*		*		*	*			
	MERC – Basic Principles of Marketing for the Office Professional									*
	3357 – Accounting Procedures									*
	4038 – Office Administration	*		*				*	*	*
	STAT – Basic Principles of Statistics for the Office Professional									*
	4505 – Training Techniques									
	4985 – Seminar and Internship	*	*	*	*	*	*	*	*	*

Office Systems Program Learning Outcomes

Common Professional Component	OSP Learning Outcome	Year	Course	Direct/ Indirect Measure	Internal/ External Measure	Assessment Means	Success Indicator	Academic Years	Target Performance Indicator
Functional Area: Management	*Communication skills in English and Spanish*	Second Year	SOFI 3327 – Spanish Transcription	Direct	Internal	Comprehensive Spanish Language Test	70% of students with 70% or more of effectiveness.	*2009-2010 2010-2011 2012-2013* 2013-2014	*80% of students will attain the learning goal with 75% or more of effectiveness.*
		Third Year	SOFI 3328 – English Transcription	Direct	Internal	Comprehensive English Language Test	60% of students with 65% or more of effectiveness.	*2009-2010 2010-2011 2012-2013* 2013-2014	*70% of students will attain the learning goal with 70% or more of effectiveness.*
			SOFI 3355 – Office Procedures	Direct	Internal	Rubric to assess ability to communicate orally in Spanish	70% of students with 70% or more of effectiveness.	*2009-2010 2010-2011 2012-2013* 2013-2014	*80% of students will attain the learning goal with 80% or more of effectiveness.*
		Fourth Year	SOFI 4985 - Internship and Seminar	Direct	Internal	Rubric to assess reflexive paper written in Spanish	70% of students with 75% or more of effectiveness.	*2009-2010 2010-2011 2011-2012 2012-2013* 2013-2014 2014-2015	*80% of students will attain the learning goal with 75% or more of effectiveness.*
				Direct	External	Internship Evaluation Sheet	85% of students with 90% or more of effectiveness.		*85% of student will attain the learning goal with 90% or more of effectiveness.*
Functional Area: Management	*Teamwork skills*	Third Year	SOFI 4040 – Office Systems Planning and Implementation	Direct	Internal	Rubrics to assess teamwork skills	75% of students with 80% or more of effectiveness.	*2009-2010 2010-2011 2012-2013* 2013-2014	*80% of students will attain the learning goal with 80% or more of effectiveness.*
		Fourth Year	SOFI 4985 – Internship and Seminar	Direct	Internal	Rubrics to assess teamwork skills	85% of students with 90% or more of effectiveness.	*2009-2010 2010-2011 2011-2012 2012-2013* 2013-2014 2014-2015	*85% of students will attain the learning goal with 90% or more of effectiveness.*
				Direct	External	Evaluation Sheet			*85% of students will attain the learning goal with 90% or more of effectiveness.*
Functional Area: Management	Problem solving and decision making skills	Third Year	SOFI 3355 – Office Procedures	Direct	Internal	Rubric to assess problem solving and decision making skills through a case study	70% of students with 70% or more of effectiveness.	*2009-2010 2011-2012* 2013-2014	*75% of students will attain the learning goal with 70% or more of effectiveness.*

Common Professional Component	OSP Learning Outcome	Year	Course	Direct/ Indirect Measure	Internal/ External Measure	Assessment Means	Success Indicator	Academic Years	Target Performance Indicator
			SOFI 4038 – Office Administration	Direct	Internal	Rubric to assess problem solving and decision making skills through a case study	70% of students with 70% or more of effectiveness.	2010-2011 2012-2013 2014-2015	75% of students will attain the learning goal with 70% or more of effectiveness.
		Fourth Year	SOFI 4985 – Internship and Seminar	Direct	External	Internship Evaluation Sheet	70% of students with 75% or more of effectiveness.	*2009-2010* *2010-2011* *2011-2012* *2012-2013* 2013-2014 2014-2015	*75% of students will attain the learning goal with 80% or more of effectiveness.*
Technical Skills: Information Systems	Information technologies skills	Third Year	SOFI 4005 – Integration of Software for the Electronic Processing of Information	Direct	Internal	Performance Tests using Word 2007, Access 2007, and Excel 2007	75% of students with 75% or more of effectiveness	*2009-2010* *2011-2012* 2013-2014	*80% of students will attain the learning goal with 75% or more of effectiveness.*
		Fourth Year	SOFI 4985 – Internship and Seminar	Direct	External	Internship Evaluation Sheet	85% of students with 90% or more of effectiveness	*2009-2010* *2010-2011* *2011-2012* *2012-2013* 2013-2014 2014-2015	*85% of students will attain the learning goal with 90% or more of effectiveness.*
Functional Area: Management	Interpersonal relationships skills	First Year	SOFI 3017 - Interpersonal Relationships	Direct	Internal	Rubric to assess interpersonal relationships skills	75% of students with 80% or more of effectiveness	*2010-2011* *2012-2013* 2014-2015	*75% of students will attain the learning goal with 80% or more of effectiveness.*
		Third Year	SOFI 3355 – Office Procedures	Direct	Internal	Rubric to assess interpersonal relationships skills	80% of students with 85% or more of effectiveness	*2011-2012* 2013-2014	*80% of students will attain the learning goal with 85% or more of effectiveness.*
		Fourth Year	SOFI 4985 – Internship and Seminar	Direct	External	Internship Evaluation Sheet	85% of students with 90% or more of effectiveness	*2009-2010* *2010-2011* *2011-2012* *2012-2013* 2013-2014 2014-2015	*85% of students will attain the learning goal with 90% or more of effectiveness.*
Functional Area: Management	Knowledge and skills in office procedures	Second Year	SOFI 3210 – Documents Administration	Direct	Internal	Filing techniques application test	70% of students with 75% or more of effectiveness	*2009-2010* *2010-2011* *2012-2013* 2013-2014	*75% of students will attain the learning goal with 75% or more of effectiveness.*

Common Professional Component	OSP Learning Outcome	Year	Course	Direct/ Indirect Measure	Internal/ External Measure	Assessment Means	Success Indicator	Academic Years	Target Performance Indicator
		Third Year	SOFI 3355 – Office Procedures	Direct	Internal	Comprehensive test	75% of students with 80% or more of effectiveness	*2009-2010* *2010-2011* *2012-2013* 2013-2014	*75% of students will attain the learning goal with 80% or more of effectiveness.*
		Fourth Year	SOFI 4985 – Internship and Seminar	Direct	External	Internship Evaluation Sheet	85% of students with 90% or more of effectiveness	*2009-2010* *2010-2011* *2011-2012* *2012-2013* 2013-2014 2014-2015	*85% of students will attain the learning goal with 90% or more of effectiveness.*
Business Environment: Business Ethics	Civic, ethical, and aesthetical values	First Year	SOFI 3015 – Office Systems Concepts and Technologies	Direct	Internal	Rubric to assess ethical behavior through a case study	70% of students with 75% or more of effectiveness	*2009-2010* *2011-2012* 2013-2014	*70% of students will attain the learning goal with 75% or more of effectiveness.*
		Fourth Year	SOFI 4038 – Office Administration	Direct	Internal	Rubric to assess ethical behavior through a case study	80% of students with 85% or more of effectiveness	*2010-2011* *2012-2013* 2014-2015	*80% of students will attain the learning goal with 85% or more of effectiveness.*
			SOFI 4985 – Internship and Seminar	Direct	Internal	Rubric to assess civic values through a community service project	85% of students with 90% or more of effectiveness	*2009-2010* *2010-2011* *2011-2012* *2012-2013* 2013-2014 2014-2015	*85% of students will attain the learning goal with 90% or more of effectiveness.*
				Direct	External	Internship Evaluation Sheet			*85% of students will attain the learning goal with 90% or more of effectiveness.*
Business Environment: Business Ethics	Civic, ethical, and aesthetical values	Fourth Year	SOFI 4038 – Office Administration	Direct	Internal	Comprehensive tests items to assess aesthetical values	80% of students with 85% or more of effectiveness	*2009-2010* *2010-2011* *2012-2013* 2013-2014	*80% of students will attain the learning goal with 85% or more of effectiveness.*
Functional Area: Management	Logical and critical thinking	Second Year	SOFI 3210 – Documents Administration	Direct	Internal	Rubric to assess critical thinking through a case study	60% of students with 65% or more of effectiveness	*2009-2010* *2011-2012* 2013-2014	*70% of students will attain the learning goal with 70% or more of effectiveness.*
		Fourth Year	SOFI 4038 – Office Administration	Direct	Internal	Rubric to assess critical thinking through a case study	70% of students with 75% or more of effectiveness	*2010-2011* *2012-2013* 2014-2015	*75% of students will attain the learning goal with 75% or more of effectiveness.*
			SOFI 4985 –	Direct		Internship Evaluation	70% of students with	*2009-2010*	*75% of students will*

Common Professional Component	OSP Learning Outcome	Year	Course	Direct/ Indirect Measure	Internal/ External Measure	Assessment Means	Success Indicator	Academic Years	Target Performance Indicator
			Internship and Seminar			Sheet	75% or more of effectiveness	*2010-2011* *2011-2012* *2012-2013* 2013-2014 2014-2015	*attain the learning goal with 80% or more of effectiveness.*
Functional Areas\: Marketing, Accounting, and Management Business Environment: Legal Environment: Ethics, and Economics Integrative Areas: Business Policies	Knowledge of business principles in a global environment: marketing, finance, management, economics, statistics, accounting, and legal environment of business	Second Year	ECON XXXX – Basic Concepts of Economy for the Office Professional	Direct	Internal	Tests	70% of students with 60% or more of effectiveness	*2010-2011* *2011-2012* 2013-2014 2014-2015	*70% of students will attain the learning goal with 70% or more of effectiveness.*
			FINA XXXX – Basic Concepts of Finances for the Office Professional	Direct	Internal	Tests	70% of students with 60% or more of effectiveness	*2010-2011* *2011-2012* 2013-2014 2014-2015	*70% of students will attain the learning goal with 70% or more of effectiveness.*
		Third Year	SOFI 3357 – Basic Accounting Principles	Direct	Internal	Comprehensive Theory Test	60% of students with 70% or more of effectiveness	*2009-2010* *2010-2011* *2012-2013* 2013-2014	*75% of students will attain the learning goal with 70% or more of effectiveness.*
			MERC XXXX – Basic Concepts of Marketing for the Office Professional	Direct	Internal	Tests	70% of students with 60% or more of effectiveness	*2010-2011* *2011-2012* 2013-2014 2014-2015	*70% of students will attain the learning goal with 70% or more of effectiveness.*
		Fourth Year	SOFI 4038 – Office Administration	Direct	Internal	Comprehensive Theory Test	65% of students with 70% or more of effectiveness	*2009-2010* *2010-2011* *2012-2013* 2013-2014	*70% of students will attain the learning goal with 70% or more of effectiveness.*
			ESTA XXXX – Basic Concepts of Statistics for the Office Professional	Direct	Internal	Tests	70% of students with 60% or more of effectiveness	*2010-2011* *2011-2012* 2013-2014 2014-2015	*70% of students will attain the learning goal with 70% or more of effectiveness.*
			SOFI 4985 – Internship and Seminar	Direct	External	Major Field Test	30% of students with 60% or more of effectiveness	*2009-2010* *2010-2011* *2011-2012* *2012-2013* 2013-2014 2014-2015	*70% of students will attain the learning goal with 70% or more of effectiveness.*

Common Professional Component	OSP Learning Outcome	Year	Course	Direct/ Indirect Measure	Internal/ External Measure	Assessment Means	Success Indicator	Academic Years	Target Performance Indicator
Functional Ares: Marketing, Business Finance, Accounting, and Management Business Environment: Legal Enrionment, Ethics, and Economics Technical Skills: Infoermation Systems, Quantitative Techniques/Statistics Integrative Areas: Business policies, integrative experience	All OS learning outcomes	Every three years	SOFI 4985 – Internship and Seminar	Indirect	Internal	Survey of competencies attainment to be completed by students	85% of Internship students will assess as excellent or good the attainment of 95% or more of the OS learning goals	*2009-2010* *2012-2013* 2015-2016	*85% of Internship students will assess as excellent or good the attainment of 95% or more of the OS learning goals.*
			SOFI 4985 – Internship and Seminar	Indirect	External	Survey to be completed by Internship supervisors	80% of Internship's supervisors will assess as excellent or good students' attainment of 85% or more of the OS learning goals.	*2009-2010* *2012-2013* 2015-2016	*85% of Internship students will assess as excellent or good student's attainment of 85% or more of the OS learning goals.*
			N/A	Indirect	External	Survey of competencies attainment to be completed by alumni	85% of alumni will assess as excellent or good the attainment of 95% or more of the OS learning goals	*2009-2010* *2012-2013* 2015-2016	*85% of alumni will assess as excellent or good the attainment of 95% or more of the OS learning goals.*
			N/A	Indirect	External	Survey to be completed by Internship employers	80% employers will assess as excellent or good alumni attainment of 85% or more of the OS learning goals.	*2009-2010* *2012-2013* 2015-2016	*85% employers will assess as excellent or good alumni attainment of 85% or more of the OS learning goals.*

Business Administration Programs Assessment Plan

Transition Point	Learning outcome	Assessment means	Success indicator	Persons responsible	Use of results
At entry level	1	Diagnostic Test administered in Human Relations (REHU 4409)	Students will obtain 25% or more in this test	Course Professors Departmental Assessment Committee	Identify students' knowledge in Accounting, Finance, and Management and Marketing areas.
	2	Diagnostic Test Essay Question Rubric	Students will obtain an average of 2 in a scale of 1-5, both in Spanish and English Questions	Course professors Spanish and English Department professors Departmental Assessment Committee	Identify students' knowledge in written Spanish and English.
	2	Rubrics to assess Spanish oral and written communication in the final project in Human Relations course (REHU 4409)	Students will obtain an average of 25% or more	Course Professors Departmental Assessment Committee	Identify students' knowledge in oral and written Spanish.
At midpoint	1	Diagnostic Test Re- administered	Students will obtain 50% or more in this test	Course Professors Departmental Assessment Committee	Identify student's knowledge improvement in Accounting, Finance, Management and Marketing.
	2	Diagnostic Test Essay Question Rubric	Students will obtain an average of 3 in a scale of 1-5, both in Spanish and English Questions	Course professors Spanish and English Department professors Departmental Assessment Committee	Identify student's knowledge improvement in written Spanish and English.
	2	Rubrics to assess English oral and written	Students will obtain	Course Professors	Identify student's

Transition Point	Learning outcome	Assessment means	Success indicator	Persons responsible	Use of results
		communication in the final project in Business Report Writing course (INCO 4006)	an average of 70% or more	Departmental Assessment Committee	knowledge in oral and written English.
	8	Rubrics to assess Information Technology Skills in the final project in Business Statistics II (ESTA 3002)	Students will obtain an average of 70% or more	Course Professor Departmental Assessment Committee	Identify student's knowledge in Information Technology.
	1, 3, 4, 5, 7, 9	Ethical dilemmas cases to be answered individually. The same cases will also be assigned to a team to be analyzed collectively. Both situations will be assessed through rubrics and the results will be compared. These cases will be given in the following courses: • Advance Accounting (CONT 3035) • Financial Statement Analysis (BASE 2007) • Organizational Behavior (REHU 4408) • International Marketing (MERC 4005)	Individually: Students will obtain an average of 70% or more Teamwork: The teams will obtain an average of 85% or more	Course Professors Departmental Assessment Committee	Identify student knowledge level in: • Accounting, Finance, Management and Marketing areas, • Ethical and professional behavior, • Teamwork • Global environment, • Recognition of the importance of the diversity of the workforce, • Analytical and research skills in the solution of business related problems.
At senior year	1	Diagnostic Test Re- administered	Students will obtain an average of 75% or more in this test	Course Professors Departmental Assessment Committee	Identify student's knowledge improvement in Accounting, Finance, Management and Marketing.

Transition Point	Learning outcome	Assessment means	Success indicator	Persons responsible	Use of results
	2	Diagnostic Test Essay Question Rubric	Students will obtain an average of 4 in a scale of 1-5, both in Spanish and English Questions	Course professors Spanish and English Department professors Departmental Assessment Committee	Identify student's knowledge improvement in written Spanish and English.
	2	Rubrics to assess oral and written communication in the final project in the following courses: • Cost Accounting II (CONT 4005) • Financial Markets (FINA 4050) • Strategic Management (ADMI 4007) • Consumer Behavior (MERC 4217)	Students will obtain an average of 75% or more	Course Professors Departmental Assessment Committee	Identify student knowledge level in oral and written Spanish.
	1	Educational Testing Services' Major Field Test to be administered to candidates to graduation	Students will obtain an average of 73% or more	Departmental Assessment Committee	Identify students' knowledge in Accounting, Finance, and Management and Marketing areas.
	1	Evaluation of Internship supervisor in Accounting, Management and Marketing.	Students will obtain an average of 75% or more	Course Professors Internship supervisors Departmental Assessment Committee	Identify students' knowledge in Accounting, and Management and Marketing areas.
	1, 3, 4, 5, 7, 9	Ethical dilemmas cases in the Social Responsibility of the Free Enterprise (ADMI 4019) course to be answered individually.	Individually: Students will obtain an average of 70% or more	Course Professors Departmental Assessment Committee	Identify student knowledge level in: • Accounting, Finance, Management

Transition Point	Learning outcome	Assessment means	Success indicator	Persons responsible	Use of results
		The same cases will also be assigned to a team to be analyzed collectively. Both situations will be assessed through rubrics and the results will be compared.	Teamwork: The teams will obtain an average of 85% or more		and Marketing areas, • Ethical and professional behavior, • Teamwork, • Global environment, • Recognition of the importance of the diversity of the workforce, • Analytical and research skills in the solution of business related problems.
	6	Essay about the importance of Social Sciences and/or Humanities in a business administration professional to be assessed through a rubric	Students will obtain an average of 75% or more	Social Sciences and/or Humanities faculty Departmental Assessment Committee	Identify student knowledge level concerning the importance of comprehensive education in the role of a business administration professional.
	1,2,3,4,5,6,7,8,9,	Exit interview to candidates to graduation, where a Questionnaire for Graduation Candidates will be administered to assess satisfaction with Program and Institutional services, and Programs' education	Graduation candidates will assign an average of 3 in a scale of 1-4	BAP Faculty Departmental Assessment Committee	Identify student's satisfaction with their education in the Program.

BAP Assessment Schedule

Academic Year	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Goals to be Assessed	**1, 2**	**1, 2, 3, 4, 8**	**1, 2, 3, 4, 5, 7, 8, 9**	**1, 2, 3, 4, 5, 7, 8, 9**	**1, 2, 3, 4, 5, 6, 7, 8, 9**
Assessment Instruments	**Direct** MFT Rubrics to assess: • Diagnostic Test • Essays • Oral projects • Written projects • Cases Focalized interview in the ethical dimension **Indirect** Exit Interview Questionnaire to the students to assess their satisfaction with their development the assessed skill.	**Direct** MFT Rubrics to assess: • Diagnostic Test • Essays • Oral projects • Written projects • Cases Focalized interview in the ethical dimension **Indirect** Exit Interview Questionnaire to the students to assess their satisfaction with their development the assessed skill.	**Direct** MFT Rubrics to assess: • Diagnostic Test • Essays • Oral projects • Written projects • Cases • Focalized interview in the ethical dimension **Indirect** Exit Interview Questionnaire to the students to assess their satisfaction with their development the assessed skill.	**Direct** MFT Rubrics to assess: • Diagnostic Test • Essays • Oral projects • Written projects • Cases Focalized interview in the ethical dimension **Indirect** Exit Interview Questionnaire to the students to assess their satisfaction with their development the assessed skill.	**Direct** MFT Rubrics to assess: • Diagnostic Test • Essays • Oral projects • Written projects • Cases Focalized interview in the ethical dimension **Indirect** Exit Interview Questionnaire to the students to assess their satisfaction with their development the assessed skill.

Appendix 5.5
Direct and Indirect Means for the Assessment of Student Learning

Appendix 5.5

Direct and Indirect Means for the Assessment of Student Learning

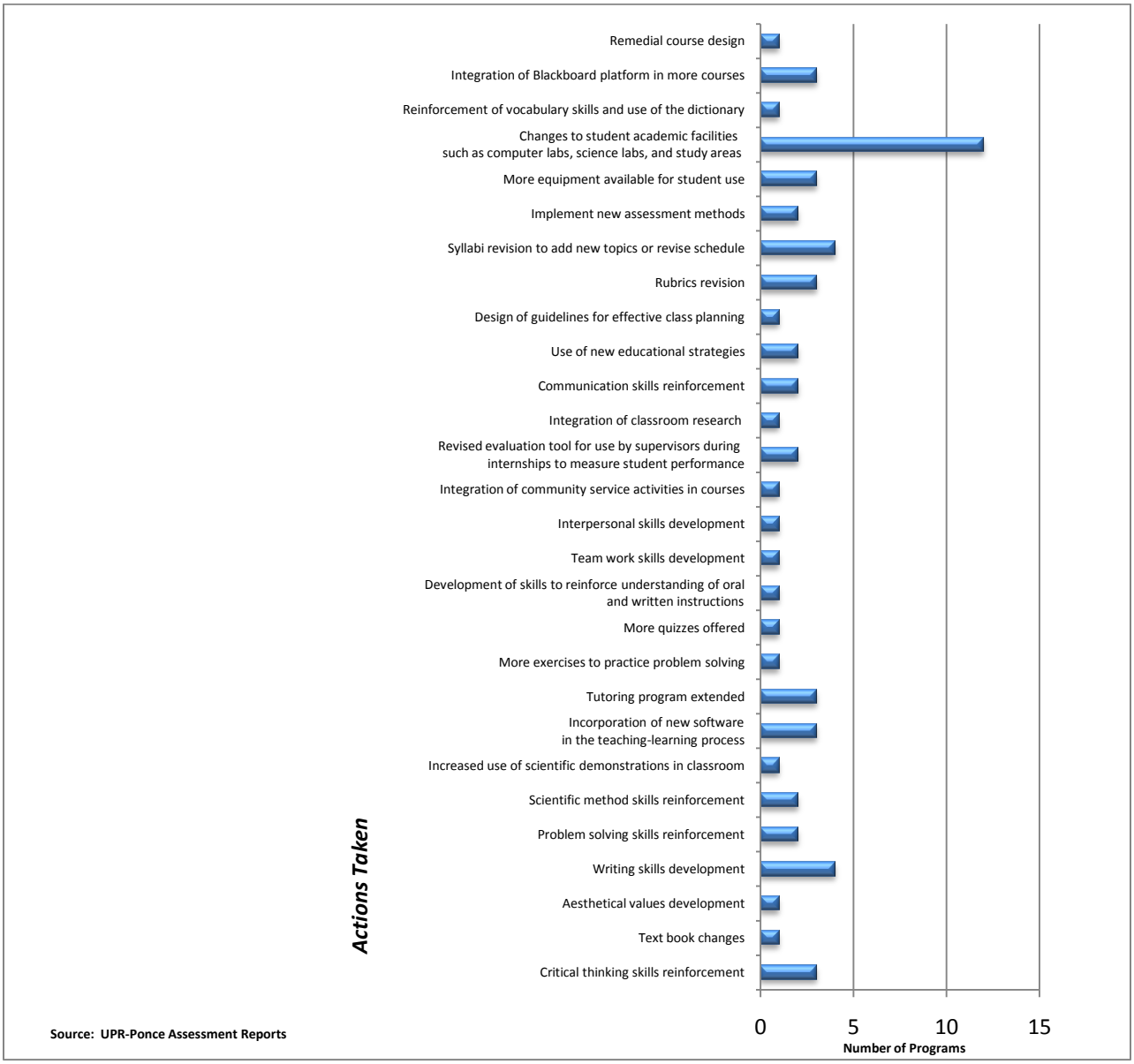
LEVEL	DIRECT MEANS		INDIRECT MEANS
Course	• Assignments • Quizzes • Tests • Research projects • Oral presentations • Written reports • Internship evaluations • Field or clinical experiences • Rubrics • Portfolios evidencing learning • Diagnostic tests • Projects • Essays • Written proposals • Teaching plans	• Samples of student work • Formative evaluation instruments • Simulations • Role playing • Pre and post tests • Experiments • Problem solving • Checklists • Ethics case studies	• Course evaluations • Time spent on active learning • Number of hours devoted to activities related to courses • Reflective journals • Questionnaires regarding courses
Program	• Internal and external evaluations of internships • Demonstrations or performance tasks in capstone courses • Approval rates on certification or licensing exams • Student publications, conferences or presentations • Internship performance assessment by supervisors • Standardized professional tests • Departmental exams • Focus interviews • Quarterly tests		• Focus groups and interviews with students, alumni, faculty and employers • Program employment rates • Course approval rates • Satisfaction studies • Benchmarking with peer institutions • Satisfaction surveys of students, employers, alumni, graduating and cooperative teachers • Course and internship final grades
Institutional	• Standardized test performance in general education skills • Scores produced by rubrics to assess general education skills in basic courses • Achievement test scores		• Surveys of student perception of the academic preparation received • Satisfaction studies • Follow-up studies • Annual reports • Graduating Averages • NSSE Survey

Source: *UPR-Ponce Assessment Reports*

Appendix 5.6
Uses Made of Assessment Results for Academic Programs Improvement, 2004-2008

Appendix 5.6

Uses Made of Assessment Results for Academic Programs Improvement, 2004-2008



Source: UPR-Ponce Assessment Reports

Appendix 6.1
Budget Documents

UNIVERSITY OF PUERTO RICO IN PONCE
BUDGET OFFICE
OFFICE OF THE CHANCELLOR
Document 1

Budget Questionnaire

I. General Information

Department or Administrative Unit: _____

1. Did this department or administrative unit undergo significant changes during fiscal year 2008-2009 in the following items?

Item	***Changes***
Number of Employees	_____ No significant change _____ Yes _____ Increased _____ Decreased
Number of Students	_____ No significant change _____ Yes _____ % increase _____ % decrease _____ Not Applicable
Budget Assigned	_____ No significant change _____ Yes _____ $$$ Increase _____ $$$ Decrease
Volume of Services Rendered	_____ No significant change _____ Yes Explain: _____

2. Does this department or administrative unit plan significant changes for the next fiscal year 2009-2010 in the following items?

Item	***Changes***
Number of Employees	____ No ____ Yes How many?
Number of Students	____ No ____ Yes _____ % increase _____ % decrease Not Applicable
Volume of Services Rendered	____ No ____ Yes Explain: _____

II. Budget Information

1. For each of the following items, specify whether or not the budget assigned to your department or administrative unit for fiscal year 2008-2009 was sufficient. If considered insufficient, indicate how your unit was prejudiced.

Items	Sufficient (X)	Insufficient (X)	Why was it insufficient?
Office Materials			Explain:
Other Types of Materials (Specify)			Explain: Comments

Item	Sufficient (X)	Insufficient (X)	Why was the budget insufficient?
Educational Materials			Explain: _____ Comments _____
Laboratory Materials			Explain: _____ Comments _____
Equipment			Explain: _____ Comments _____
Other Equipment Items (Specify)			Explain: _____ Comments _____

2. Has your department or administrative unit had service contracts or temporary appointments during this academic year, 2008-2009?

Full time				
Faculty	_____	No	_____ Yes	How many?
Non Faculty		No	Yes	How many?
Part time				
Faculty	_____	No	_____ Yes	How many?
Non Faculty		No	Yes	How many?

III. Budget Petition Based on the Results of the Assesment and Operational Plans

_____ Request amount equal to that of 2008-2009.
(Pass to Part IV and complete all items).

_____ Request amount different from that assigned for 2008-2009.
(Pass to Part III and complete all items).

Did your department or office examine assessment data gathered in fiscal year 2007-2008?

Yes _____ No _____

Please use assessment data and operational plans to justify the amount requested.

1. Office Materials | G | O | $ _____

(Strategic Plan 2006-2016)

G	O

(Ten for the Decade)

Justification: _____

_____

_____

Indicate additional achievements to be obtained with this allocation:

_____

_____

2. Educational Materials | G | O | $ _____
(Strategic Plan 2006-2016)

| G | O |
(Ten for the Decade)

Justification: _____

Indicate additional achievements to be obtained with this allocation:

3. Laboratory Materials | G | O | $ _____
(Plan Estrátegico 2006-2016)

| G | O |
(Ten for the Decade)

Justification: _____

Indicate additional achievements to be obtained with this allocation:

4. Equipment | G | O | $ _____
(Strategic Plan 2006-2016)

| G | O |
(Díez para la Década)

Justification: _____

Indicate additional achievements to be obtained with this allocation:

5. Faculty Personnel

G	O

(Strategic Plan 2006-2016)

$ _____ [Monthly salary (Salary scale) x 1.218* x 12 months)

G	O

(Ten for the Decade)

Justification: _____

Indicate additional achievements to be obtained with this allocation:

6. Non Faculty Personnel

G	O

(Strategic Plan 2006-2016)

$ _____ [Monthly salary (Salary scale) x 1.218* x 12 months)

G	O

(Ten for the Decade)

Justification: _____

Indicate additional achievements to be obtained with this allocation:

** The 1.218 includes employer contributions*

IV. Planes
Plans

Describe your department's or unit's plans and projections for obtaining external funds and the use to be made of them during the next fiscal year.

V. Recomendations

In this section, mention any suggestions you may have for generating savings.

Submitted by:

Departament Head or
Supervisor Administrative
Unit

VI. Observations by the Dean

_____ Recommended by the Dean

_____ Not Recommended by the Dean

Signature of the Dean

UNIVERSITY OF PUERTO RICO IN PONCE

Office Name

Department or office

Document 2

Budget Process
2009-2010

DETAILS OF BUDGET NEEDED FOR MATERIALS, TRAVEL, EQUIPMENT AND HUMAN RESOURCES

Faculty: _____

Program: _____

Account Number: **85110.000.000.0000.000.00000000000.09**

Priority	Expense Code	Description of Expenditure	Budget for Fiscal Year 2009-2010	Link to Strategic Plan 2006-2016		Link to Ten for the Decade		Justification
				G	O	G	O	
1	5010	Salary for service contracts						
		Faculty						
		Non Faculty						
		(Do not include regular positions)						
2	6000	Materials						
		Office						
		Laboratory						
		Others						
3	6400	Travel (if applicable) or Others						
4	7000	Equipment						
		TOTAL	$ -					

UNIVERSITY OF PUERTO RICO IN PONCE

Office Name

Department or Office

Budget Process 2009-2010

Document 3

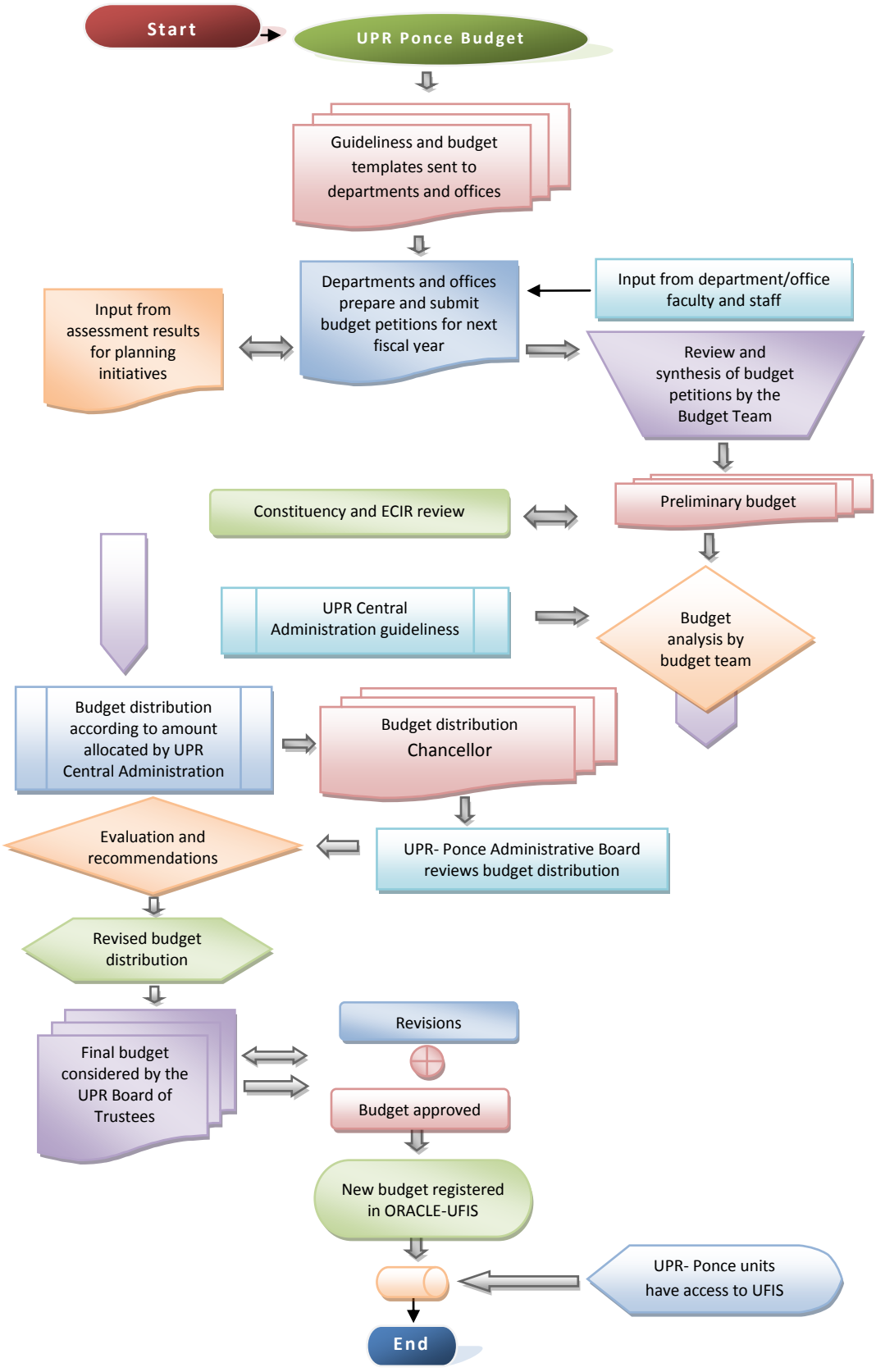
NEW PROJECTS

Summanry of work plan for New Projects (If new projects are planned for the next academic year, please include the relevant information)

Priority	Goals and Objectives	Activities	Estimated cost	Justification (tied to assessment results)	Link to Strategic Plan 2006-2016		Link to Ten for the Decade	
					G	O	G	O
1								
2								
3								
4								

Appendix 6.2
UPR Ponce's Budget Process Flowchart

Appendix 6.2
UPR Ponce's Budget Process Flowchart



Appendix 6.3
2009-2010 MSCHE Institutional Profile
[0626 UPR-Ponce]

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

A. General Information

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

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

B. Key Contacts

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

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

Person Completing IP Financials	Ms. Maria De Los A. Colon *Accountant* Adm. Central - Jardin Botanico Sur 1187 Calle Flamboyan San Juan, PR 009261117 Phone: 787 250 0000ex. 4309 Fax: 787 758 4111 Email: macolon@upr.edu	Ms. Maria De Los A. Colon *Accountant* Adm. Central - Jardin Botanico Sur 1187 Calle Flamboyan San Juan, PR 009261117 Phone: 787 250 0000 ex. 4309 Fax: 787 758 4111 Email: maria.colon26@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 CABALLEROS PONCE, PR 00732 Phone: 787 844 8181 ex. 2305 Fax: 787 840 6992 Email: rosa.torres6@upr.edu

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

C. Graduation Data

Awards granted

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

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

Exclude honorary degrees and awards.

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

Completers

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

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

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D. Enrollment

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

Credit Enrollment

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

Non-Credit Enrollment

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

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E. Distance Education

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

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

F. Regional, National, and Specialized Accreditation

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

Data on File (2008-09)	IP Data (2009-10) **Accreditors Recognized by U.S. Secretary of Education**
▪ American Physical Therapy Association (APTA), Commission on Accreditation ▪ National Council for the Accreditation of Teacher Education (NCATE)	▪ American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education ▪ National Council for Accreditation of Teacher Education

Other Accreditors

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

Association of Collegiate Business Schools and Programs (ACBSP)

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G. Instructional Personnel (as of Fall 2009)

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

H. Related Educational Activities

H-1. Study Abroad

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

Note:
Your institution's next Self-Study Visit is scheduled for 2014-15.
Your institution's next Periodic Review Report (PRR) is due to be submitted in June 2010.

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

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

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

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

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

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

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I. Financial Information

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

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

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

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

	Data on File (2008-09)	IP Data (2009-10)
Which reporting standard is used to prepare your institution's financial statements? Your selection determines the value in the column IPED-Line below. **FASB (Financial Accounting Standard Board)** **GASB (Government Accounting Standard Board)** Note: For Private Institutions the value is set automatically and the field is disabled.		GASB
Is your institution's audited Financial Report Qualified or Unqualified?	Unqualified	Unqualified
Fiscal Year Begin	7/1/2007	7/1/2008
Fiscal Year End	6/30/2008	6/30/2009
Does your institution allocate Operation & Maintenance of Plant expense?	No	No
Does your institution allocate Depreciation Expense?	No	No

	IPEDS Part-Line	Data on File (2008-09)	IP Data (2009-10)
		Expenses	**Expenses**
1. Instruction	**C-01**	$14,715,962	$17,357,604
2. Research	**C-02**	$210,296	$94,218
3. Public Services	**C-03**	$38,041	$568,912
4. Academic Services	**C-05**	$2,685,802	$4,932,192
4a. Included Library Expense		$1,504,851	$1,533,786
5. Student Services	**C-06**	$3,073,373	$4,149,228
6. Institutional Support	**C-07**	$3,792,217	$5,245,844
7. Scholarships and Fellowships	**C-10**	$6,999,650	$8,174,289

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

J. Significant Developments

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

Include potential changes that:

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

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

No significant developments for this academic year.

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K. Required Attachments

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

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

Uploaded Files *(Optional)*

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

Mail the required attachments to:

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