UNIVERSITY OF PUERTO RICO IN PONCE



MONITORING REPORT TO THE MIDDLE STATES COMMISSION ON HIGHER EDUCATION

March 1, 2011

SUBMITTED BY DR. FERNANDO A. RODRÍGUEZ-RODRIGUEZ, CHANCELLOR

> TEAM VISIT SCHEDULED APRIL 2-8, 2011





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University of Puerto Rico in Ponce Chancellor's Office



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February 23, 2011

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

Dear Dr. Pedraja:

The University of Puerto Rico in Ponce is pleased to submit this Monitoring Report in response to the MSCHE's Action Letter of November 19, 2010, which provides ample evidence of UPR-Ponce's advancement towards compliance with specific elements of Standards 3 and 4. Relative to Standard 11, in which the institution came into compliance after submitting the previous Monitoring Report, it offers an analysis of the impact of the interruption on student learning and academic progress, and evidences the development of a contingency plan for dealing with possible future interruption. In preparing this report, the Monitoring Report Committee received input from representatives of all areas of the university community.

We are fully prepared to welcome the MSCHE on-site evaluation team that will confirm the information provided in this report and we appreciate your interest in the well-being of the UPR in Ponce.

Cordially yours,

Fernando A. Rodríguez-Rodríguez, Ph.D. Chancellor UPR Ponce

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SUPPORTING DOCUMENTS IN ELECTRONIC FORMAT INCLUDED WITH THIS REPORT (CD)

- ✓ 2007-2010 UPR-Ponce Catalog
- ✓ 2007, 2008, 2009 UPR Audited Financial Statement
- ✓ 2009 IPEDS Finance Reports
- ✓ MSCHE Institutional Profile 2009-2010
- ✓ UPR-Ponce Institutional Assessment Plan
- ✓ UPR-Ponce Strategic Plan 2006-2016 (Excerpt)
- ✓ UPR-Ponce Profile (brochure)
- ✓ UPR-Ponce Annual Institutional Data Profile 2009-2010
- ✓ Student By-Laws
- ✓ Addenda
 - Addendum 1: University of Puerto Rico Central Administration Assessment Report
 - Addendum 2: University of Puerto Rico Central Administration Implementation and Assessment Guide
 - Addendum 3: University of Puerto Rico Central Administration Implementation and Assessment Report



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Institutional Overview

The University of Puerto Rico in Ponce (UPR-Ponce) is one of the eleven campuses of the University of Puerto Rico (UPR), a large publicly supported multi-campus, coeducational university system, each campus holding a separate accreditation. The UPR Central Administration (UPR-CA), located in Río Piedras, oversees the operations of the eleven academic units. The UPR University Law confers on the President the highest authority and responsibility for leading the University system, as can be seen in the organizational chart included in Appendix 1. In collaboration with the University Board, which he presides, the President coordinates and supervises the academic, administrative, and financial tasks of the Institution. Dr. Miguel Muñoz, Chancellor of the Mayagüez Campus, was appointed Interim President Dr. José Ramón de la Torre. Dr. Muñoz was the Interim President for about five months before the former President was appointed. The Board of Trustees will immediately initiate a new search process for appointing the new President according to UPR By-Laws.

Each unit is headed by a Chancellor who presides over the Academic Senate, the Administrative Board, and faculty meetings. He holds the maximum academic and administrative authority of the UPR-Ponce. Dr. Fernando A. Rodríguez was appointed Chancellor in September 2010. Appendix 2 describes the UPR-Ponce organizational structure.

The UPR-Ponce Mission Statement (revised in 2007), in alignment with the UPR-System mission, guides all institutional activities. It establishes the institution's commitment to the development of professionals with comprehensive academic preparations by means of effective and challenging teaching techniques, an aided by the creative and research activities which the institution disseminates. The institution also fosters community service, enriching educational experiences, and student support services. The UPR-Ponce Strategic Plan 2006-2016 sets the stage for accomplishing the institutional mission, defining and identifying priorities and critical assessment areas, those assuring UPR-Ponce's continuous renewal.

Established as Ponce Regional College in 1969 and accredited by Middle States since 1970, UPR-Ponce was originally authorized to offer associate degrees and transfer programs, but added a number of baccalaureate degree programs beginning in the 1980s. It is located in the city of Ponce in the southern coast of Puerto Rico, approximately 67 miles from the capital city of San Juan. At present, the institution offers twelve bachelor degrees, four associate degrees, and fifty-two articulated transfer programs to other UPR campuses. Total headcount enrollment for fall 2010-2011 was 3,233, approximately 2 per cent (2%) less than the average 3,313 for the previous five-year period. Approximately ninety percent (90%) of the student population studies full time, 79% receives some form of financial aid, and 60% is female. Seventy-three percent (73%) of the student body is enrolled in bachelor degree programs, 10% in technical programs, and 10% in transfer programs. The remainder is classified into other categories. The student body is served by approximately 208 faculty and 238 non-faculty staff members. On average, the student/faculty ratio is 16:1. The 2010-2011 faculty profile revealed that 70% of faculty teaches full-time, of whom 81% is tenured. Twenty-eight per cent (28%) has doctoral degrees. Seventeen per cent (17%) of faculty holds the rank of professor, 17% associate professor, 20% assistant professor and 46% instructor. UPR-Ponce has an operational budget of \$23,063,866 for academic year 2010-2011.

The main changes which have occurred at UPR-Ponce since the first monitoring report was submitted in September of last year were new appointments in UPR-Ponce's high level administrative positions. On September 8, 2010, Dr. Fernando A. Rodríguez was appointed Chancellor of the UPR-Ponce by the Board of Trustees, after consultation with the unit's Academic Senate, staff, and students' search committees, in accordance with the procedures established in Articles 19 of the UPR General By-Laws and Law 170 of August 12, 1988 (Administrative Procedures Law). Following the regulated process, Dr. Rodríguez appointed his executive staff, integrated by the Deans of Academic, Student, and Administrative Affairs from the institution's personnel. A staff chart of current institutional leadership is included in Appendix 3.

Institutional Context

Upon the termination of the student strike on June 21, 2010, UPR-Ponce completed the second semester of academic year 2009-2010 on August 3, as explained in the Monitoring Report submitted in September of 2010. The visiting team found clear and ample evidence that the institution put in place opportunities for students to complete their studies and, therefore, of compliance with Standard 11.

First semester classes for 2010-2011 commenced on August 23 and were completed by December 14. Final examinations were held from December 16 to 23. All academic activities were carried out as scheduled in the institution's academic calendar. While other campuses experienced some interruptions due to student protests, at UPR-Ponce, the semester transpired without disruptive events in a climate of shared collegial governance. Strategies from the UPR-Ponce Action Plan, described in the previous Monitoring Report, which were implemented towards strengthening institutional climate and identity, constituents' participation and access, and leadership and governance, may have contributed to this positive outcome.

Throughout the semester, the institutional leadership provided constituents with clear and timely information and opportunities for receiving input on issues that affect them. These actions were aimed at building trust and opening straightforward, transparent dialog. The Chancellor and his staff scheduled and carried out meetings with all sectors of the university community to share information and receive input on diverse areas of concern. They held sessions with student leaders, academic departments, union representatives, and groups of faculty members, students, and non-faculty staff. The administration also provided opportunities for student assemblies to discuss and vote on issues affecting them, notably the

new tuition fee of \$800. In one assembly held on December 2, 2010, students agreed to express their opposition to the special fee, but voted to reject any strike or action that would adversely affect the academic semester. This decision may have resulted from increased efforts by the institutional leadership to enhance the climate of participation and shared governance and increased student awareness of the issues that could affect them.

Information on institutional accreditation issues has been shared extensively with the university community in a timely, clear, and candid manner. The Director of the Office of Planning and Institutional Research offers presentations to the faculty, academic department heads, and the Academic Senate. Her office also discloses informative bulletins (*OPEI Informa* and *Accreditación al Día*), Power Point presentations, MSCHE Reports, and other information on its web page. These efforts have received positive feedback from the university community and have resulted in increased understanding of institutional accreditation topics.

The 2010-2011 spring semester commenced on January 18 as scheduled. A total of 2,812 students registered and paid their tuition, including the special fee for this spring term in which the fee was implemented for the first time. The UPR-Ponce administration and leadership have acted to ensure continuity in the institution's academic and administrative operations, in support of an Open University culture, which values the diversity of ideas, and ensures and promotes freedom of expression and the right to dissent. To that end, Chancellor Rodríguez issued Circular Letter 11-04 in which he expressed his commitment to this values and designated a special area in campus for carrying out protests, pickets, and other manifestations. This policy is aimed at guaranteeing constituents' rights to express themselves in a safe setting while ensuring that these activities do not disturb the institution's academic and administrative operations. Nevertheless, on February 10, 2011 UPR-Ponce students in a general assembly voted on a twenty-four hour stoppage, once again in protest against the \$800 fee, the designated area for protest, and a few other issues of their concern. The interruption began that day at 1:30 p.m. and ended on February 11 at 1:30 p.m. Immediately following the student declaration of the stoppage, Chancellor Rodríguez and his executive staff met with student leaders to discuss their concerns. After the meeting, the Chancellor issued an electronic communication to the university community informing it of the matters discussed and agreements reached. Immediately upon the termination of the stoppage, student leaders convoked a new student assembly, but since the quorum was not met, only an informational session could be held with those students who attended. No further interruptions have occurred since that date.

The purpose of this report is to document UPR-Ponce's progress towards full compliance with specific elements of Standards 3 and 4, in response to the MSCHE requirement of November 18, 2010. In relation to Standard 11, in which the Institution came into compliance after submitting the past Monitoring Report in September 2010, this report provides additional data analysis of the impact of the interruption on student learning and academic progress, and of the development of a contingency plan for dealing with possible future interruption. The writing process involved input from representatives of many areas: finances, budget, Academic Senate, Administrative Board, academic departments, students, and administrative and service units.

SECTION 2: PROGRESS TO DATE AND CURRENT STATUS

Standard 3: Institutional Resources

This section of the report documents evidence that the UPR-Ponce has achieved and can sustain compliance with Standard 3, including but not limited to: (1) financial projections for the UPR-Ponce, and (2) institutional pro-forma budgets that demonstrate the institutions ability to generate a balanced budget for fiscal years 2012 through 2015, including the personnel, compensation, and other assumptions on which these budgets are based.

The UPR audited financial statements are carried out by Ernst & Young for the University of Puerto Rico as a whole. The Audited Financial Statements for FY 2010 are not yet available due to the complexity of the UPR accounting system and issues related to the implementation and capability of the University Financial Information System (UFIS). As a result, their timely emission has been hindered. Some steps that are being taken by the UPR Central Administration's Finance Office to address this issue are:

- An external firm with expertise in government accounting processes was contracted to assist the units and UPR-CA, in reconciling and verifying information for the external auditors, to identify difficulties in accounting and financial processes, to review accounts receivable practices and to submit recommendations.
- A firm of software specialists has also been recruited to revise UFIS implementation, devise solutions to improve its performance and develop reports to facilitate access to the necessary financial information to draft financial statements.
- A second external auditing firm was hired to validate the trial balance of the financial statements draft in order to expedite substantive tests carried out by Ernst & Young.

Additional information on these efforts can be found in the UPR-CA Assessment Report (Addendum 1).

UPR-Ponce Financial Projections

The UPR receives the majority of its funds from legislative appropriations as stipulated by UPR Law (Law #1, January 20, 1966, as amended). Each year, approximately 9.66% of the average total amount of the two previous years of government revenues is assigned to the UPR System. Tuition fees, which are among the lowest in the nation, account for a very small part of the university's fiscal resources. Budget development in alignment with institutional planning, mission and goals is a primary responsibility of governance, within the calendar processes and regulations for its yearly development, as established through the Board of Trustees Certification 100 (2005-2006). The UPR-CA Budget Office issues general guidelines for the distribution of resources and discusses the budgetary outlook for the next fiscal year with the Chancellors and their respective Budget Directors. Chancellors align each unit Budget to their respective strategic plans and assessment results in consultation with the Central

Administration's Budget Director. Allocations of state revenues to the units are based on the previous year's recurrent budget, plus additions to salary and benefit increases, operational expenses, and earmarks corresponding to the institutional plan.

Through the Board of Trustees Certification 135 (2009-2010), the UPR-Ponce was assigned a budget of \$23,063,866 for FY 2010-2011, representing a 19% reduction in comparison to FY 2009-2010. This decrease of \$5.2 million constitutes a new institutional challenge for this academic year. However, as a result of its conservative and efficient fiscal planning and management, UPR-Ponce has weathered the financial downturn well. Its effective administrative practice has consistently earned the recognition of the Puerto Rico Comptroller's Office audits, obtaining a ten-year average of 98%. This successful track record, together with its plans to continue this reallocation, suggests that the campus is well positioned to cope with continued economic instability.

Relevant steps implemented by the UPR Board of Trustees and by the UPR-Ponce leadership to improve the institution's finances and to develop alternative funding sources have helped to mitigate the fiscal shortfall's impact relatively well. Some of these measures are mentioned below:

- Establishment of a special tuition fee of \$800 per year.
- No increases in faculty and non-faculty salaries.
- Freezing of all vacant faculty and non-faculty positions.
- Five per cent decrease in all administrative compensations.
- Five per cent decrease in faculty compensations above regular teaching load.
- Elimination of special stipends to all personnel.
- Establishment of a minimum course guota of thirty students per section.
- Elimination of payment for sick leave days exceeding 90 days.
- Moratorium on faculty promotions.
- Promotion of proposal writing and collaborative agreements.
- Reduction in energy consumption through the establishment of energy saving policies, the acquisition of energy-efficient equipment, and the submission of proposals for sustainable energy projects.
- Paper work reduction through a policy that encourages the use of electronic mechanisms.
- Submittal of new externally funded proposals to enhance academic activities.
- Reduction in the number of full and part-time professors on service contracts.
- Reduction in the number of credit hours granted to faculty for carrying out special administrative tasks.
- Reduction in funds available for traveling outside the Island.
- Maximization of institution's resources available for transportation within the Island.

The UPR Central Administration's Budget and Finance Offices prepared the UPR system's budget projections for the next four years. Budget projections were prepared with a conservative view, in light of Puerto Rico's current economy, and the anticipated revenues



coming from different sources, such as government appropriations, tuition and fees, federal funds, special state funds, rental earnings, and others. These projections were grounded on the following assumptions:

- A 4% yearly increase of tuition costs.
- Continuing state support through the 9.66% formula.
- A relatively stable student population.
- No additional American Recovery and Reinvestment Act funds will be available.
- \$40 million from the new stabilization fee charged to students.
- An analysis of Puerto Rico's economic trends made by UPR Central Administration's Finance Office, which anticipates a national economic recovery beginning in FY 2012-2013.

Financial information for the UPR system is discussed in the UPR-CA Assessment Report (Addendum 1), while the projected budget figures for the system and the units is included in Appendix 1 of that addendum.

Projected unit allocations were based on each unit's 2010-2011 recurrent budgets. UPR-Ponce financial projections provided in the previous monitoring report have been revised accordingly. Current and projected general and external fund allocations for UPR-Ponce are shown in the following table.

| Source | Actual Budget | Budget Projections | | | | | |
|----------------|---------------|--------------------|--------------|--------------|--------------|--|--|
| | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | | |
| General Funds | \$ 23,063,866 | \$21,854,456 | \$22,456,189 | \$22,931,680 | \$23,407,319 | | |
| External Funds | \$20,097,663 | \$22,789,177 | \$23,270,814 | \$22,632,140 | \$22,413,034 | | |

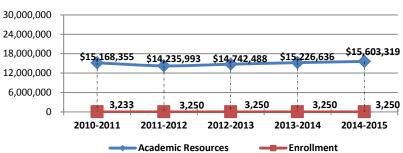
Table 1Current and Projected Funds 2010-2011 to 2014-2015

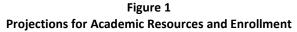
Source: UPR-Central Administration Budget Office, UPR-Ponce Finance Office

General funds are allocated by the UPR Board of Trustees to the UPR-Ponce and include income from the state as stipulated by the University Law, state revenues from other specified sources, and university-generated income. Institutional external funds include other state funds for student aid programs, private funds, federal funds, and others. Further discussion on each of these funding sources will be found later in this section.

UPR-Ponce's operational budget has been impacted by the island's economy since FY 2009-2010, when the institution's operational budget decreased to \$28,354,621, representing a shortfall of near 3% from the previous year. In FY 2010-2011, the Board of Trustees assigned UPR-Ponce a budget of \$23,063,866, which constituted a dramatic reduction of near 19% in the institution's finances. An additional decrease of approximately 5% is anticipated for the next fiscal year 2011-2012. However, a recovery in the island's economy is expected to favorably impact UPR finances beginning in 2012-2013.

Given the financial outlook, and making necessary adjustments to guarantee academic excellence and quality services, the UPR-Ponce reconsidered its enrollment projections for the next four years. It will be sustained at approximately 3,250 students, with percentage distribution by type of program remaining essentially constant. Figure 1 presents projected budget allocations for academic resources (funds allocated to instruction, academic support, and student services) and enrollment for the next four academic years.





Internal reallocations increased the percentage of the budget allocated to the academic programs by 18% from 2005-2006 to 2009-2010, which the 2010 Periodic Review Report evaluators considered "a truly remarkable attainment aimed at maintaining academic excellence". However, for the next four academic years beginning with 2010-2011, only a 3% increase is expected.

Table 2 shows current and projected budget distribution by program for UPR-Ponce. This distribution takes into account strategic priorities that stem from the UPR system and the institution's strategic plans.

| Program | Actual Budget | Budget Projections | | | | |
|--|------------------|--------------------|---------------|---------------|---------------|--|
| | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | |
| Instruction | \$11,112,271 | \$ 10,422,390 | \$10,799,181 | \$ 11,202,126 | \$ 11,478,949 | |
| Research | 195,311 | 194,505 | 199,860 | 199,506 | 203,644 | |
| Community Services | 391,905 | 389,009 | 386,246 | 387,545 | 390,902 | |
| Academic Support | 2,178,700 | 2,001,868 | 2,117,619 | 2,116,594 | 2,181,562 | |
| Student Services | 1,877,384 | 1,811,734 | 1,825,688 | 1,907,916 | 1,942,807 | |
| Institutional Support | 3,964,331 | 3,748,039 | 3,777,131 | 3,772,261 | 3,791,986 | |
| Infrastructure Maintenance and Operation | 3,343,964 | 3,286,910 | 3,350,463 | 3,345,732 | 3,417,469 | |
| Totals | \$23,063,866 | \$ 21,854,456 | \$ 22,456,189 | \$ 22,931,680 | \$ 23,407,319 | |

Table 2 **Budget Projections by Program** FY 2010-2011 to 2014-2015

Source: UPR Central Administration and UPR-Ponce Budget Offices



Despite the recession, during the past five years UPR-Ponce has been committed to reallocating resources from administrative to the academic areas, a trend that the institution intends to continue.

Table 3 shows the distribution of current and projected institutional budget by expense category.

| Expense | Current Budget | Budget Projections | | | | |
|-------------------------------------|-------------------|--------------------|---------------|---------------|---------------|--|
| | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | |
| Salaries* | \$ 15,886,333 | \$ 15,053,294 | \$ 15,467,767 | \$ 15,795,284 | \$ 16,122,902 | |
| Fringes Benefits | 5,272,952 | 4,996,451 | 5,134,022 | 5,242,731 | 5,351,473 | |
| Materials, Services and Supplies | 1,804,581 | 1,709,953 | 1,757,034 | 1,794,238 | 1,831,453 | |
| Travel Expenses | 30,000 | 28,426 | 29,209 | 29,828 | 30,446 | |
| Equipment | 70,000 | 66,329 | 68,155 | 69,598 | 71,042 | |
| Totals | \$ 23,063,866 | \$ 21,854,456 | \$ 22,456,189 | \$ 22,931,680 | \$ 23,407,319 | |

Table 3 Budget Projections by Expense Categories FY 2010-2011 to 2014-2015

Source: UPR Central Administration and UPR-Ponce Budget Offices

*Includes salaries for students working under part time service contracts.

Figure 2 depicts the budget distribution by expense category for the present fiscal year.

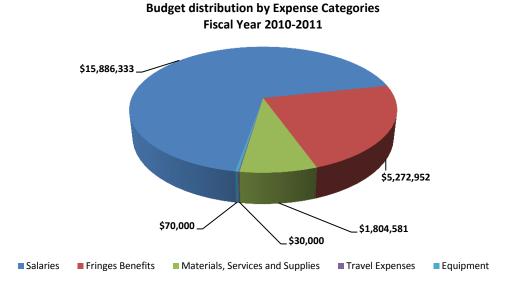


Figure 2

As shown above, salaries constitute nearly 69% of the institution's budget, while approximately 23% goes to fringe benefits. The institution's annual budget might be increased annually by



authorized transfers from UPR-CA to support special initiatives and to cover other new recurrent and non-recurrent expenditures.

Table 4 provides further data of projected needs for faculty and non-faculty personnel along with the corresponding resources required to cover salaries.

| Description | Academic Year | | | | | | | |
|-------------|---------------|--------------|--------------|--------------|--------------|--|--|--|
| | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | | | |
| Faculty | 171 | 165 | 168 | 170 | 170 | | | |
| Salaries | \$ 8,523,334 | \$ 8,202,190 | \$ 8,427,750 | \$ 8,606,419 | \$ 8,784,572 | | | |
| % budget | 37% | 36% | 37% | 37% | 37% | | | |
| Non Faculty | 234 | 230 | 225 | 225 | 225 | | | |
| Salaries | \$ 7,340,919 | \$ 6,829,619 | \$ 7,017,434 | \$ 7,166,203 | \$ 7,314,544 | | | |
| % budget | 32% | 32% | 32% | 32% | 32% | | | |

Table 4Personnel Counts and SalariesAcademic Years 2010-2011 to 2014-2015

Source: UPR-Ponce's Budget Office

UPR-Ponce has increased its resolve 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 5 reflects income received and projected from these sources.

| Year | State | Private | Federal | Other | Total |
|-----------|-------------|----------|--------------|-------------|--------------|
| | | Re | ceived | | |
| 2007-2008 | \$905,846 | \$88,024 | \$10,084,548 | \$384,686 | \$11,463,104 |
| 2007-2008 | 8% | 1% | 88% | 3% | Ş11,405,104 |
| 2008-2009 | 873,442 | 39,593 | 11,714,223 | 380,094 | 13,007,352 |
| 2008-2009 | 7% | 0% | 90% | 3% | 15,007,552 |
| 2009-2010 | 862,169 | 21,651 | 14,213,884 | 494,052 | 15,591,756 |
| 2009-2010 | 6% | 0% | 91% | 3% | 15,591,750 |
| | | Pro | ojected | | |
| 2010-2011 | \$2,677,627 | \$22,562 | \$15,908,139 | \$1,489,335 | \$20,097,663 |
| 2010-2011 | 13% | 0% | 79% | 7% | \$20,057,003 |
| 2011-2012 | 1,763,914 | 22,111 | 17,700,479 | 3,302,672 | 22,789,177 |
| 2011-2012 | 8% | 0% | 78% | 14% | 22,709,177 |
| 2012-2013 | 1,746,556 | 21,669 | 18,100,837 | 3,401,752 | 22 270 914 |
| 2012-2013 | 8% | 0% | 78% | 15% | 23,270,814 |
| 2013-2014 | 1,772,072 | 21,777 | 17,334,486 | 3,503,805 | 22 622 140 |
| 2013-2014 | 8% | 0% | 77% | 15% | 22,632,140 |
| 2014-2015 | 1,793,548 | 21,995 | 16,988,572 | 3,608,919 | 622 412 024 |
| 2014-2015 | 8% | 0% | 76% | 16% | \$22,413,034 |

Table 5External Resources Received and Projected by SourceFY 2007-2008 to 2014-2015

Source: UPR-Ponce Finance Office

State funds include legislative grants provided by the Commonwealth of Puerto Rico, as well as other student financial assistance. Beginning fiscal year 2010-2011, external state funds will also include a special state allocation to the student aid program. For fiscal year 2010-2011, private funds were calculated considering the funds received from corporate donations and contributions from the private sector. It must be stated that, in fiscal year 2008-2009, these funds decreased considerably due to the fact that the Institution had a contract with a pharmaceutical company to run a private grant which ended that year. Furthermore, a 74.36% reduction of these funds is noted in 2010-2011 when compared to 2007-2008.

Federal funds are the greatest source of external funding. They increased nearly 58% from fiscal year 2007-2008 to 2010-2011. These funds include student federal assistance programs as well as direct federal grants and pass-through federal grants. An increase of federal funds is projected in 2011-2012, 2012-2013, 2013-2014, and 2014-2015, pending the approval of proposals submitted for federal grants from the National Institutes of Health and the Department of Education, among other federal agencies.

Other funds projected are from the University's auxiliary enterprises, especially the Continuing Education Division, Evening University, and photocopy machine revenues. An increase of 287% is noted in other funds when the amount received in 2010-2011 is compared to that of 2007-2008. This sharp increase is the result of the Continuing Education Division's success in obtaining funding for the many proposals submitted to different agencies. Amounts projected for the next four years take into account proposals submitted by the Continuing Education Division, some of which have been already approved. Table 6 shows the sources of external funds for academic year 2010-2011.

| Source | Continuing | Newly Approved | Pending approval | Total |
|---------------|--------------|----------------|------------------|--------------|
| State funds | \$885,627 | \$1,792,000 | | \$2,677,627 |
| Private funds | 22,562 | | | \$22,562 |
| Federal funds | 15,313,410 | 164,100 | 430,629 | 15,908,139 |
| Other funds | 1,054,406 | | 434,929 | 1,489,335 |
| TOTAL | \$17,276,005 | \$1,956,100 | \$865,558 | \$20,097,663 |

| Table 6 |
|--|
| External Funds for Academic Year 2010-2011 |

Source: UPR-Ponce Finance Office

The institution is strongly committed to seeking further external funding that could provide additional resources for supporting its programs and supplementing general fund revenues. 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.

UPR-Ponce Pro-forma Budgets

UPR-Ponce's consolidated budget will continue to defray the operational and academic costs of its twelve baccalaureate and four associate degree programs, and fifty-two articulated academic programs to other UPR campuses. Table 7 and Figure 3 present projected revenues and expenses for the institution's consolidated budget.

| Table 7 |
|--|
| UPR-Ponce's Statement of Projected Revenues and Expenses for Consolidated Budget |
| FY 2010-2011 to 2014-2015 |

| Revenues | | | | | | | | | |
|---------------------------------|----------------|--------------|--------------|--------------|--------------|--|--|--|--|
| _ | Current Budget | | Proje | cted | | | | | |
| Program | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | | | | |
| General fund | \$23,063,866 | \$21,854,456 | \$22,456,189 | \$22,931,680 | \$23,407,319 | | | | |
| State funds | 2,677,627 | 1,763,914 | 1,746,556 | 1,772,072 | 1,793,548 | | | | |
| Private funds | 22,562 | 22,111 | 21,669 | 21,777 | 21,995 | | | | |
| Federal funds | 15,908,139 | 17,700,479 | 18,100,837 | 17,334,486 | 16,988,572 | | | | |
| Tuition and fees | 3,572,589 | 3,464,328 | 3,533,615 | 3,604,287 | 3,676,373 | | | | |
| Others - Auxiliary Enterprises | 1,489,335 | 3,302,672 | 3,401,752 | 3,503,805 | 3,608,919 | | | | |
| Total Revenues | \$46,734,119 | \$48,107,961 | \$49,260,618 | 49,168,107 | \$49,496,726 | | | | |
| | | Expenses | | · | | | | | |
| Expenses | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | | | | |
| Faculty salaries | \$9,486,023 | \$10,267,985 | \$10,655,697 | \$10,596,534 | \$10,687,002 | | | | |
| Non-faculty salaries | 7,978,887 | 8,541,892 | 8,852,370 | 8,837,464 | 8,929,554 | | | | |
| Student services | 110,080 | 104,308 | 107,180 | 109,449 | 111,719 | | | | |
| Fringe Benefits | 5,364,130 | 5,225,240 | 5,389,619 | 5,444,982 | 5,530,109 | | | | |
| Materials | 875,238 | 1,472,252 | 1,552,247 | 1,481,907 | 1,467,425 | | | | |
| Library resources | 80,000 | 75,805 | 77,892 | 79,541 | 81,191 | | | | |
| Communications | 40,000 | 37,903 | 38,946 | 39,771 | 40,596 | | | | |
| Professional services | 220,000 | 208,464 | 214,204 | 218,739 | 223,276 | | | | |
| Utilities | 974,181 | 923,097 | 948,514 | 968,598 | 988,688 | | | | |
| Travel and per diem | 69,076 | 126,479 | 138,752 | 116,507 | 107,005 | | | | |
| Equipment | 769,406 | 1,453,152 | 1,544,748 | 1,442,174 | 1,412,598 | | | | |
| Student Aid Assistance Programs | 17,194,510 | 16,207,056 | 16,206,836 | 16,228,153 | 16,241,190 | | | | |
| Total Expenses | \$43,161,531 | \$44,643,633 | \$45,727,004 | \$45,563,819 | \$45,820,353 | | | | |
| Net revenue | \$3,572,588 | \$3,464,328 | \$3,533,614 | \$3,604,287 | \$3,676,373 | | | | |

Source: UPR Central Administration and UPR-Ponce Finance and Budget Offices

The above table shows a gradual increase in the instruction versus administration categories. Resources saved from the retirement of college personnel have been channeled to academic programs. Funds obtained from successful proposals help strengthen the materials and equipment categories.

Figure 3 UPR-Ponce Revenues and Expenses FY 2010-2011 to 2014-2015

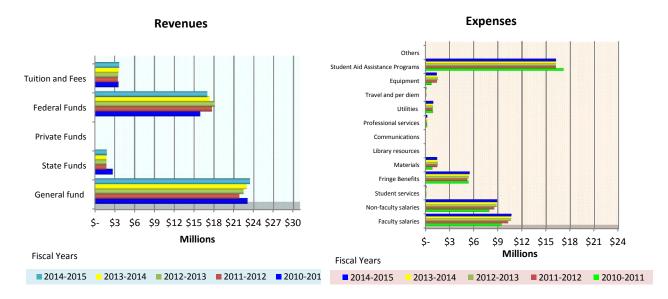


Figure 4 depicts the distribution of the consolidated budget revenues and expenses for the current year.

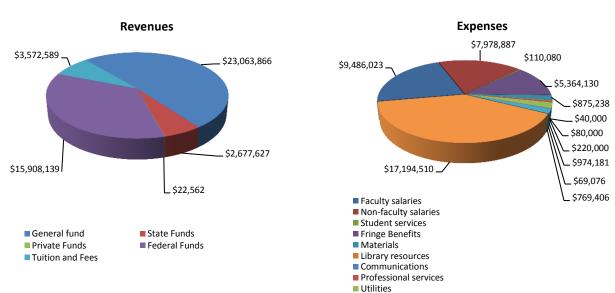


Figure 4 Distribution of Revenues and Expenses FY 2010-2011

The information provided in this section of the report documents that the institution has the necessary resources to achieve its mission and goals, uses its resources effectively through sound financial planning linked to institutional goals and strategies, and allocates its budget according to institutional priorities, thus complying with Standard 3.

Standard 4: Leadership and Governance

This section of the report documents evidence that the UPR-Ponce has achieved and can sustain compliance with Standard 4, including but not limited to: (1) evidence of implementation of clear institutional policies specifying the respective authority of the different governance bodies and their respective roles and responsibilities in shared governance; (2) evidence that the Board of Trustees assists in generating resources needed to sustain and improve the institution; (3) evidence of a procedure in place for the periodic objective assessment of the Board of Trustees in meeting stated governing body objectives and responsibilities; (4) evidence that steps have been taken to assure continuity and stability of institutional leadership, particularly in times of governmental transition; (5) evidence that the UPR Action Plan is implemented, that it is assessed, and the data are used for continuous improvement of the institution's processes; (6) evidence that steps have been taken to improve shared governance, especially in documenting how campus input is solicited and considered in decision making at the System level; and (7) evidence that communication between the Central Administration and the institution and within the institution, is clear, timely, and accurate, and that the sources of such communications are clearly defined and made available to all constituents.

Evidence of implementation of clear institutional policies specifying the respective authority of the different governance bodies and their respective roles and responsibilities in shared governance

The UPR Law (Law #1, January 20, 1966, as amended) guarantees the effective government of each unit, including UPR-Ponce. It clearly delineates the institution's governing structure, including the composition, duties, and responsibilities of each university constituent in the development of policies and in the decision-making process. The internal management of each institutional unit is directed by all applicable laws, UPR General By-Laws, and complimentary laws, as well as by resolutions adopted by the Board of Trustees, by the guidelines established by the University President, and by the rules and regulations adopted by each institutional governing body.

UPR-Ponce's governance structure is stated in the following Laws:

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

Governing bodies give direction to and facilitate the effective operation of UPR-Ponce by approving policies, regulations, certifications, and any other dispositions which must respond to a priority norm as established by Article 7 of the University of Puerto Rico By-Laws. Any rules,

norms, resolutions, instructions and procedures established by the corresponding institution's authorities must respect the following order of regulations:

- 1. Applicable Laws
- 2. UPR General By-Laws
- 3. Resolutions of the Board of Trustees
- 4. Integral Development Plan for the University System
- 5. Norms, instructions, resolutions and any other dispositions of the President
- 6. Resolutions of the University Board
- 7. Regulations of each institutional unit in accordance with the internally established hierarchy

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

The University Law and UPR General By-Laws clearly states that the institution's governing bodies are responsible for the development of institutional projects and plans and for the general direction of its teaching and research programs. The 2005 MSCHE team report's executive summary noted that "UPR-Ponce has a well-defined organizational structure with clear lines of organization and authority," and that "one of the institution's strengths lies in its clear rules, regulations, and policies for providing appropriate direction and facilitating the effective governance and functioning of the institution" (p.5). The institution continues to live up to this well-deserved reputation.

During this academic year, UPR-Ponce's Academic Senate and Administrative Board implemented a process for the assessment of their effectiveness in meeting their objectives, as related to their roles and functions specified in UPR General By-Laws. Data was collected using a tool designed and provided by the Office of Planning and Institutional Research. The evidence gathered clearly documents the implementation of the roles and responsibilities of these bodies in shared governance. Assessment results are being analyzed by special committees appointed for this purpose who will develop strategies for continuous improvement of the effectiveness of these governance bodies. These assessment reports will be available for review during the on-site visit.

As part of the UPR Action Plan, the Central Administration is in the process of appointing a leadership and governance committee which will be charged with revising institutional leadership and governance structures and their roles and responsibilities, based on a rigorous

analysis of the University law and regulations in alignment with MSCHE standards and guidelines. It will also make recommendations to promote effective participation of leadership and governance structures in carrying out the institutions mission and goals. The Committee will also prepare the guidelines for the review of the internal regulations of all leadership, advisory, and governing organizations and bodies, including the Board of Trustees.

Further evidence of the implementation of clear institutional policies specifying the respective authority of the different governance bodies and their respective roles and responsibilities in shared governance at the UPR system level is included in the UPR-CA Assessment Report (Addendum 1).

Evidence that steps have been taken to assure continuity and stability of institutional leadership, particularly in times of governmental transition

Like other higher education institutions, the UPR has undergone periodic changes in leadership while maintaining the necessary level of continuity and stability in key areas to carry on with its mission. While changes bring some level of uncertainty, the UPR Board of Trustees has made it clear that the new President and, consequently, the new Chancellors must follow up on the UPR's planning agenda *Ten for the Decade* and units' strategic plans in order to give continuity to institutional processes (Board of Trustees Certification 2009-2010-10).

A significant number of key administrators at Central Administration have remained in their positions under the leadership of former President de la Torre and current Interim President Muñoz. Most vacant positions were filled with experienced personnel to assure continuity and stability in institutional processes. Table 6 of the UPR-CA Assessment Report (Addendum 1) provides examples of the significant number of officials in leadership positions who have supported stability and continuity of the University agenda in their respective areas across administrations.

Historically, upon the appointment of a new chief executive officer UPR-Ponce has not experienced drastic changes in institutional management. An analysis of the profile of UPR-Ponce's current leadership reveals a high level of continuity and stability in most administrative positions (Appendix 3). Top-level administrators who are new to their positions have served the institution in different roles for many years and have demonstrated their commitment to UPR-Ponce's vision, mission, goals, and values. For example, Chancellor Rodríguez, a full professor with fifteen (15) years of experience in the Allied Health Studies Department, has also served the institution as Director of the Continuing Education Division, Academic Senator, and member of the Administrative Board. The Dean of Academic Affairs served a previous six-year term in this position and was department head for nine years. Furthermore, most academic department heads and the directors of student support and administrative services offices have held their positions for several years. Non-faculty support staff has remained relatively stable as well, which has ensured the continuity of essential processes and services. Clearly established University By-Laws, regulations, policies, and procedures have also contributed to the effective functioning and governance of the institution, despite administrative changes. In addition, UPR-

Ponce has a highly competent faculty and staff who are committed to the institution's mission and goals, and strive to achieve them, a factor that has contributed to institutional stability and continuity.

Evidence that the UPR Action Plan is implemented, that it is assessed, and the data are used for continuous improvement of the institution's processes

In its Action Plan, the University of Puerto Rico set forth an ambitious agenda of institutional change aimed at: (1) fostering an enhanced institutional climate and identity; (2) developing an Open University Culture; (3) revisiting and empowering leadership and governance at all levels; (4) guaranteeing the sustained length, rigor and depth of academic offerings; (5) securing continuity and institutional effectiveness with available resources, and; (6) maintaining and nurturing sources of funding to continue advancing institutional education, research and service priorities. The UPR leadership, with input and recommendations from the University Board, the Board of Trustees, the Monitoring Report Task Force, and the accreditation coordinators, developed guidelines for the expeditious and effective implementation of the Plan at all levels of the UPR system (Addendum 2).

Six months after its inception in September of 2010, nearly 52% of the 66 activities of the Plan have been completed, whereas forty-five per cent (45%) are currently at different levels of implementation. Addendum 3 provides detailed evidence of the implementation and assessment of the UPR Action Plan.

UPR-Ponce has also been proactive in developing and implementing its Action Plan for sustained compliance with MSCHE standards 3, 4, and 11. This plan was included in the previous Monitoring Report submitted to the Commission in September, 2010. Areas of emphasis were identified for each of these standards, under which actions and activities were projected together with the corresponding expected outcomes. They are specified in the following table.

| MSCHE Standard | Areas of Emphasis |
|---------------------------|--|
| | Strengthening the institutional climate and identity |
| Leadership and Governance | Open university culture: Strengthening participation and access |
| | Strengthening of leadership and governance |
| Institutional Resources | Financial measures to promote continuity of operations and institutional effectiveness Additional funding sources |
| Educational Offerings | Length, rigor, and depth of academic programs |

Table 8 **UPR-Ponce Action Plan Areas of Emphasis by MSCHE Standard**

UPR-Ponce leadership assumed responsibility for the implementation of the Plan. Chancellor Rodríguez appointed a special committee to assist him in implementing and assessing the Action Plan. The committee is chaired by the Chancellor and includes the Deans, the Director



of the Office of Planning and Institutional Research, and the Institutional Assessment Coordinator. The members meet to ensure that activities included in the plan are being carried out in a timely manner and to assess their effectiveness. Assessment findings on the implementation of the plan are being used for continuous improvement by taking corrective actions or modifying strategies. While most of the actions have been implemented and discussed in different sections of this report, Appendix 4 recapitulates evidence of the implementation and outcomes of the UPR-Ponce Action Plan.

Evidence that steps have been taken to improve shared governance, especially in documenting how campus input is solicited and considered in decision making at the System level

The UPR leadership has been proactive in enhancing constituents' participation in shared governance and in soliciting and considering their input for decision making. Some examples of actions taken for this purpose include celebration of forums with elected student leadership, development and implementation of student satisfaction surveys, visits made by trustees to the campuses, and requests for feedback concerning policies such as tuition exemption and summer session offering. The UPR-CA Assessment Report (Addendum 1) provides ample evidence of other actions taken to improve constituent participation in shared governance.

In the UPR-Ponce, the responsibility for governance is shared by faculty, administrators, and governing bodies. UPR By-Laws clearly specify the respective authority of the different governance bodies and their respective roles and responsibilities in shared governance. Faculty and students are involved in personnel decisions, selection of administrators, budget preparation, and determination of educational policies, as stipulated by the institution's regulations. This has resulted in a climate of shared collegial governance in which all institutional constituencies are involved in carrying out the institution's mission.

After the previous Monitoring Report was submitted, various steps outlined in the UPR Action Plans were taken to increase faculty and student awareness of institutional issues as well as their participation in making decisions that could affect them. Examples of these actions can be found in Appendix 4 and later in this section.

Other initiatives were also undertaken to improve shared governance. On Tuesday, October 26, 2010 the Chancellor and Deans of the University of Puerto Rico in Ponce held a Student Forum, moderated by Dr. Margarita Villamil, Ombudsperson of Student Affairs. This forum enabled students and administrators to engage in an open dialogue. All of the participants demonstrated respectful behavior, and the exchange of ideas proved fruitful. Students provided their input on the following issues and concerns:

- 1. Alternatives to the stabilization fee of \$800 and clarification of its implementation.
- 2. Communication with students in the event of institutional closure due to diverse situations.
- 3. Long term plans for removing asbestos within campus facilities.



- 4. Timely processing of payment to students participating in the Work Study Program, Pell Grant, and Ioans.
- 5. Status of repairs to air conditioning unit in Auditorium 225.
- 6. Dispensing of student identification cards.
- 7. Rules and regulations regarding student voting processes.
- 8. Traffic jams at the campus main entrance during peak hours in the morning.

As a result of the forum, a committee of students was formed to receive and analyze students' recommendations on alternatives to the prospective stabilization fee of \$800. Dr. Margarita Villamil, agreed to serve as moderator. The committee's first activity was the creation of a temporary bulletin board where students could post ideas and alternatives to the \$800 fee. The committee met on October 29 and November 5, 2010 to prepare a report of their findings. It was discussed, amended, and approved during two general assemblies held in November and disclosed to the university community. It was submitted to the Chancellor, who agreed to present it to the President for transmittal to the Board of Trustees for its consideration. The report will be available for review during the on-site visit.

Student senators have been further encouraged to submit proposals on issues affecting them to UPR-Ponce's governing bodies. The Academic Senate considered and approved various recommendations submitted by student representatives related to exams. Certification 2010-2011-18 ensures that students have two reading days before finals commence. Students also presented their concerns regarding the amount of time they have between classes, stating that, due to the lack of a written policy, some professors do not terminate their classes in time to allow students to arrive at their next class on time. Academic Senate Certification 2009-2010-17 addressed this concern setting out an official policy on this issue.

The Chancellor motivates faculty members to express their opinions and take part in the decision-making process in issues that affect them at faculty meetings. These meetings occur at least once every semester, as established in UPR General By-Laws, but extraordinary meetings can be called as necessary. Institutional and departmental forums and committees also provide faculty, administrative personnel, and students with opportunities to participate in the decision-making process at different levels, and their suggestions are taken into consideration.

The Academic Senate has the opportunity to provide input on matters related to the academic community. An example of an instance where this body expressed its input is their agreement against endorsing the Action Plan included in the previous UPR Consolidated Monitoring Report (Certification 2010-2011-49). Academic senates of other campuses made similar declarations with respect to the plan. Subsequently, the Board of Trustees issued Certification 2010-2011-53 directing the President and the Chancellors to carry out their respective plans with input and collaboration from the university community.

Academic senators at UPR-Ponce also requested that the UPR Central Administration empower the UPR-Ponce to resolve issues related to its probation status in a more autonomous manner (Certification 2010-2011-50). The institution's Accreditation Liaison Officer channeled these concerns to the Vice-president of Academic Affairs in the Central Administration and it was agreed that each unit under probation would submit an individual monitoring report instead of submitting a Consolidated Report as on the previous occasion. In order to ensure wider opportunities for providing input into this process, UPR-Ponce appointed an academic senator selected by his peers as part of the Monitoring Report Committee. A student representative who is member of the Student Council and the Academic Senate was also appointed to the Committee.

Other examples of initiatives that have resulted in strengthening governance environment at UPR-Ponce are mentioned below:

- Periodic meetings of the Chancellor with student leaders to keep them informed of issues that might affect them and to solicit their input.
- Dialogues held by the Dean of Students with student leaders: October 28, November 2, December 7, January 24, and February 3. Other meetings are scheduled for March 3, April 7, and May 5.
- Creation of a *Facebook* account for the General Student Council where they are free to respectfully express their concerns, opinions, and ideas on different subjects of interest. These are referred to the corresponding authorities for action.
- Creation of a Facebook account for the Dean of Students to receive student input and to inform the student body on different matters.
- Programmed dialogues of the Chancellor and his staff with faculty, academic department chairpersons, non-faculty personnel, and union leaders and representatives. Examples of these were meetings with each academic department faculty on the following dates: November 5 and 30; December 2, 3, 17, and 21.

As part of the Action Plan submitted by the UPR Central Administration in the previous consolidated report, and in response to a recommendation made by the MSCHE small visit team in September 2010, the Board of Trustees has carried out visits to units for gathering input from its constituents. Trustees Dr. Waldemiro Vélez, and René Vargas visited the UPR-Ponce on February 9, 2011 and received input from representatives of all sectors of the university community on matters of their concern. They also responded to questions posed by members of the university community. The agenda for the visit and attendance sheets for meetings which evidence the wide participation of the university community will be available for team review in the Exhibit Room.

Evidence that communication between the Central Administration and the institution and within the institution, is clear, timely, and accurate, and that the sources of such communications are clearly defined and made available to all constituents

Historically, effective communication networks between the UPR-CA and all sectors of the UPR-Ponce have kept the university leadership and community informed on matters of their concern

in a clear, timely, accurate, and official manner. Diverse channels and mechanisms for sharing information exist at the different levels of the institution. Examples of these opportunities which provide for an interchange of information and ideas include:

- Monthly meetings of the University Board, which is presided by the President, and whose members include the Chancellors, and an elected faculty and student representative from each of the eleven units
- Regular meetings of the President and the Chancellors which are carried out not less than twice a month
- Monthly meetings of the UPR-CA Vice President for Students Affairs with the Deans of Students, Financial Aid Directors and other student service officers. The Deans channel the relevant information to students through their elected representatives by means of periodic meetings and official communications
- Periodic meetings of the UPR-CA Vice President for Academic Affairs with the Deans of Academic Affairs, professional accreditation committees, Institutional Research and Planning Directors, accreditation coordinators, Registrars, Directors of the Divisions of Continuing Education and Professional Studies, as well as other committees, groups, University Community members and stakeholders
- The UPR-CA Vice President for Research and Technology meets periodically with funded researchers and visits their work areas to assess their needs. He also meets periodically with unit Information System specialists as part of the implementation of the Update of Technology and Information System Project (PATSI for its Spanish acronym)

Furthermore, system and unit information, such as governance documents, policies, and procedures, is readily available to the UPR-Ponce university community through diverse mechanisms. Governing bodies issue official certifications every time a new policy or procedure is adopted or changed in order to ensure both its fulfillment and community awareness. To that end, the UPR Board of Trustees and the University Board disseminate certifications throughout the University system by both printed and electronic means. Nonetheless, in an effort to further enhance communication with its units, the UPR-CA has developed and implemented new strategies for the timely and accurate delivery of institutional information to the internal and external communities. Its Office of Communications redesigned its communication plan to maximize the use of the university website and increase and diversify information mechanisms (social networks, *Cartero AC* and *UPR Informa*) to communicate relevant information and address main issues. Further discussion of these strategies is included in the UPR-CA Assessment Report (Addendum 1).

The UPR-Ponce administration has always been committed to informing its constituents in a clear, timely, and accurate manner. However, during this academic year, the new administration has redoubled its efforts in this regard in light of constituents' perceptions and MSCHE concerns. Existing communication mechanisms and channels within the institution have

been reinforced and optimized in order to ensure that information is readily available to all sectors of the university community. In addition, Chancellor Rodríguez has acted to ensure that information provided to constituents is clear and accurate, and that the sources of communications are clearly defined. Examples of these actions are the Chancellor's Circular Letter 11-05 which clearly specifies guidelines, rules, and procedures for the efficient, effective and secure use of electronic mail, instant messaging, and electronic forums used for exchanging and disclosing information, and Circular Letter 11-06 which sets policies and procedures for the efficient. Release of official documents and reports distributed in paper or electronic format must also comply with institutional policies and protocols. Samples of communications will be provided for examination in the Exhibit Room during the April small team visit.

Evidence that the Board of Trustees assists in generating resources needed to sustain and improve the institution

The Board of Trustees is responsible for the direction, quality and integrity of the institution. As stipulated in its by-laws, the Board also approves and revises the University's development plans, oversees its implementation and progress, and approves the budget recommended by the President. In addition, it assists in generating resources to sustain and improve the institution.

In an effort to seek additional funding for the University, during the past months the President and members of the Board of Trustees' Finance Committee have held meetings with the Secretaries of several government agencies. Trustees have also met on many occasions with officials of the Commonwealth of Puerto Rico such as the Governor, the President of the Senate, and the President of the House of Representatives. They have also met with the Secretary of the Department of Treasury, and the Director of the Office of Budget and Management to request support and identify additional funding sources for the University.

To temper the current and expected decline in state funding in the upcoming years, the Board of Trustees has taken the following actions to create alternate sources of funding:

- Implementation of a Stabilization Fee of \$800 per academic year, effective on year 2010-2011. An additional yearly income of not less than \$40 M is expected from this measure
- Acquisition of a \$100 M line of credit from the Government Development Bank, obtained on October 2010, in order to secure working capital during the current academic year
- Lobbying for additional student aid funding and expansion of existing programs to help needy students afford tuition costs
- Development of fundraising activities as part of the President's and the Board of Trustees' efforts to assist in generating resources

Comprehensive evidence of the UPR Board of Trustees efforts to assist in generating resources needed to sustain and improve the University can be found in the UPR-CA Assessment Report (Addendum 1).

Evidence of a procedure in place for the periodic objective assessment of the Board of Trustees in meeting stated governing body objectives and responsibilities

The roles and responsibilities of the Board of Trustees are clearly defined in the University By-Laws and in their internal regulations. There is ample evidence that the Board carries out its responsibilities and achieves its objectives, some of which is discussed in the UPR-CA Assessment Report (Addendum 1). However, aware of the need to implement a more formal and efficient approach for the assessment of its effectiveness in meeting stated objectives and responsibilities, the Board has enlisted the assistance of an external consultant and of the UPR-CA Vice-President of Academic Affairs to develop a more structured assessment process. The Board is committed to using assessment findings to successfully guide the UPR ever closer to the achievement of its mission, goals, and objectives.

Standard 11: Educational Offerings

UPR-Ponce came into compliance with this MSCHE standard of excellence after submitting the previous Monitoring Report. However, the institution has been vigilant of students' academic progress by continuously monitoring data on student learning outcomes and educational effectiveness indicators. This section provides a comprehensive analysis of the impact of the interruption on student learning and academic progress. It also confirms the development of a contingency plan for possible future interruptions.

Analysis of Student Learning and Academic Progress

The new academic year initiated in August 23, 2010, as scheduled, with an enrollment of 3,233 students. Figure 5 depicts trends in total enrollment for the past five-year period.

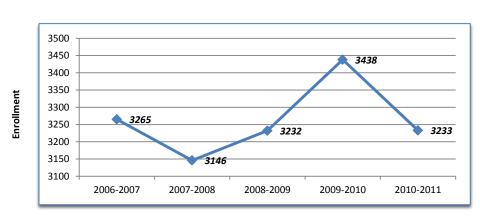


Figure 5 UPR-Ponce Total Enrollment Trends

While total enrollment decreased by 3.6% between academic years 2006-2007 and 2007-2008, it started a steady increase through academic year 2009-2010, when enrollment reached a peak value of 3,438 (a 9.2% increase when compared to 2007-2008 numbers). Total enrollment decreased to 3,233, a 6.0% decrease when compared to the previous year, partially offsetting the increasing enrollment trend observed in previous years.

Table 9 shows total enrollment by year of classification for academic years 2009-2010 and 2010-2011.

| Table 9 |
|--|
| Total Enrollment by Year of Classification |
| Academic Years 2009-2010 and 2010-2011 |

| Year/ Semester | First year | Second Year | Third Year | Fourth Year | Other | Total |
|----------------|------------|-------------|------------|-------------|--------|-------|
| First Semester | 1305 | 755 | 411 | 562 | 200 | 3233 |
| 2010-2011 | (40.4%) | (23.4%) | (12.7%) | (17.4%) | (6.2%) | |
| First Semester | 1531 | 723 | 343 | 606 | 235 | 3438 |
| 2009-2010 | (44.5%) | (21.0%) | (10.0%) | (17.6%) | (6.8%) | |
| % change | -14.8 | 4.4 | 19.8 | -7.3 | -14.9 | -6.0 |

Source: UPR-Ponce Office of Planning and Institutional Resources

Analysis of enrollment data for the first semester of these two academic years shows that first year enrollment has the highest effect on enrollment decrease, with a 14.8% enrollment reduction and a 4.1% decrease (44.5% to 40.4%) in the institution's enrollment participation. The following chart reflects enrollment changes by type of program for the past five years.

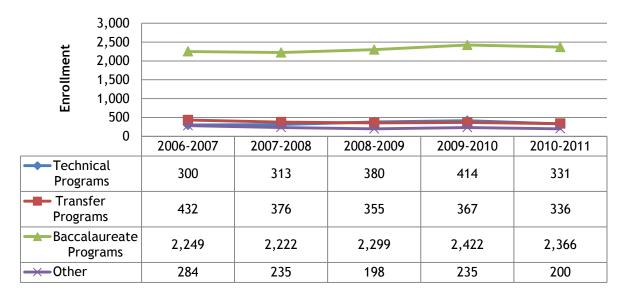


Figure 6 Enrollment Trends by Type of Program

Technical programs observed a steadily increasing trend up until academic year 2009-2010, while baccalaureate programs started a steady rise in academic year 2007-2008, suffering a 2.3% decline in enrollment in the last academic year when compared to the previous one. Transfer program enrollment has fluctuated during the period being analyzed, a trend which can be explained by the fact that occupancy in those programs is controlled by other UPR units, which set targets based on their capacity to accept those students in their junior year. In academic year 2010-2011, program enrollment was impacted by a decrease of 6% in total institutional enrollment.

Figure 7 depicts trends in UPR-Ponce total withdrawal rates for the past five-year period.

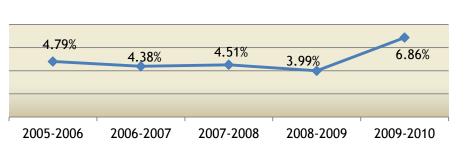


Figure 7 Five- Year UPR-Ponce Total Withdrawal Rates

This data reflects that UPR-Ponce was successful in developing strategies to keep its total withdrawal rates at low levels and finding ways to reduce this number steadily. Academic year 2009-2010 saw a sharp increase (2.87%) in this rate, probably due to the institutional closure events in that academic year.

An analysis was also made of the institution's total withdrawal patterns for the past five years. The following table shows total withdrawal rates by academic department during the past five years.

| Department | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|-----------------------|-----------|-----------|-----------|-----------|-----------|
| Business Adm/Inf Syst | 1.32% | 1.23% | 1.27% | 1.05% | 1.75% |
| Education | 0.95% | 0.86% | 0.64% | 0.53% | 0.87% |
| Engineering | 0.80% | 0.46% | 0.57% | 0.87% | 1.45% |
| Social Sciences | 0.49% | 0.49% | 0.70% | 0.43% | 0.73% |
| Office Systems | 0.34% | 0.46% | 0.51% | 0.31% | 0.67% |
| Allied Health Studies | 0.23% | 0.09% | 0.13% | 0.19% | 0.38% |
| Biology | 0.20% | 0.52% | 0.48% | 0.43% | 0.73% |
| Physics-Chemistry | 0.20% | 0.09% | 0.16% | 0.06% | 0.09% |
| Humanities | 0.14% | 0.06% | 0.06% | 0.03% | 0.09% |
| Mathematics | 0.11% | 0.12% | 0.00% | 0.09% | 0.12% |
| Total | 4.79% | 4.38% | 4.51% | 3.99% | 6.86% |
| Total Withdrawals | 167 | 143 | 142 | 129 | 236 |
| Total Enrollment | 3485 | 3265 | 3146 | 3232 | 3438 |

Table 10 Distribution of Total Withdrawal Rates by Academic Department

Source: UPR-Ponce Office of Planning and Institutional Research

The Business Administration/Information Systems Department has consistently been the department with the highest total withdrawal rate. While the total percentage withdrawal rate increased for academic year 2009-2010, the distribution pattern by department did not vary from previous years.

UPR-Ponce's first to second year retention rates for the last five years averaged 80%. For academic year 2010-2011, the retention rate was 74%, a 9% decrease when compared with the previous academic year. However, mid-year freshmen retention rates have been quite stable for the past five-year period, fluctuating between 90% and 95%.

Table 11 shows statistics on the number of students suspended or placed on probation due to academic deficiencies during the past five years.

Table 11Distribution of Suspensions and Probations due to Academic Deficiencies by Year of ClassificationAcademic Years 2005-2006 to 2009-2010

| | Suspensions | | | | | | | Probations | | | | |
|---------------|-------------|-------------------------|-------------------------|-------------------------|------------------------|-------|-------|-------------------------|-------------------------|-------------------------|------------------------|-------|
| Year | Total | 1 ^{s⊤} Year | 2 ND Year | 3 RD Year | 4 [™] Year | Other | Total | 1 ^{s⊤} Year | 2 ND Year | 3 RD Year | 4 [™] Year | Other |
| 2005- 2006 | 208 | 136 | 53 | 11 | 8 | - | 84 | 43 | 32 | 7 | 2 | |
| 2006- 2007 | 226 | 147 | 65 | 8 | 6 | - | 61 | 37 | 19 | 3 | 2 | |
| 2007- 2008 | 140 | 98 | 36 | 3 | 3 | - | 43 | 27 | 14 | 1 | 1 | |
| 2008- 2009 | 149 | 110 | 27 | 5 | 5 | 2 | 75 | 62 | 11 | 1 | 1 | |
| 2009- 2010 | 209 | 138 | 43 | 11 | 4 | 13 | 67 | 46 | 14 | 3 | 1 | 4 |

Source: UPR-Ponce Office of Planning and Institutional Research

The number of suspensions declined for academic years 2007-2008 and 2008-2009 and rose again for academic year 2009-2010, reaching 2005-2006 levels. For all academic years being analyzed, the trend is consistent, with first year students being the most affected. While probations decreased in 2009-2010, when compared to the previous year, numbers show that first year students outnumbered other groups, which points to the fact that stronger efforts should be placed in working with freshmen to reverse these trends.

The six-year graduation rate has increased gradually during the previous five years and reached 42% in academic year 2009-2010. Table 12 provides a distribution of baccalaureate and associate degrees conferred during the past five years.

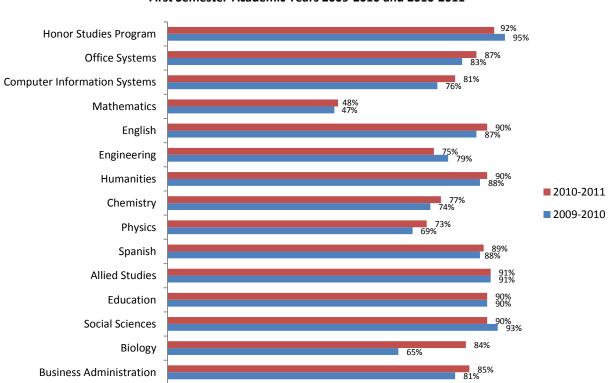
| Type of degree | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|----------------|-----------|-----------|-----------|-----------|-----------|
| Associate | 81 | 74 | 87 | 90 | 76 |
| Baccalaureate | 413 | 372 | 355 | 362 | 323 |
| Total | 494 | 446 | 442 | 452 | 399 |

Table 12 Degrees Conferred by Type of Program

Source: UPR-Ponce Office of Planning and Institutional Research

Total degrees conferred have shown a steady decline (with the exception of academic year 2008-2009), consistent with institutional enrollment affecting graduation patterns. It is projected that a similar trend will be observed in subsequent years. Baccalaureate degrees conferred follow the total degrees conferred pattern, while associate degrees conferred show no specific trend.

Figure 8 depicts a comparison of program's current and past year first semester course passing rates.





Source: UPR-Ponce Office of Planning and Institutional Research

The above figure reveals an average increase of nearly 5% in course passing rates in ten out of fifteen academic programs for the past semester (2010-2011), when compared to the same term for the previous academic year (2009-2010). These programs were Office Systems, Computer Information Systems, Mathematics, English, Humanities, Chemistry, Physics, Spanish, Biology, and Business Administration. Lower rates were noted for only three programs (Honor Studies Program, Engineering, and Social Sciences). Course passing rates for the Allied Health Studies and Education programs remained the same for the semesters under comparison.

The 2010-2011 first semester grade distribution revealed an institutional course withdrawal rate of 11%, which represents a decrease of 2% compared to the same semester of the previous year. This data evidences that the institution has successfully maintained its educational effectiveness as measured by student learning and academic progress.

As informed in the previous Monitoring Report, a high number of course incompletes was reported at the end of the second semester of academic year 2009-2010. These may be attributed to the fact that for various reasons some students were not able to complete course requirements due to extensions in the academic calendar resulting from the institution's



closure during the student conflict. They made arrangements with their professors and had the opportunity to comply coursework during the fall semester. An analysis was carried out to follow-up on students' academic progress to determine how many of these incompletes were removed during the past semester, as well as the impact of the interruption on student academic achievement.

Appendix 5 includes a comparison between grades reported at the end of the second semester after the closure, and those registered at the end of the first semester of the current academic year, after the standard deadline for removing course incompletes was reached. Percentage passing rates before and after considering incomplete removal remained constant for almost all departments (except Honors Studies Program, where a sharp passing rate increase was noted), showing that the removal did not affect grade distribution adversely. Besides, incomplete percentages after incomplete removals did not vary substantially from the incomplete distribution found for the second semester of academic year 2008-2009.

Table 13 depicts the total number of incompletes, removed incompletes and grade distribution for removed incompletes by academic department for the second semester of academic year 2009-2010.

| Department | Total incompletes | Total removed incompletes | Number of A's | Number of B's | Number of C's | Number of D's | Number of F's | Number of W's |
|----------------------------|----------------------|---------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Business Administration | 43 | 26 | 13 | 5 | 3 | 4 | 1 | 0 |
| Biology | 43 | 37 | 11 | 12 | 8 | 2 | 4 | 0 |
| Social Sciences | | | | | | | | 0 |
| Education | 69 | 51 | 21 | 11 | 9 | 5 | 5 | 0 |
| Spanish | 29 | 23 | 3 | 11 | 3 | 3 | 3 | 0 |
| Allied Health Sciences | 47 | 47 | 10 | 21 | 14 | 1 | 1 | 0 |
| Physics | 14 | 14 | 1 | 5 | 5 | 1 | 2 | 0 |
| Chemistry | 14 | 14 | 1 | 1 | 3 | 3 | 6 | 0 |
| Humanities | 83 | 60 | 11 | 9 | 14 | 5 | 21 | 0 |
| Engineering | 24 | 17 | 2 | 3 | 7 | 3 | 2 | 0 |
| English | 9 | 7 | 3 | 0 | 4 | 1 | (-1)* | 0 |
| Mathematics | 11 | 8 | 1 | 0 | 4 | 3 | 0 | 0 |
| Information Systems | 23 | 18 | 4 | 5 | 4 | 0 | 5 | 0 |
| Office Systems | 13 | 7 | 0 | 1 | 3 | 1 | 2 | 0 |
| Honor Studies Program | 23 | 21 | 16 | 3 | 3 | (-1)* | 0 | 0 |

Table 13 Number of Incompletes Removed and Grade Distribution For Second Semester of Academic Year 2009-2010

* A change in grades conferred

Source: Office of Planning and Institutional Research



The grade distribution for incompletes removed shows a positive skew towards As, Bs, and Cs, lending support to the fact that, for various reasons, some students who were not able to complete course requirements due to extensions in the academic calendar made arrangements with their professors and had the opportunity to complete coursework during the fall semester.

The 2009-2010 student learning assessment activities of the academic programs were completed, as evidenced in the assessment report prepared by the Student Learning Assessment Coordinator, which will be available in the on-site visit Exhibit Room. Uses of assessment results to improve student learning are shown in Appendix 6.

UPR-Ponce Contingency Plan in case of future interruption

In its report of November 19, 2010, the MSCHE evaluation team commended UPR-Ponce for putting in place opportunities for students to complete their studies during and after the past institutional closure. However, they recommended that the institution establish a contingency plan for continuation of academic programs in the event of any future interruption.

Building upon the lessons learned from the past closure, and on the effective strategies put in place to assure the content, rigor, depth, and length of courses, the Chancellor and his staff developed a formal contingency plan (Appendix 7). It includes proactive measures to respond to situations that could emerge during any possible disruption of academic programs. The plan also contemplates crisis communication measures. It has been distributed to and discussed with academic chairpersons, directors of student services offices, and other key administrative personnel.

SECTION 3: CONCLUSION

UPR-Ponce has addressed all MSCHE concerns stemming from the Monitoring Report of September 1, 2010. In so doing, it has addressed all challenges diligently and expeditiously and shall continue to do so.

The UPR-Ponce is not exempt from the fiscal constraints faced by most higher education institutions at the present time. There is no doubt that the crisis that the UPR-Ponce is confronting, and will continue to confront for the next five years, represents a significant challenge for the institution in multiple areas. Nonetheless, this Monitoring Report confirms that the institution is making prudent budgetary decisions for the benefit of its academic programs and services. The current financial hurdles have provided an excellent opportunity to identify our strengths and challenges, to review our priorities, and to enhance several administrative procedures. As a result of this introspection and self-analysis, UPR-Ponce has become a more efficient and streamlined institution. Moreover, the UPR-Ponce's linked planning, assessment, and budgeting process will ensure that the institution uses its limited budget effectively, and that it exercises prudent mechanisms for resource allocation.

The report also evidences that the UPR system and UPR-Ponce have made progress towards the revision, development and further implementation of institutional policies that clearly specify the authority of the different governance bodies and their respective roles and responsibilities in shared governance. Communication with Central Administration continues to be effective. Both the UPR System and institutional governance and leadership have been dedicated to implementing their respective action plans for strengthening governance and the institution's climate and identity, and to facilitating an Open University culture. Clear evidence of the implementation and assessment of these plans has been provided and demonstrates significant progress on all fronts.

As documented in this report, UPR-Ponce has been committed to monitoring indicators of student academic progress to determine the impact of the past interruption on student learning and performance. An analysis of the data collected revealed that passing rates were not affected adversely, and did in fact increase in some programs. Our commitment to the assessment of student learning outcomes will ensure continued vigilance and action.

We are confident that we have addressed the Commission's concerns and that this Monitoring Report provides sound evidence that UPR-Ponce has made significant progress in achieving ongoing compliance with Standards 3 and 4 of the MSCHE Characteristics of Excellence. The UPR-Ponce is ready to move forward as an institution that will maintain its educational quality, financial health, and effective governance. While challenges lay ahead, UPR-Ponce's multiple strengths will enable it to maintain the prominent position it has earned among other institutions of higher education.

We are fully prepared to welcome the MSCHE onsite evaluation that will confirm the information provided in this report as well as the institution's sustainable compliance with the MSCHE accreditation standards.

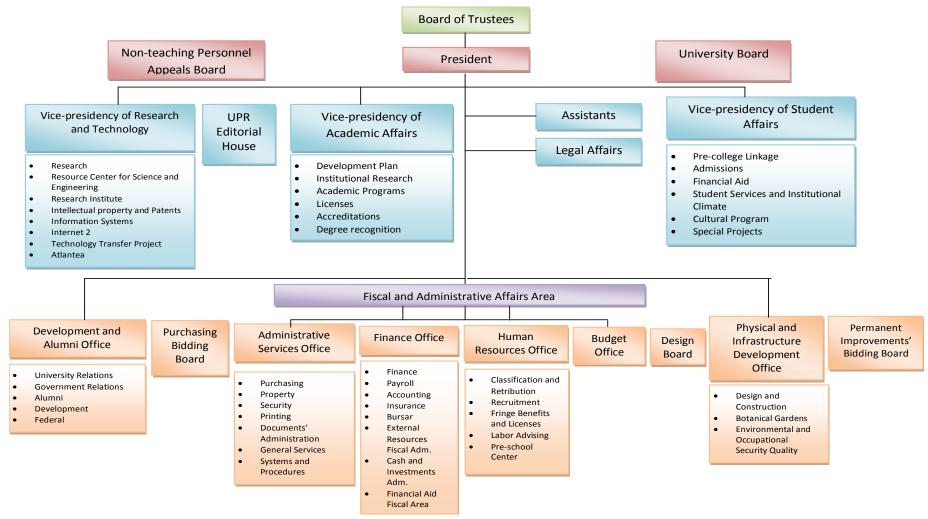
APPENDICES

APPENDIX 1

UNIVERSITY OF PUERTO RICO SYSTEM ORGANIZATIONAL STRUCTURE



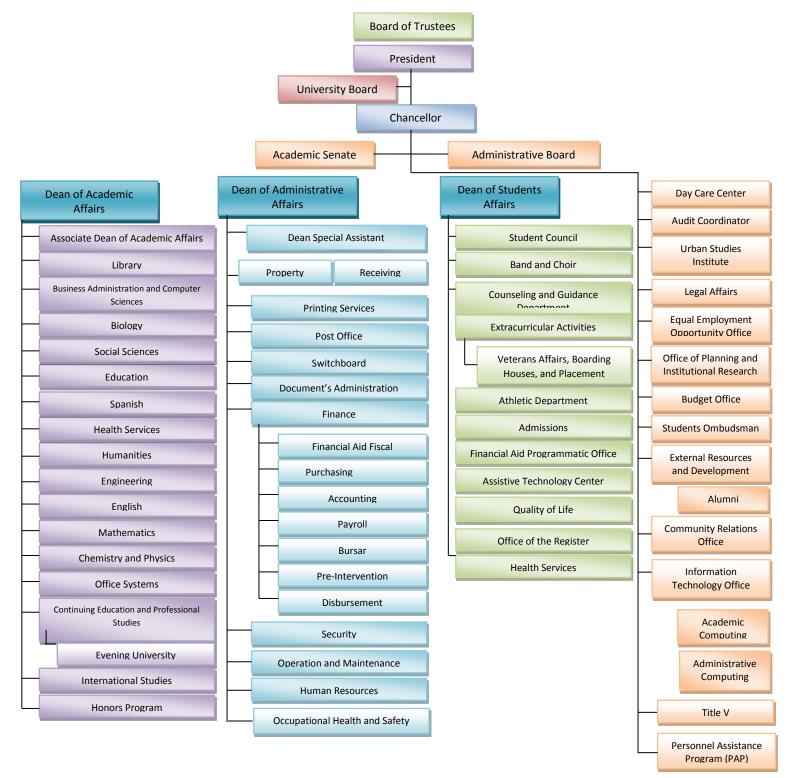
UNIVERSITY OF PUERTO RICO ORGANIZATIONAL STRUCTURE



APPENDIX 2

UPR-PONCE ORGANIZATIONAL STRUCTURE

UNIVERSITY OF PUERTO RICO IN PONCE ORGANIZATIONAL STRUCTURE



APPENDIX 3

UPR-PONCE LEADERSHIP ACADEMIC YEAR 2010-2011



UNIVERSITY OF PUERTO RICO IN PONCE OFFICE OF PLANNING AND INSTITUTIONAL RESEARCH

UPR Ponce-Leadership Academic Year 2010-2011

| Title | Name | Time in Position | Time in the Institution (years) | Academic Degree |
|---|----------------------------------|---------------------------------------|---------------------------------------|-----------------------|
| Chancellor | Prof. Carmen Bracero (Interim) | Oct 9, 2009-Sept 8, 2010 ¹ | 34 | MA -Business Ed |
| | Dr. Fernando Rodríguez-Rodríguez | Sept 8, 2010-present | 15 | PhD -Biomedical Sc |
| Dean of Academic Affairs | Dr. Irma Rodríguez (Interim) | Jan 8-Sept 8, 2010 ² | 22 | Ed D. TESOL |
| | Prof. Lizzette A. Roig | Sept 9, 2010- present | 27 | MS -Chemistry |
| Associate Dean of Academic Affairs | Prof. Dalmid Correa (Interim) | Jan 8-Sept 8, 2010 ¹ | 14 | MBA -Finance |
| | Prof. Pier A. Lecompte | Sep 13, 2010- present | 15 | MA –English TESOL |
| Dean of Student Affairs | Dr. Sandra Moyá (Interim) | Nov 2009 -Sept 17, 2010 ¹ | 23 | Ph.D. Biol Phil |
| | Prof. Félix A. Cuevas | Sept. 20, 2010- present | 11 | MPT -Phys Therapy |
| Dean of Academic Affairs | Mr. Isaac Colón (Interim) | Nov 2009-Sept 9, 2010 | 12 | MA -Com Adm |
| | Mr. Harry Bengochea | Sept 10, 2010- present | 17 | MA -Inf Syst |
| Chancellor's Office | | | | |
| Budget Office | Mr. Carlos Franceschi | Nov 2009- present | 10 | BBA Account |
| External Resources | Prof. Grisobelle Virella | Aug 2002- present | 7 | MSEd Couns & Guidance |
| Information Technology | Prof. Hernando Valero | Jan 8-Dec 2010 ¹ | 16 | MA Stat Comp |
| | Mr. Juan Vega | Jan 2011- present | 26 | MBA Inf syst |
| Office of Planning and Institutional Research | Prof. Ivonne Vilariño | Jan 15, 2008- present | 26 | Med –Curr/Teach |
| Title V Project | Dr. Rosario Ríos | Jan 10, 2007- present | 39 | PhD Literat/History |
| Academic Department Chairpersons | | | | |
| Biology | Prof. Heidi Reyes | July 14, 2010- present | 16 | MS -Biology |

¹Reintegrated to full-time faculty positions in their respective departments.



| Title | Name | Time in Position | Time in the Institution (years) | Academic Degree |
|----------------------------------|-------------------------------------|------------------------------------|---------------------------------------|------------------------|
| Business Administration and | Prof. Ismael San Miguel | Jan 21, 2010- present | 1 | MBA |
| Computer Sciences | | | | |
| Chemistry and Physics | Prof. Haydeé Pérez | Aug 2008- present | 36 | MS-Radiological Health |
| Continuing Education and | Prof. Marta Bahamonde | Aug 10, 2009- present | 9 | MAEd -Primary Ed |
| Professional Studies Division | | | | |
| Counseling and Guidance | Dr. Margarita Villamil | Jan 2008- present | 15 | EdD -Couns & Guidance |
| Education and Physical Education | Prof. Carlos Pagán | Aug 1997- present | 16 | MA-Adm & Sup |
| Engineering | Prof. Víctor Carlo | Aug 2007-Dec 2010 ² | 31 | MBA-Com Adm |
| | Prof. Antonio Zaragoza | Jan 2011- present | 20 | MSCE-Civ Eng |
| English | Prof. Regino Megill | Jan 8, 2003- present | 15 | MA-TESOL |
| Health Allied Studies | Prof. Lourdes Nieves | Jan 9, 2007- present | 31 | ME-Educ Psyc |
| Honor's Program | Prof. Cruz Lugo | Jan 6, 2009- present | 10 | ME |
| Humanities | Prof. Margarita Sastre de Balmaceda | Jan 1995- present | 36 | MA-Arts |
| Library | Prof. Saulo Cotto | Feb 5, 2008- present | 28 | MLS |
| Mathematics | Prof. Luz Echevarría | Jan 8, 2004-Dec 2010 ² | 27 | MA-Math Ed |
| | Dr. Jaime Martínez | Jan 2011- present | 14 | EdD Curriculum/Teach |
| Office Systems | Dr. Doris Torres | Jan 8, 2010- present | 21 | Ed D |
| Social Sciences | Dr. Sylvia Moraza | Jan 8, 2009- present | 14 | PhD-Psyc |
| Spanish | Prof. Edda Arzola | Aug 2002- present | 16 | MA-Hisp Studies |
| Deanship of Student Affairs | | | | |
| Admissions | Mrs. Acmin Velázquez | Sept 4, 2007- present | 14 | MBA |
| Athletic Activities | Mrs. Lesbia Colón | Jan 8, 2004- present | 13 | BA Ath Ther |
| Extracurricular Activities | Mr. José Pons | Jan 1995- present | 17 | MA Puert Stud |
| Financial Aid | Mrs. Ada Herencia | Jan 12, 2010- present | 15 | BA Manag |
| Medical Services | Dr. Daniela González | Aug 1983- present | 27 | MD Med |
| Quality of Life | Mrs. Marisel Ramírez | Aug 2004- present | 10 | MHS |
| Registrar | Mr. Harry Bengochea | Jul 2007-Sept 9, 2010 ³ | 17 | MA Inf Syst |
| | Mr. Francisco Toro | Sept 20, 2010- present | 24 | BBA |

²Retired on December 2010 ³Assigned Dean of Administrative Affairs



| Title | Name | Time in Position | Time in the Institution (years) | Academic Degree |
|------------------------------------|-------------------------|-----------------------|---------------------------------------|------------------|
| Technological Assistance | Mrs. Mariel Nazario | Jun 9, 2008- present | 2 | BA Of Syst |
| Deanship of Administrative Affairs | | | | |
| Accounting | Mrs. Judith Martínez | Jul 2007- present | 28 | BBA Account |
| Bursar | Mr. Soel Quiñones | Jul 2001- present | 29 | BA Associate |
| Campus Security | Mr. Germán Pimentel | Jan 2006- present | 10 | High School Dip |
| Disbursement | Mrs. Romarie Mesa | Jan 19, 2010- present | 1 | BBA Finance |
| Finance | Mr. Pedro Martínez | Jul 2007- present | 8 | MBA, CPA |
| Health and Safety | Mr. Francisco Hernández | Jul 2002- present | 30 | MA Amb Health Cs |
| Human Resources | Mr. Juan León | Aug 2006- present | 11 | MBA Finance |
| Payroll | Mrs. Merlyn Loyola | Sept 4, 2007- present | 12 | BBA Account |
| Physical Resources | Mr. Alberto García | Jan 9, 2007- present | 3 | BA Amb Syst |
| Pre-Intervention | Mrs. Lilliam Padilla | Jun 1995- present | 25 | BBA Account |
| Print Shop | Mr. Freddie Marfisi | Apr 2000- present | 29 | High School Dip |
| Property | Mr. Walter Rodríguez | May 1992- present | 26 | BBA |
| Purchases | Mrs. Maritza Castro | Jul 1997- present | 13 | BBA |

Source: UPR-Ponce Human Resources Office

APPENDIX 4 IMPLEMENTATION AND ASSESSMENT OF UPR-PONCE ACTION PLAN



IMPLEMENTATION AND ASSESSMENT OF UPR-PONCE ACTION PLAN

STANDARD 4 – LEADERSHIP AND GOVERNANCE

A. STRENGTHENING THE INSTITUTIONAL CLIMATE AND IDENTITY

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

OBJECTIVE: Develop and implement actions at all levels to support an institutional communication climate of collaboration, courtesy, respect and professionalism that assures the strengthening of the University identity. ACTIONS ACTIVITIES IMPLEMENTATION/ASSESSMENT Efficient use of electronic means for Greater institutional efforts to make better use of electronic • Articulate a semester meeting timely dissemination of information calendar with student leadership. means for providing university constituents with timely and regarding institutional achievements accurate data and information. Offer periodical orientation on and actions. University By-laws to students and Time-sensitive information is now being posted directly on other university constituents institution's home page. • Reinforce the use of institutional • Creation of student e-mail accounts was completed. Facebook pages were created for the Student Council and for webpage as a mechanism for the Dean of Student Affairs. keeping the university constituents

informed and apprised of university

matters that affect them.

| • | Clear institutional policies and procedures have been issued |
|---|--|
| | by the Chancellor regarding the efficient, safe, and effective |
| | disclosure of electronic and paper-format communication |

- Dialogues held by the Dean of Students with student leaders: October 28, November 2, December 7, January 24, and February 3. Other meetings are scheduled for March 3, April 7, and May 5.
- Students were provided with Student and University By-Laws during the freshmen orientation session this year.
- Institution's norms and regulations are now further disclosed to university community through electronic and printed mechanism.



| Actions | Activities | IMPLEMENTATION/ASSESSMENT |
|--|--|---|
| Increase opportunities for constituents' participation, communication, and collaboration in a climate of shared collegiality. | Promote broader engagement of all sectors of the university community through their participation in social, cultural, and educational activities. Enhance existing university governance and leadership accountability mechanisms to ensure greater transparency of administrative decisions and policies. | UPR-Ponce's fortieth anniversary celebration activities underway for the participation of the university community. Ponce Art Biennial Exhibit held in the Library: humanities students given tours and related assignments. Timely circulation of reports by Chancellor and Deans before faculty and Senate meetings. Certifications of Academic Senate and Administrative Board decisions and policies distributed expeditiously to university community. Special Academic Senate Committee appointed to assess the effectiveness of that governing body. |



B. OPEN UNIVERSITY CULTURE: STRENGTHENING PARTICIPATION AND ACCESS

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

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

| Actions | ACTIVITIES | IMPLEMENTATION/ASSESSMENT |
|--|---|---|
| Development of institutional policy to assure an open university culture where educational offerings and operations are not interrupted and effective use of spaces is made to grant discussion of institutional issues and collaborative solutions. | Evaluate and revise existing by-laws to address an Open University culture policy. Revise institutional protocols to prevent situations that threaten access to facilities and continuation of operations. Provide continuous orientation and training to university security personnel on their roles and duties and in management of challenging situations. Enhance conflict management and negotiation strategies for discouraging students and other university constituents from interrupting university operations. Improve mechanisms for addressing university constituents' concerns and proposals regarding issues that affects them. Implement student electronic voting procedures as a mechanism for assuring ample student participation in decision making processes. Facilitate and encourage wider student election processes as stipulated in Student By-Laws. | Contingency plan for ensuring for continuation of academic programs in the event of future interruptions was developed by the administration and put in place. Chancellor Rodríguez issued Circular Letter # 11-04 in which he expresses his commitment to this statement and designates a special area in campus for carrying out protests, pickets, and other manifestations. Up to this moment, students have carried out manifestations without interrupting normal academic operations. Meetings of Chancellor and staff with different groups of constituents have resulted in an enhanced climate of shared governance and collegiality. Institutional dialogue committee appointed and activities organized and held. The committee has successfully intervened in few emerging situations. Student assemblies facilitated by academic recesses and ample publicity have resulted in greater student participation in providing input and in decision making processes. Orientation and training have been provided to university security personnel: Incidents Report Writing (January 12, 2011); Non-violent Interventions in Crisis Situations (February 2, 2011). The Chancellor has made use of clear and timely electronic communication to discourage students and other university constituents from interrupting university operations. Student electronic vote is being implemented. |

C. STRENGTHENING OF LEADERSHIP AND GOVERNANCE

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

OBJECTIVE: Develop, define, revise, and align the dispositions, roles and responsibilities established in law and by-laws to ensure an effective and responsible participation within the prerogatives and defined spaces for action of each recognized organization and governance entity.

| Actions | Activities | IMPLEMENTATION/ASSESSMENT |
|--|---|---|
| Empower and commit institutional leadership and deliberative bodies to support the accomplishment of the institution mission according to roles and positions. | Increase orientation sessions to Academic Senate and Administrative Board members on their respective roles, functions, and responsibilities. Provide further training to student leadership related to University By-Laws and regulations. Assure the continuous compliance and full implementation of University By-Laws and regulations under every university scenario. Provide further orientations and continuous updates on institutional mission goals and objectives. | New members participated in workshops on Academic Senate roles and parliamentary procedure. The Chancellor has ultimate responsibility for continuous compliance and full implementation of University By-Laws and regulations. Each of the Deans is charged with aiding him in assuring compliance in the areas they oversee. Other gatekeepers are the Directors of Pre-Intervention, Human Resources, and Financial Aid, the Registrar, the Bursar, the Discipline Board, the Student Ombudsman, academic senators and members of the Administrative Board. Middle States and other accreditation documents are readily available on the institution's home page. The newsletter Accreditation Update also provides information on the institution's achievements related to its mission and goals as well as accreditation efforts and status |

Standard 11: Academic Offerings

A. LENGTH, RIGOR AND DEPTH OF THE ACADEMIC OFFERINGS

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

| OBJECTIVE: Establishment of actions, mechanisms and strategies to assure academic offering content, rigor, breath and length. | | | |
|---|---|---|--|
| Actions | ACTIVITIES | IMPLEMENTATION/ASSESSMENT | |
| 1. Implement institutional policies in alignment with licensing and accreditation requirements to ensure content, rigor, breath and length of undergraduate and graduate courses, in order to comply to their specific learning goals and objectives. | Extension of UPR-Ponce academic calendar for the second semester 2009-2010 (Appendix 3 Certification 2009-2010-96). Directions on class and exam make-ups to assure content, depth, rigor, and evaluation of student learning. Provision of templates for documenting student and faculty attendance. Preparation of class schedules for the fall semester, academic year 2010-2011. | All actions included under Standard 11 of this Action Plan were executed during and after the past institutional closure and were reported in the previous monitoring report. Upon the termination of the student strike on June 21, 2010, UPR-Ponce completed the second semester of academic year 2009-2010 on August 3, as explained in the Monitoring Report submitted in September of 2010. The visiting team found clear and ample evidence that the institution put in place opportunities for students to complete their studies and, therefore, of compliance with Standard 11. The previous monitoring report provided evidence that all actions mentioned in column one were completed and documented UPR-Ponce's sustained commitment to ensuring that its educational offerings display academic content, rigor, and coherence. | |

| OBJECTIVE: Establishment of actions, mechanisms and strategies to assure academic offering content, rigor, breath and length. | | | |
|--|--|---|--|
| Actions | ACTIVITIES | IMPLEMENTATION/ASSESSMENT | |
| 2. Define strategies and actions taken and in progress to ensure content, rigor, breath and length of undergraduate and graduate courses, internships, dissertations, thesis, research projects, and other academic activities. | Arrangements for the continuation of externally funded projects. Meetings with the UPR Vice-President of Academic Affairs to identify measures for ensuring compliance with educational offerings. Amendments to faculty service contracts to ensure completion of course contact hours. Extension of library service hours and coordination of availability of educational facilities and services. Provisions for assuring that summer courses were offered for those programs that require them as part of their curricular structure. Directions to the academic community regarding documentation of students' and professors' attendance, compliance with course content, objectives, evaluations, completion of students with particular academic or personal circumstances. Assurance of continuation of students' participation in clinical and field experiences for the Physical Therapy Assistant Program, Athletic Training Program, Elementary Education Program, Office Systems Program, Social Sciences Program, and Business Administration Programs continued carrying out their learning experiences during the closure period. | All actions included under Standard 11 of this Action Plan were executed during and after the past institutional closure and were reported in the previous monitoring report. Upon the termination of the student strike on June 21, 2010, UPR-Ponce completed the second semester of academic year 2009-2010 on August 3, as explained in the Monitoring Report submitted in September of 2010. The visiting team found clear and ample evidence that the institution put in place opportunities for students to complete their studies and, therefore, of compliance with Standard 11. The previous monitoring report provided evidence that all actions mentioned in column one were completed and documented UPR-Ponce's sustained commitment to ensuring that its educational offerings display academic content, rigor, and coherence. | |



| OBJECTIVE: Establishment of actions, med | OBJECTIVE: Establishment of actions, mechanisms and strategies to assure academic offering content, rigor, breath and length. | | | |
|--|--|---|--|--|
| Actions | Activities | IMPLEMENTATION/ASSESSMENT | | |
| 3. Achieve institutional student learning outcomes as defined for academic programs and courses. | Directions to all academic departments to implement their assessment plans and complete their activities for academic year 2009-2010. | Deadlines for academic programs to submit student learning assessment reports were extended. All academic departments completed their assessment plans according to the amended calendar and submitted the corresponding reports to the Student Learning Assessment Coordinator. | | |
| 4. Implement strategies and measures for guarantee continuity of processes such as: admission, registration, and financial assistant programs, and other essential student services. | Comparative analysis of student learning assessment data, grades distribution, total and partial withdrawals, and incompletes for academic year 2008-2009 and 2009-2010 Rescheduling of final exams for all courses offered during the second semester of academic year 2009-2010. Ensure the continuity of all major academic-administrative processes affecting students, such as transfer, special permits, financial assistant programs, other essential student services and processing of internship documentation. Agreements of collaboration for the use of external facilities for academic and administrative activities under extraordinary situations. Assurance that research projects were not prejudiced by the campus closure. Offer alternatives for students admitted to graduate schools, abroad or in Puerto Rico, to comply with admission requirements, including degree completion. | All actions included under Standard 11 of this Action Plan were executed during and after the past institutional closure and were reported in the previous monitoring report. Upon the termination of the student strike on June 21, 2010, UPR-Ponce completed the second semester of academic year 2009-2010 on August 3, as explained in the Monitoring Report submitted in September of 2010. The visiting team found clear and ample evidence that the institution put in place opportunities for students to complete their studies and, therefore, of compliance with Standard 11. The previous monitoring report provided evidence that all actions mentioned in column one were completed and documented UPR-Ponce's sustained commitment to ensuring that its educational offerings display academic content, rigor, and coherence. | | |

Standard 3: Institutional Resources

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

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

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

| Αстіоня | ACTIVITIES | IMPLEMENTATION/ASSESSMENT |
|--|--|---|
| Enforce Implementation of Board of Trustees' Certification 2009-2010-135 regarding the budget approved and financial constraint measures. | Adoption of important steps to assure sensible budgeting and planning processes, informed by and linked to assessment, in order to guide institutional renewal efforts. Continuous active and effective participation of Executive Committee for Institutional Renewal (ECIR) in the institutional planning and budgeting process. Establishment of a special tuition fee of \$800 per year. Revision of institutional tuition waiver policies. Five per cent decrease in all administrative compensations. Five per cent reduction in the faculty teaching load scale. Fifty per cent reduction in the Christmas bonus to all personnel. Elimination of special stipends to all personnel. Elimination of payment for sick leave days exceeding 90. Moratorium on faculty promotions. Reduction in energy consumption through the | The Chancellor and his budget team have implemented the following Board of Trustees' Certification 2009-2010-135 regarding the approved budget for 2010-2011 and financial constraint measures: establishment of a special tuition fee of \$800 per year five per cent decrease in all administrative compensations five per cent decrease in the faculty teaching load scale elimination of special stipends to all personnel. elimination of payment for sick leave days exceeding 90. moratorium on faculty promotions reduction in energy consumption through the establishment of energy saving policies, the acquisition of proposals for energy saving projects paper work reduction through a policy that |

| Actions | ACTIVITIES | IMPLEMENTATION/ASSESSMENT |
|---------|---|--|
| | establishment of energy saving policies, the acquisition of energy-efficient equipment, and the submission of proposals for energy saving projects. Paper work reduction through a policy that encourages the use of electronic mechanisms. Reduction in the number of full and part-time professors on service contracts. Reduction in the number of credit hours granted to faculty for carrying out special administrative tasks. Reduction in funds available for traveling outside the Island. Maximization of institution's resources available for transportation within the Island. 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. Establishment of a minimum course quota of thirty students per section. Freezing of all vacant administrative positions Vacant faculty positions filled in accordance with institutional priorities and program needs assessment Vacant faculty positions would be filled at the lowest faculty entry level on the basis of: institutional and departmental priorities and, departmental and programmatic needs assessments. Course scheduling prioritizing a programmatic offer course required by degree completion. | encourages the use of electronic mechanisms reduction in the number of full and part-time professors on service contracts reduction in the number of credit hours granted to faculty for carrying out special administrative tasks reduction in funds available for traveling outside the Island maximization of institution's resources available for transportation within the Island establishment of a minimum course quota of thirty students per section. freezing of all vacant administrative positions vacant faculty positions filled in accordance with institutional priorities and program needs assessment vacant faculty positions would be filled at the lowest faculty entry level on the basis of: institutional and departmental priorities and, departmental and programmatic needs assessments course scheduling prioritizing a programmatic offer course required by degree completion Funds available for traveling outside the Island has been reduced by approximately 71 per cent for currently academic year. |

B. ADDITIONAL FUNDING SOURCES

GOAL: To diversify and broaden sources of additional funding.

| Actions | Activities | IMPLEMENTATION/ASSESSMENT |
|--|--|--|
| Strengthen initiatives to increase additional external funding sources | Strengthening the development of proposals for external funding for the design of continuing education programs, especially those impacting the public school system, required for professional licenses and certifications, as well as for the staff development of external institutions and organizations. Promotion of proposal writing and collaborative agreements. Submittal of new externally funded proposals to enhance academic activities. Increasing efforts to seek external funding in order to supplement revenues coming from state and tuition sources. Reconceptualization of plans to increase fundraising by strengthening the relationships between the university and the alumni, friends and other components of the third sector. | The institution's Division of Continuing Education and Professional Studies submitted twelve (12) proposals impacting the public school system to the Puerto Rico Department of Education. Of these, eight (8) have been approved and implemented, representing a total of \$3,275,130. The External Resources Office has successfully promoted faculty and non-faculty personnel participation in proposal writing workshops offered by the Society of Research Administrators of Puerto Rico and by federal agencies officials or national organizations such as US Department of Education, US Forest Services, National Institutes of Health, University of Kentucky, National Council for Community and Education Partnerships, Puerto Rico Federal Affairs Administration and Arbor Foundation, among others. New externally funded proposals submitted to: Puerto Rico Infrastructure Financing Authority (approved); NIH MBRS- Research Initiative for Scientific Enhancement; USDE-CAMP; and USDOL-WIA Ponce; and those that will be submitted before the end of FY 2010-2011 to USDA-NIFA, USDA-AFRI, FEMA, HUD-HSIAC, represents a projected revenue in federal funds of \$1,402,537 in FY 2010-11; and a total of \$11,861,006 for FY 2011-2012 to FY 2014-15, which will represents an increase of over 80% in comparison of the previous five-years cycle. The commitment of the External Resources Office is pooling of available but untapped resources. |

APPENDIX 5

AGGREGATED GRADE DISTRIBUTIONS BY DEPARTMENT



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

| Department | Academic Year | Total Students | А | % | В | % | с | % | D | % | F | % | w | % | I | % | Ρ | % |
|-------------------------|------------------|-------------------|-----|----|-----|----|-----|----|-----|----|-----|---|-----|----|----|---|------|----|
| | 2008-2009 | 1758 | 290 | 16 | 493 | 28 | 467 | 27 | 184 | 10 | 111 | 6 | 208 | 12 | 5 | 0 | 1434 | 82 |
| Business Administration | 2009-2010 | 1842 | 292 | 16 | 510 | 28 | 450 | 24 | 140 | 8 | 152 | 8 | 255 | 14 | 43 | 2 | 1392 | 76 |
| | 2009-2010* | 1842 | 305 | 17 | 515 | 28 | 453 | 25 | 144 | 8 | 153 | 8 | 255 | 14 | 17 | 1 | 1392 | 76 |
| Biology | 2008-2009 | 920 | 219 | 24 | 271 | 29 | 236 | 26 | 77 | 8 | 49 | 5 | 59 | 6 | 9 | 1 | 803 | 87 |
| | 2009-2010 | 850 | 182 | 21 | 242 | 28 | 187 | 22 | 60 | 7 | 59 | 7 | 77 | 9 | 43 | 5 | 671 | 79 |
| | 2009-2010* | 850 | 193 | 23 | 254 | 30 | 195 | 23 | 62 | 7 | 63 | 7 | 77 | 9 | 6 | 1 | 671 | 79 |
| | 2008-2009 | 2037 | 634 | 31 | 652 | 32 | 453 | 22 | 135 | 7 | 52 | 3 | 105 | 5 | 6 | 0 | 1874 | 92 |
| Social Sciences | 2009-2010 | 2120 | 742 | 35 | 708 | 33 | 343 | 16 | 53 | 3 | 71 | 3 | 155 | 7 | 48 | 2 | 1846 | 87 |
| | 2009-2010* | 2128 | 772 | 36 | 720 | 34 | 350 | 16 | 53 | 2 | 72 | 3 | 155 | 7 | 6 | 0 | 1846 | 87 |
| | 2008-2009 | 1221 | 709 | 58 | 277 | 23 | 95 | 8 | 16 | 1 | 47 | 4 | 62 | 5 | 15 | 1 | 1097 | 90 |
| Education | 2009-2010 | 1280 | 688 | 54 | 236 | 18 | 88 | 7 | 9 | 1 | 72 | 6 | 117 | 9 | 70 | 5 | 1021 | 80 |
| | 2009-2010* | 1280 | 709 | 55 | 247 | 19 | 97 | 8 | 14 | 1 | 77 | 6 | 118 | 9 | 18 | 1 | 1021 | 80 |
| | 2008-2009 | 1283 | 240 | 19 | 498 | 39 | 345 | 27 | 48 | 4 | 66 | 5 | 75 | 6 | 11 | 1 | 1131 | 88 |
| Spanish | 2009-2010 | 1343 | 295 | 22 | 516 | 38 | 243 | 18 | 61 | 5 | 66 | 5 | 133 | 10 | 29 | 2 | 1115 | 83 |
| | 2009-2010* | 1343 | 298 | 22 | 527 | 39 | 246 | 18 | 64 | 5 | 69 | 5 | 133 | 10 | 6 | 0 | 1115 | 83 |



| Department | Academic Year | Total Students | А | % | В | % | С | % | D | % | F | % | W | % | I | % | Ρ | % |
|-----------------------|------------------|-------------------|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|----|---|------|----|
| Allied Health Studies | 2008-2009 | 478 | 284 | 59 | 141 | 29 | 35 | 7 | 14 | 3 | 2 | 0 | 0 | 0 | 2 | 0 | 474 | 99 |
| | 2009-2010 | 501 | 267 | 53 | 109 | 22 | 35 | 7 | 12 | 2 | 6 | 1 | 25 | 5 | 47 | 9 | 423 | 84 |
| | 2009-2010* | 501 | 277 | 55 | 130 | 26 | 49 | 10 | 13 | 3 | 7 | 1 | 25 | 5 | 0 | 0 | 423 | 84 |
| | 2008-2009 | 201 | 24 | 12 | 46 | 23 | 34 | 17 | 32 | 16 | 19 | 9 | 46 | 23 | - | - | 136 | 68 |
| Physics | 2009-2010 | 229 | 30 | 13 | 36 | 16 | 66 | 29 | 25 | 11 | 22 | 10 | 36 | 16 | 14 | 6 | 157 | 69 |
| | 2009-2010* | 229 | 31 | 14 | 41 | 18 | 71 | 31 | 26 | 11 | 24 | 10 | 36 | 16 | | 0 | 157 | 69 |
| | 2008-2009 | 404 | 76 | 19 | 73 | 18 | 87 | 22 | 62 | 15 | 41 | 10 | 65 | 16 | - | - | 298 | 74 |
| Chemistry | 2009-2010 | 460 | 70 | 15 | 92 | 20 | 106 | 23 | 57 | 12 | 34 | 7 | 86 | 19 | 15 | 3 | 325 | 71 |
| | 2009-2010* | 460 | 71 | 15 | 93 | 20 | 109 | 24 | 60 | 13 | 40 | 9 | 87 | 19 | 0 | 0 | 325 | 71 |
| | 2008-2009 | 1084 | 398 | 37 | 352 | 32 | 149 | 14 | 28 | 3 | 46 | 4 | 75 | 7 | 36 | 3 | 927 | 86 |
| Humanities | 2009-2010 | 1279 | 440 | 34 | 329 | 26 | 195 | 15 | 46 | 4 | 52 | 4 | 134 | 10 | 83 | 6 | 1010 | 79 |
| | 2009-2010* | 1279 | 451 | 35 | 338 | 26 | 209 | 16 | 51 | 4 | 73 | 6 | 134 | 10 | 23 | 2 | 1010 | 79 |
| | 2008-2009 | 660 | 232 | 35 | 154 | 23 | 112 | 17 | 19 | 3 | 29 | 4 | 62 | 9 | 52 | 8 | 517 | 78 |
| Engineering | 2009-2010 | 840 | 254 | 30 | 183 | 22 | 122 | 15 | 49 | 6 | 81 | 10 | 127 | 15 | 24 | 3 | 608 | 72 |
| | 2009-2010* | 840 | 256 | 30 | 186 | 22 | 129 | 15 | 52 | 6 | 83 | 10 | 127 | 15 | 7 | 1 | 608 | 72 |
| | 2008-2009 | 1321 | 363 | 27 | 394 | 30 | 281 | 21 | 83 | 6 | 56 | 4 | 138 | 10 | 6 | 0 | 1121 | 85 |
| English | 2009-2010 | 1390 | 377 | 27 | 361 | 26 | 277 | 20 | 92 | 7 | 100 | 7 | 174 | 13 | 9 | 1 | 1105 | 80 |
| | 2009-2010* | 1390 | 380 | 27 | 361 | 26 | 281 | 20 | 92 | 7 | 101 | 7 | 173 | 12 | 2 | 0 | 1105 | 79 |
| Nath amatica | 2008-2009 | 1309 | 86 | 7 | 165 | 13 | 301 | 23 | 161 | 12 | 206 | 16 | 386 | 29 | 4 | 0 | 713 | 54 |
| Mathematics | 2009-2010 | 1268 | 95 | 7 | 180 | 14 | 270 | 21 | 140 | 11 | 195 | 15 | 377 | 30 | 11 | 1 | 685 | 54 |



| Department | Academic Year | Total Students | А | % | В | % | С | % | D | % | F | % | w | % | I | % | Р | % |
|--------------------------|------------------|-------------------|------|----|------|----|------|----|-----|----|------|----|------|-----|-----|-----|-------|-----|
| | 2009-2010* | 1268 | 96 | 8 | 180 | 14 | 274 | 22 | 143 | 11 | 195 | 15 | 377 | 30 | 3 | 0 | 685 | 54 |
| | 2008-2009 | 372 | 79 | 21 | 92 | 25 | 69 | 19 | 20 | 5 | 36 | 10 | 68 | 18 | 8 | 2 | 260 | 70 |
| Information Systems | 2009-2010 | 400 | 127 | 32 | 87 | 22 | 62 | 16 | 23 | 6 | 26 | 7 | 52 | 13 | 23 | 6 | 299 | 75 |
| | 2009-2010* | 400 | 131 | 33 | 92 | 23 | 66 | 17 | 23 | 6 | 31 | 8 | 52 | 13 | 5 | 1 | 299 | 75 |
| | 2008-2009 | 599 | 125 | 21 | 201 | 34 | 170 | 28 | 35 | 6 | 24 | 4 | 42 | 7 | 2 | 0 | 531 | 89 |
| Office Systems | 2009-2010 | 528 | 110 | 21 | 174 | 33 | 100 | 19 | 20 | 4 | 27 | 5 | 84 | 16 | 13 | 2 | 404 | 77 |
| | 2009-2010* | 528 | 110 | 21 | 175 | 33 | 103 | 20 | 21 | 4 | 29 | 5 | 84 | 16 | 6 | 1 | 404 | 77 |
| | 2008-2009 | 130 | 105 | 81 | 10 | 8 | 2 | 2 | 1 | 1 | 3 | 2 | 8 | 6 | 1 | 1 | 118 | 91 |
| Honor Studies Program | 2009-2010 | 201 | 145 | 72 | 13 | 6 | 3 | 1 | 0 | 0 | 3 | 1 | 14 | 7 | 23 | 11 | 161 | 80 |
| | 2009-2010* | 201 | 161 | 80 | 16 | 8 | 6 | 3 | 0 | 0 | 2 | 1 | 14 | 7 | 2 | 1 | 183 | 91 |
| | 2008-2009 | 15 | 9 | 60 | 5 | 33 | 1 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 100 |
| Military Science | 2009-2010 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 100 | 0 | 0 | 0 | 0 |
| | 2009-2010* | 38 | 11 | 29 | 14 | 37 | 6 | 16 | 1 | 3 | 0 | 0 | 6 | 16 | 0 | 0 | 0 | 0 |
| | 2008-2009 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| University Articulation* | 2009-2010 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 100 | 0 | 0 |
| | 2009-2010* | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2008-2009 | 13792 | 3873 | 28 | 3824 | 28 | 2837 | 21 | 915 | 7 | 787 | 6 | 1399 | 10 | 157 | 1 | 11449 | 83 |
| TOTAL | 2009-2010 | 14539 | 4114 | 28 | 3776 | 26 | 2547 | 18 | 787 | 5 | 966 | 7 | 1852 | 13 | 497 | 3 | 11244 | 77 |
| | 2009-2010* | 14577 | 4252 | 29 | 3889 | 27 | 2644 | 18 | 819 | 6 | 1019 | 7 | 1853 | 13 | 101 | 1 | 11244 | 77 |

*Pre university course aimed at high school students

*Grade distribution at the end of the stipulated deadline for incomplete remove

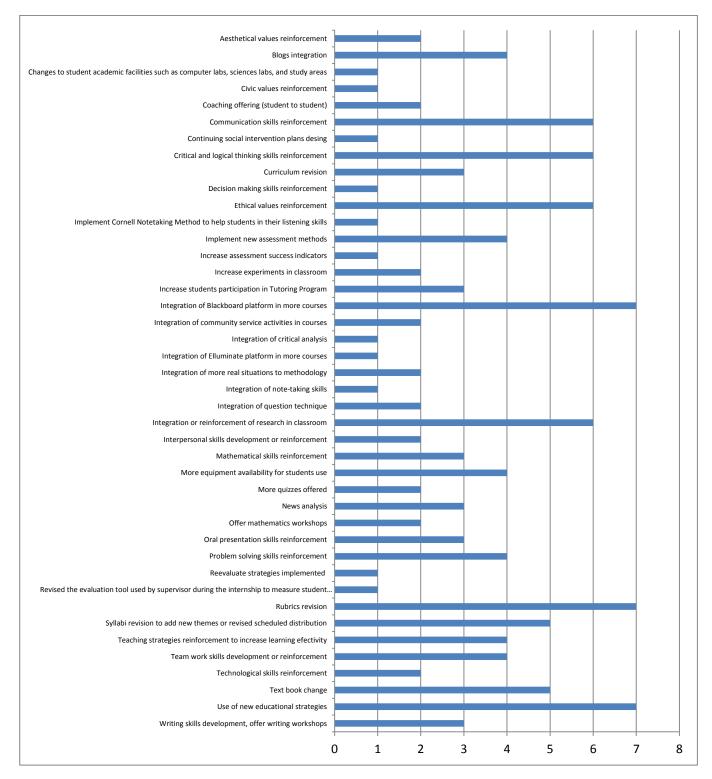


APPENDIX 6

Use of Student Learning Assessment Results 2009-2010



USE OF STUDENT LEARNING ASSESSMENT RESULTS 2009-2010



APPENDIX 7

UPR-PONCE CONTINGENCY PLAN





UNIVERSITY OF PUERTO RICO IN PONCE

GENERAL CONTINGENCY PLAN TO ENSURE THE CONTINUITY OF THE ACADEMIC OFFERINGS AND SERVICES IN SPECIAL SITUATIONS

JANUARY 2011

GENERAL CONTINGENCY PLAN TO ENSURE THE CONTINUITY OF THE ACADEMIC OFFERINGS AND SERVICES IN SPECIAL SITUATIONS

-January 2011-

I. Introduction

This Contingency Plan has been elaborated with the purpose of maintaining the direction and continuity of the academic, student, and administrative services and offerings of the University of Puerto Rico at Ponce (UPR-Ponce) in the event of situations that cause disruption or interruption of normal campus operations. It has been prepared by Dr. Fernando A. Rodríguez Rodríguez, Chancellor; Prof. Lizzette Roig Lama, Dean of Academic Affairs; Prof. Pier Angeli Le Compte Zambrana, Associate Dean of Academic Affairs; Prof. Felix A. Cuevas Guzmán, Dean of Student Affairs, and Mr. Harry Bengochea Vázquez, Dean of Administrative Affairs.

II. Consolidated Emergency and Contingency Plan

The emergency and contingency plans of the different dependencies of the University of Puerto Rico at Ponce have been developed apropos the particular needs of each and every one of them and in conjunction and support of this plan. This has been done to guarantee the continuity of all direct and indirect services and offerings of the Institution.

III. Continuity of academic, student and administrative services and offerings

Once the event threatening the continuity of the academic, student, and administrative services and offerings of the UPR-Ponce or resulting in the partial or complete closing of the Institution due to natural or other causes has been identified, the emergency operational plans will be consulted as delineated for the attention of the university's authorities (see *Compendium of Emergency Operational Plans* and this *General Plan*).

IV. Chancellor's Office

Whenever a special situation occurs which affects the institutional efforts, the Chancellor (or his/her representative) will communicate with the Deans so they in turn can activate their respective contingency and support plans. Then, the Chancellor will communicate with the Director of the Information Systems Office (OSI). S/He in turn will communicate with the Coordinator of Administrative Computation Systems and the Coordinator of Academic Computation Systems so they in turn can activate their contingency plans.

At the same time, the Chancellor will establish communication with the Press Officer to begin immediate communication with organizations in charge of national and local, both traditional and electronic media to disclose and distribute the corresponding information bulletins. In addition, s/he will send electronic mailings to the university community informing them about the situation and the instructions to follow.

The Chancellor will also establish communication with the Director of Budget to determine and coordinate the availability of funds to tend to the special event (if necessary).

She/he will also, along with the deans, implement the collaboration agreements for the use of external facilities to continue the academic and/or administrative activities under extraordinary situations. These agreements include the Autonomous Municipality of Ponce and the Department of Education of the Commonwealth of Puerto Rico. These agreements are in accordance with the dispositions set forth in the Certification 2010-2011-69 of the Board of Trustees.

V. Office of the Dean of Academic Affairs

Once the Dean is informed about the situation s/he will inform the Associate Dean(s) and Directors of Academic Departments of said situation. These, in turn, will notify the personnel of their dependencies so they can activate their respective internal working plans.

The Dean and the Academic Directors will carry out the following contingency actions in coordination with the dean's offices that give support to guarantee the continuity of academic offerings and services:



During the Stoppage/Closing

- In case access to the campus is not possible, the necessary logistics will be implemented for the use of external facilities that enable the academic and administrative activities under extraordinary situations in accordance with the agreements established with Government Agencies. The corresponding Deans will inform the various sectors of the university community about the alternate locations where classes will be made up in case of the students and faculty.
- 2. During the stoppage, the Director the Office of information systems (OSI) will coordinate the work to provide students access to the Web site of the UPR-Ponce (www.uprp.edu). From the same, they may access the Blackboard platform and library databases.
- 3. The Chancellor or the Dean will authorize researchers to have access to facilities and thus ensure continuity of research and academic projects subsidized with external funds.
- 4. The academic Department Director together with the Professor(s) will monitor practicum or clinical experiences to ensure continuity of student participation in them. They will notify the student, whether by telephone and/or electronic communication the actions to follow. Attendance will be documented by both faculty and students.

After the Stoppage/Closing

- 1. Extend the Academic Calendar to guarantee the continuity, rigor and coherence of the courses and academic programs which includes reprogramming of classes, final tests, and dates for the various processes with the approval of the Administrative Board.
- 2. Perform the relevant procedures with the Office of human resources to extend service contracts to the faculty to comply with what had been established for each course.
- 3. Ensure compliance with what had been established in the syllabi of the courses and internships are followed in terms of contact hours, content, depth and rigorous assessment of student learning.

- 4. The Office of the Dean of academic affairs will distribute to each academic Department forms for documenting attending classes and practice or clinical experiences for both faculty and students.
- 5. If necessary, coordinate with the Director of the Library extension of hours of service and the availability of facilities and educational services.
- 6. Ensure the continuity and coordination of all academic and administrative processes that affect students such as: transfers, reclassifications, reentry, special permits, financial aid, processing of documents and other essential services through calendar extensions or other actions. The responsibility is shared between the Dean of academic affairs and the Dean of Student Affairs.

VI. Office of the Dean of Student Affairs

Once the Dean has knowledge of the situation, s/he will report to office managers, area supervisors, and the General Student Council of the institution. These, in turn, will notify the staff of their units to activate the respective internal work plans.

To ensure the continuity of student services the following contingent actions will take place in coordination with the deans to provide the respective support:

During the stoppage

1. Establish the necessary logistics for the use of external facilities which facilitate the academic and administrative activities under extraordinary situations in accordance with agreements established with governmental agencies.

After the stoppage

2. Extend the academic calendar and processes with the approval of the Administrative Board and the offices concerned.

- 3. Perform the relevant procedures with the Office of human resources to extend contracts for professional services to comply with what had been established for each program.
- 4. Implement the guidelines to be followed to ensure compliance with schedules and requirements of each service offices and/or departments in conjunction with the other deans. A meeting will be held the supervisors and directors to make arrangements and establish further steps to be followed depending on the particularities of the various services and student activities.
- 5. Ensure the continuity of student participation in extracurricular and athletic experiences establishing a new timetable for activities.
- 6. After the stoppage an assessment of the need to extend hours of offices and departments that provide direct services to students will be made.
- 7. Safeguard the continuity and coordination of all academic and administrative processes that affect the students such as: transfers, reclassifications, re-entry, special permits, financial aid, processing of documents and other essential services. The responsibility is shared between the Dean of academic affairs and the Dean of Student Affairs.

VII. Office of the Dean of Administration

The Administrative Dean will ensure safety and provide the necessary support to other deans to fulfill their respective responsibilities as set out in the local and systemic work plans.

Once the Dean has knowledge of the situation s/he will inform the directors of offices and area supervisors. These, in turn, notify the staff of their units to activate the respective internal work plans.

The Dean and her/his Directors and Supervisors will carry out the following contingent actions in coordination with the deaneries to offer relevant support to ensure the continuity of the offers and academic services:

During the stoppage

- 1. If Access to the institution is not possible, the necessary logistics will be set for the use of external facilities to facilitate the academic and administrative activities under extraordinary situations pursuant to agreements established with governmental agencies.
- During the interruption, the Director of the Information Systems Office (OSI) will coordinate the tasks to provide administrative staff team and access to the Web site of the UPR-Ponce (<u>www.uprp.edu</u>), to the Student Information System (SIE) and to ORACLE. From it, they can access their emails and work accounts.

After the stoppage

- 1. Activate staff to provide security, enable access to the institution and physical facilities and communicate the actions to follow. This notification will be done via telephone and/or electronic communication.
- 2. Establish the necessary logistics for the use of external facilities which facilitate the academic and administrative activities under extraordinary situations pursuant to agreements with governmental agencies.
- 3. Extending the academic calendar and processes with the approval of the Administrative Board and other appropriate offices.
- 4. The Human resources Office will work with the extension of contracts for academic and professional services that are required.
- 5. Implement the guidelines to be followed to ensure compliance with schedules, requirements for services and hours for each office and/or department. This will be coordinated with the supervisors and directors to give continuity to all academic and administrative processes.
- 6. Support the continuity of participation of student, teaching and nonteaching personnel in extracurricular and athletic experiences.

VIII. Communication Protocol for Dialogue

In all forums of the academic community dialogue and communication will be considered to resolve any situation or controversy that may arise. It is the responsibility of the Chancellor, directors, as well as other officials in similar leadership positions to maintain dialogue at all times with the different sectors to achieve continuity of services and academic offerings. The Protocol will be activated in consultation with the Chancellor.

This Protocol aims to keep open the channels of dialogue in any situation or controversy among members of the University community on the grounds of the University of Puerto Rico in Ponce.

Once the University guard has identified an unauthorized activity, the Supervisor of the University guard will communicate with the Dean of Administration. The Dean of Administration will in turn notify the Chancellor of the details of the situation, meaning the place, the approximate number of demonstrators and a report on the status of the security on the premises of the institution so that the Chancellor could determine the need to activate the Protocol. Once activated, the Dean of Administration will communicate with the Dean concerned.

Once the Dean is notified, s/he will officially begin the process of dialogue. The Dean will establish communication with those identified leaders among the demonstrators. This dialogue will be a safe and suitable place for all parties.

If a satisfactory agreement to both parties is not reached the Chancellor or the person designated in his/her replacement will be notified to begin a second attempt of dialogue.

If mutually satisfactory agreements are not reached, the Committee of Institutional Dialogue will be activated. It is composed of all sectors of the Community College and appointed at beginning of each academic year (Circular Letter 2010-2011-40). This Committee will be the third line of dialogue with the leaders during the situation. If significant progress is not achieved to reach agreements between the University Administration and protesters the Chancellor the person s/he designates will be called to again establish a dialogue.

The Chancellor shall have the right to request at any time during the implementation of this protocol support in security whenever a situation which endangers the physical integrity of individuals or public or private property emerges.

IX. Operationalization

This contingency Plan for the Puerto Rico University in Ponce will take immediate effect from its date of adoption.

