UNIVERSITY OF PUERTO RICO IN PONCE

Institutional Self-Study Design

Submitted to:

**Middle States Association of Colleges and Schools
Commission on Higher Education**

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INTRODUCTION

The University of Puerto Rico (UPR) is a coeducational, publicly supported university system that offers graduate, first-professional, five-year, four-year, and two-year programs, as well as continuing education courses. It has three major campuses and eight colleges, one of them located in Ponce. All units respond to the University of Puerto Rico's Central Administration.

The highest governing body of the University of Puerto Rico is the **Board of Trustees**, created by the Government of Puerto Rico on June 16, 1993, under Law Number 16 (PC 384). The Board consists of thirteen members: one regular student in his/her sophomore or senior year, two full-time tenured professors, and ten members of the community, at least one of whom is a graduate of the UPR. The community members are appointed by the Governor of Puerto Rico while the other three are elected by their peers. They formulate policy for the system, guide its development, allocate its budget, and appoint the President and Chancellors.

The **President** of the University of Puerto Rico, with guidance from the University Board which he presides, coordinates the academic, administrative, and financial affairs of the University.

Each of the eleven units of the University of Puerto Rico is headed by a **Chancellor**, who is the chief executive officer of the respective institution. The Chancellor presides over the Academic Senate, the Administrative Board, and faculty meetings, exercising academic and administrative authority as stipulated in the 1966 University Law and the University of Puerto Rico By-Laws.

The University of Puerto Rico in Ponce (UPR-Ponce) was originally established as Ponce Regional College on June 27, 1969, and commenced its operations in August of 1970. At that time it began offering a number of associate degrees and transfer programs. In 1981, it received authorization from the Puerto Rico Council on Higher Education (PRCHE) to offer baccalaureate degrees in Secretarial Sciences (later Office Systems) and Business Administration. Thereafter, Certification 170 (1981-82) of the PRCHE changed the name of the institution to Ponce Technological University College. In 1984, four-year degrees in Computer Information Systems and in Arts in Elementary Education were also authorized by the PRCHE. Additional baccalaureate programs in Athletic Training and Arts in Social Sciences with majors in Forensic Psychology, and Psychology and Mental Health were also approved by the PRCHE in 1995 and 1998, respectively. As recently as 2002, the Council also authorized UPR-Ponce to offer a baccalaureate degree in Natural Sciences with majors in Biology and Biomedical Science.

In 1998, the Board of Trustees granted the College its autonomy from the Regional Colleges Administration and changed the institution's name to Ponce University College. In April 2000, the Board's certifications 1999-2000-103 and 103A dictated that the College be known as the University of Puerto Rico in Ponce.

As part of the University of Puerto Rico system, and the only public institution of higher education in the southern part of the island, UPR-Ponce is committed by law to serve Puerto Rico and the southern region by transmitting knowledge of sciences and arts to the community, by contributing to the development of ethical and aesthetic values with

special emphasis on Puerto Rican and Western cultures, and by stimulating creative dialogue in the search for truth. The emphasis of the academic programs is on undergraduate education at baccalaureate, associate, and transfer levels to satisfy the needs of the community.

The institution's total headcount enrollment for Fall 2002 was 3,837. Eighty percent of the student population study full time, 69% receive some form of financial aid, and 68% are female. Sixty percent of the student body is enrolled in bachelor degree programs, 19% in transfer programs, and 9% in technical programs. The reminder are classified in other categories. The four-year programs with the highest enrollment are Elementary Education (29%), Accounting and Office Systems (12% each), and Forensic Psychology (10%). As for the technical programs, Civil Engineering Technology in Drafting has 37% of the enrollment, Civil Engineering Technology in Construction 24%, and Physical Therapy 20%. The transfer programs with the highest enrollment are Biology and Education with 19% each, followed by Social Sciences with 14%.

The student body is served by 245 nonfaculty personnel and 205 faculty members. Seventy-four percent of the faculty members are full-time employees of the institution, 83% of whom are tenured. Full time faculty distribution by rank is as follows: 26% are full professors, 19% associate professors, 25% assistant professors, and 30% instructors. Fourteen percent of full-time faculty members have a doctoral degree.

I. NATURE AND SCOPE OF THE SELF-STUDY

The University of Puerto Rico in Ponce has undergone a number of significant changes since its last Middle States evaluation visit. On July 1, 1998, the Board of Trustees granted the College its autonomy from the Regional Colleges Administration. Autonomy permits the College to enjoy direct representation on the University Board and to have its own Academic Senate and Administrative Board, which enables local decision making on important academic and administrative issues. As an autonomous unit, the titles of the College's key administrative positions also changed: the Dean-Director became the Chancellor and the Associate Deans became Deans. The Chancellor, as chief executive officer of the College now has the opportunity to participate in periodic meetings with the President and with the Board of Trustees.

New positions were added to the Deanships, in order to carry out additional tasks and new responsibilities transferred from the Regional Colleges Administration to UPR-Ponce. The College now submits a budget petition directly to the President, according to priorities established in the strategic plan. Administrative processes have also been streamlined.

Other significant developments include the funding in 1999 of a $2 million Title V Proposal that seeks to help improve the institution's academic programs and academic support infrastructure with technology-based reforms. New bachelor's degrees were approved by the PRCHE in 1998 (Arts in Social Sciences with two majors: Forensic Psychology, and Psychology and Mental Health) and in 2002 (Natural Sciences with two majors: Biomedical Science and Biology). Enrollment patterns have varied significantly since 1995. The percentage of part time students has almost doubled. Total enrollment

by type of program has also shifted. Enrollment in four-year programs has increased dramatically, while that of transfer programs has decreased notably.

In terms of physical facilities, a multipurpose sports facility, a student parking lot, and three new buildings were built. Other facilities have also been established or relocated in order to enhance student life on campus. These include a post office, an ATM machine, a recreation center, and a psychological services office. The Quality of Life Program was established in 1998 to foster healthy lifestyles in the college community. A preschool center was opened for children of employees.

The establishment of a formal assessment program in 2000 marked a critically important milestone in the institution's development. An Institutional Assessment Office was opened and an institutional committee appointed. The outcomes assessment model adopted was one suggested by Dr. James O. Nichols in an in-service workshop targeted to staff and faculty. All offices and departments have been involved in preparing and implementing assessment plans. Two full cycles have been carried out and another is at the halfway point. In August of 2002, the infrastructure for institutional assessment was modified as a result of lessons learned in the first two years. The assessment of student learning was placed under the Academic Affairs Office. The Office of Planning and Institutional Research was identified as the unit responsible for most of the institutional assessment activities in coordination with the deans of student and administrative affairs.

In light of these diverse changes, and in order to facilitate a collaborative review with the Puerto Rico Council on Higher Education, UPR-Ponce has chosen to undertake a comprehensive self-study framed by the accreditation standards set out in *Characteristics of Excellence in Higher Education*. This model will enable us to engage the whole

campus in an integrated review of our standing in relation to the fourteen standards of excellence that guide the Middle States community. We believe that, at this point in time, a comprehensive self-study will serve the College well as it provides for a critical analysis of institutional issues.

II. SPECIFIC GOALS AND OBJECTIVES

In undertaking a comprehensive self-study, the College will assess its effectiveness and set the agenda for the revision of its strategic plan. It is also expected that data collected will be used judiciously to further enhance the teaching-learning processes. In order to achieve these goals, the following objectives have been established:

1. To identify strengths and weaknesses in reference to Middle States higher education accreditation standards and to use findings to engage in a proactive strategic planning process.

2. To identify the scope and effectiveness of assessment efforts currently used.

3. To produce an accurate self-study report that will provide Middle States with the information and analysis necessary to make a decision about our institution's reaccreditation.

4. To formulate recommendations that will set the agenda for institutional improvement in the next five years.

5. To strengthen the use of qualitative and quantitative data to support the analysis of the institution's educational effectiveness.

6. To make all members of the College more knowledgeable about the institution in order to nourish their continuing commitment to its mission and goals.

III. ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND SUBCOMMITTEES

The Self-Study Steering Committee was appointed by the Chancellor in consultation with the chair and co-chair. It includes representatives from all constituencies as well as a wide range of institutional experience, ages, and academic preparation. The Steering Committee is made up of the following members:

- Jaime García, Ed.D., Professor, Chemistry and Physics Department, and Director of Planning and Institutional Research Office, *Chair*

- Ivonne Vilariño, M.Ed., Instructor, Education Department, and Acting Associate Dean of Academic Affairs, *Co-Chair*

- Alma Acosta, M.A., Professor, Spanish Department

- Prof. Edda Arzola, M.A., Associate Professor, Spanish Department

- Myrna Bracero, M.B.A., Assistant Professor, Business Administration Department

- Ruth E. Calzada, M.A.Bus.Ed., Professor, Office Systems Department

- Isaac Colón, M.B.A., Director of the Budget Office

- Dennisse Dedós, Finance student

- Aida Hernández, B.B.A., Dean of Administrative Affairs (Ex Officio)

- Rosa M. López, M.S., Professor, Mathematics Department, and Dean of Student Affairs (Ex Officio)

- Elizabeth Lugo, Ph.D., Assistant Professor, English Department, *Editor*

- Luz I. Martínez, Ph.D., Professor, Spanish Department, and Acting Associate Dean of Academic Affairs (Ex Officio)

- Betsabé Pérez, M.S., Associate Professor, Chemistry and Physics Department

◈ Lourdes Torres, M.A.Bus.Ed., Assistant Professor, Office Systems Department

◈ Blanca Vega, M.B.A, C.P.A., Assistant Professor, Business Administration Department

◈ Mary Ann Velázquez, M.Ed., Counselor I, Counseling and Guidance Office

The Steering Committee is responsible for coordinating all phases of the self-study process and providing the necessary leadership on campus. It will develop the self-study design, prepare charges for the subcommittees, ensure that the timetable is met as closely as possible, organize public hearings on the drafts of the Self-Study report and ensure that the final version is produced and sent on time. The Steering Committee has already created an Internet page (http://upr-ponce.upr.edu/msa) and published the first issue of a newsletter, *Reacreditación 2005*, to inform the community about the self-study process.

We have chosen to create eight subcommittees, based on the fourteen standards of *Characteristics of Excellence*. In several cases, related standards were grouped under one subcommittee. Each subcommittee will be chaired by a member of the Steering Committee, chosen for his or her proven expertise or interest. This arrangement will provide for direct communication between the Steering Committee and the subcommittees. The subcommittees include faculty, staff, students, and members of the administration, as appropriate. Each subcommittee has an English professor or a fully bilingual member to facilitate translation. Details of the eight subcommittees, the standards entrusted to them, and the membership of each is described in the following pages.

Subcommittee 1: Mission and Goals (Standard 1)

Edda Arzola, (Chair), M.A., Associate Professor, Spanish Department
Carmen Cádiz, M.Ed. TESOL, Professor, English Department
Jaime García Ed.D., Professor, Chemistry and Physics Department, Director of
  Planning and Institutional Research Office
Sandra Moyá, M.S., Associate Professor, Biology Department
Yasmín Adaime, M.Ed., J.D., Counselor III, Counseling and Guidance Office
Celia González, M.P.H., Lab Technician I, Chemistry Department
Christine Jiménez, Biology student

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

Myrna Bracero (Chair), M.B.A., Assistant Professor, Business Administration
  Department
Héctor Zayas, M.B.A., Associate Professor, Business Administration Department
Norma Rivera, M.Ed., Associate Professor, English Department
Pedro Ramírez, M.B.A., Assistant Professor, Engineering Department
Isaac Colón, M.B.A., Director of the Budget Office
Francisco Hernández, B.S., Occupational Health and Safety Officer
Lilliam Padilla, B.B.A., Accountant IV, Preintervention Office,
Bárbara Diou, Accounting student

Subcommittee 3: Leadership and Governance, Administration, and Integrity (Standards 4, 5, And 6)

Ruth Calzada (Chair), M.A.Bus.Ed., Professor, Office Systems Department
Hannia Laó, M.Ed. TESOL, Assistant Professor, English Department
Lizzette Roig, M.S., Professor, Chemistry and Physics Department
Héctor Lamboy, M.Ed., Professor, Social Sciences Department
Angelita Guzmán, M.A., M.BA, Professor, Office Systems Department
Luz Leida Echevarría, M.S., M.Ed., Professor, Mathematics Department
Dennisse Rodríguez, B.A., Administrative Secretary V, Academic Senate
Reina González, B.A., Executive Officer III, Chancellor's Office
Waleska Padilla, Athletic Training student

Subcommittee 4: Institutional Assessment (Standard 7)

Mary Ann Velázquez (Chair), M.Ed., Counselor II, Counseling and Guidance
  Office
Helen Westwood, M.A., Professor, English Department
Francisco Toro, B.B.A, Assistant III, Library

Ivonne Vilariño, M.Ed., Instructor, Education Department, and Acting Associate Dean of Academic Affairs

Sylvia Moraza, Ph.D., Associate Professor, Social Sciences Department

Ibis Fournier, M.A.Bus.Ed., Instructor, Office Systems Department

Judith Martínez, B.B.A., Director of the Finance Office

Juseim Soto Rivera, Elementary Education student

Subcommittee 5: Student Admissions and Student Support Services (Standards 8 And 9)

Blanca Vega (Chair), M.B.A., C.P.A., Assistant Professor, Business Administration Department

Carmen Bracero, M.A., Professor, Office Systems Department

José Almodóvar, M.B.A., J.D., Professor, Business Administration Department

Onix Rivera Toledo, M.S., Assistant Professor, Education Department, and Athletic Director

Irma Caraballo, M. Ed., Counselor III, Counseling and Guidance Office

Lourdes Ortiz, M.A., Lab Technician, English Department

William Rodríguez, M.A., Director of the Admissions Office

Jenny Colón, Statistics Assistant, Planning and Institutional Research Office

Ada Herencia, B.B.A., Financial Aid Officer IV, Financial Aid Office

Yahaira Colón, Accounting student

Subcommittee 6: Faculty (Standard 10)

Alma Acosta (Chair), M.A., Professor, Spanish Department

Ivonne Rodríguez, M.S., Instructor, Chemistry Department

Roberto Colón, M.L.S., Librarian IV, Library Director

Luis Sánchez, Ph.D., Instructor, Social Sciences Department

Enrico Encarnación, M.S., Instructor, Allied Health Sciences Department

Yolanda Guzmán, B.B.A., Executive Officer, Academic Affairs Office

Juan A. León González, Forensic Psychology student

Subcommittee 7: Educational Offerings, General Education and Related Educational Activities (Standards 11, 12, And 13)

Betsabé Pérez (Chair), M.S., Associate Professor, Chemistry and Physics Department

Irma Rodríguez, Ed.D., Associate Professor, English Department

Rosario E. Ríos, Ph.D., Professor, Spanish Department, and Director of Title V Project

Harry Nieves, M.A., Assistant Professor, Humanities Department

Arelis Torres, Psy.D., Instructor, Social Sciences Department

Lourdes Nieves, M.Ed., Associate Professor, Allied Health Sciences Department

Nellie Velázquez, M.L.S., J.D., Librarian III, Library

Wilfredo Ortiz, M.S., Assistant Professor, Mathematics Department
Neyla Rivera Caño, M.Ed., Instructor, Education Department
Aida Pietri, M.S., Professor, Business Administration Department
Jorge Tirado, M.B.A., Administrative Official, Continuing Education and
     Professional Development Office
José López, M.Ed., Lab Technician I, Mathematics Department
José Pérez, Physics student

Subcommittee 8: Assessment of Student Learning (Standard 14)

Lourdes Torres (Chair), M.A.Bus.Ed., Assistant Professor, Office Systems
     Department
Pier Le Compte, M.A., TESOL, Instructor, English Department
Ivelisse Rodríguez, M.S., Assistant Professor, Allied Health Sciences Department
Maribel Caraballo, B.A., Administrative Secretary V, Library
Ivonne Vilariño, M.Ed., Instructor, Education Department, and Acting Associate
     Dean of Academic Affairs
Marisel Sepúlveda, B.A., Instructor, Social Sciences Department
Migdalia Santiago Erans, M.A., Instructor, Spanish Department
Yannira Rodríguez, M.A.Bus.Ed., Instructor, Office Systems Department
Diana Rodríguez, Office Systems student

IV. CHARGES TO SUBCOMMITTEES

This section identifies the members, purposes and specific charges for each subcommittee. The charges prepared by the Steering Committee for each subcommittee reflect the Commission's accreditation standards and our institutional mission, culture, and idiosyncrasies. They constitute the most important part of the "blueprint for the self-study process" (*Designs for Excellence* 50). Together with the section on editorial style and format, they should provide a clear, precise guide of what must be studied and how information should be reported. Moreover, all subcommittees are reminded that the "Commission expects [us] to provide verifiable evidence showing how [we meet] accreditation standards within the context of [our] mission and goals" (*Designs* 14).

Each subcommittee will carry out their charges by researching and analyzing the questions posed by the Steering Committee. In order to do so, they will use a variety of strategies and methodologies. Pertinent documents will be studied and analyzed. Survey questions will also be drafted for the master surveys that will be used to poll the different constituencies. These surveys will be designed, administered, and tabulated by the Office of Planning and Institutional Research in collaboration with members of the Steering Committee. Other possible strategies include the use of interviews and focus groups.

The subcommittees may be organized into smaller task forces for specific purposes if deemed necessary. In some cases, subcommittees may coordinate their efforts with other subcommittees for the analysis of data and the formulation of recommendations.

Data collected will be analyzed and draft reports will be written and reviewed by the subcommittees. These drafts will be presented to the Steering Committee, which may request revisions when necessary. The final draft of the complete Self-Study Report will be produced by the Steering Committee. It will then be made available to all constituents for study and discussion, providing a basis for the preparation of the final document.

A. SUBCOMMITTEE ON MISSION AND GOALS

Members

> **Edda Arzola**, (Chair), M.A., Associate Professor, Spanish Department
> Carmen Cádiz, M.Ed. TESOL, Professor, English Department
> Jaime García Ed.D., Professor, Chemistry and Physics Department, Director of Planning and Institutional Research Office
> Sandra Moyá, M.S., Associate Professor, Biology Department
> Yasmín Adaime, M.Ed., J.D., Counselor III, Counseling and Guidance Office
> Celia González, M.P.H., Lab Technician I, Chemistry Department
> Christine Jiménez, Biology student

Purpose

The purpose of the Subcommittee on Mission and Goals is to examine the institution's mission and goals in terms of the following: clarity, distinctiveness, congruence, relevance, adequacy, and utilization. It will also study the consistency of the mission statement with the aspirations and expectations of higher education. The Subcommittee will present a documented analysis of this area and submit recommendations for improvement or development.

Charge Questions

1. How can it be shown that the institutional goals are consistent with the mission?

2. Is there evidence to support the statement that the institution's goals focus on student learning, institutional improvement, and other outcomes?

3. To what extent do departmental and programmatic goals and objectives flow directly, clearly, and consistently from the mission statement?

4. Are the institution's mission and goals sufficiently clear that they guide faculty, administration, staff, and governing boards in decision-making related to planning and resource allocation? Do they guide them in decision-making regarding program and curriculum development? Do they guide them in defining program outcomes? What evidence is there in each area?

5. Are the institution's mission and goals developed through collaborative participation by those who facilitate or are otherwise responsible for institutional improvement? Is there evidence to support this claim?

6. Are the institution's mission and goals formally approved, publicized, and widely known by the institution's members? What evidence exists in this regard?

7. How clearly does the mission statement identify the student as the primary beneficiary of institutional functions?

8. Can it be shown that the mission statement is clear in terms of structure, content, and language?

9. Are institutional policies and procedures consistent with the mission and goals?

10. To what extent have the mission and goals changed over time? Have these changes been made in response to changes in the external and internal environments?

11. To what extent does the mission statement and its corresponding goals accurately and appropriately portray its distinctive features?

12. How are the mission and goals used to guide assessment activities?

B. SUBCOMMITTEE ON PLANNING, RESOURCE ALLOCATION, INSTITUTIONAL RENEWAL AND INSTITUTIONAL RESOURCES

Members

Myrna Bracero (Chair), M.B.A., Assistant Professor, Business Administration Department
Héctor Zayas, M.B.A., Associate Professor, Business Administration Department
Norma Rivera, M.Ed., Associate Professor, English Department
Pedro Ramírez, M.B.A., Assistant Professor, Engineering Department
Isaac Colón, M.B.A., Director of the Budget Office
Francisco Hernández, B.S., Occupational Health and Safety Officer
Lilliam Padilla, B.B.A., Accountant IV, Preintervention Office
Bárbara Diou, Accounting student

Purpose

The Subcommittee on Planning, Resource Allocation, Institutional Renewal and Institutional Resources will study the nature and quality of the UPR-Ponce's planning process. It will also determine its effectiveness in establishing the priorities and direction necessary to improve and sustain institutional quality. The adequacy of human, financial, technical, physical facilities, and other resources for achieving the mission and goals will be assessed. In light of its findings, the Subcommittee will make recommendations on how the Institution can improve the effectiveness of its strategic planning process using the fundamental elements of the second standard of *Characteristics of Excellence in Higher Education*. These recommendations will be considered in the revision of the College's strategic plan.

Charge Questions

Planning, Resource Allocation, and Institutional Renewal

1. What planning processes have been carried out in the last ten years?

2. Is there evidence to support the claim that the institutional goals direct planning and resource allocation efforts?

3. Can it be shown that the institution and individual units have clearly stated goals and objectives? How are they used in planning and resource allocation at each level?

4. What strategies are used to give constituents effective participation in the strategic planning process, in its implementation and in its evaluation? How are they communicated to the college community?

5. Is there evidence to demonstrate that institutional and student learning assessment information is used for planning and resource allocation purposes?

6. Are the decision-making and resource allocation processes articulated in such a way that they respond to and facilitate planning and institutional renewal?

7. In case of budget limitations, who ultimately makes decisions on the allocation of resources?

8. Is there evidence of changes resulting from continuous improvement efforts in academic, administrative and service areas? What are the rationales for changes and improvement activities?

9. Are responsibilities for institutional improvement clearly assigned?

10. Are environmental scans and other processes in place for evaluating the economic, political and social climates in which the institution operates and expects to operate? How is information compiled from the scan and other processes used to make the institution more responsive to its environment?

11. To what extent has the effectiveness of resource allocation and institutional renewal been assessed?

Institutional Resources

1. To what extent does the allocation of institutional resources (financial and physical) support UPR-Ponce's mission and goals? What strategies are used to measure the degree of efficiency of utilization?

2. How are budget allocations consistent with existing policies and procedures? Does evidence show that they provide for adequate student services, faculty, staff, technology and physical facilities?

3. What strategies does the institution use to increase institutional resources? Can evidence of their effectiveness be found?

4. Does the College have comprehensive facilities or infrastructure master plan and a facilities/infrastructure life-cycle management plan that is appropriate to its mission? Have such plans been followed? Do *ad hoc* decisions often create exceptions to the plans?

5. Does the comprehensive plan assure that facilities, such as learning resources fundamental to all educational programs and the library, are adequately supported and staffed to accomplish the institution's objectives for student learning? Who determines what facilities are needed, when, and what support staff are appropriate and adequate?

6. Does the College have an educational and other equipment acquisition and replacement process and plan, including provision for current and future technology, as appropriate to the educational programs and support services? How has it been implemented? What standards dictate when equipment should be replaced?

7. Is there an annual independent audit (institutional or system-wide), confirming financial responsibility? How does the institution follow-up on any concerns cited in the audit's accompanying management letter?

8. Is the use of institutional resources assessed periodically? How are results used to improve efficiency, contain costs, redirect resources, and develop new revenue sources to support the institution's mission and goals?

C. SUBCOMMITTEE ON LEADERSHIP AND GOVERNANCE, ADMINISTRATION, AND INTEGRITY

Members

Ruth Calzada (Chair), M.A. in Ed., Professor, Office Systems Department

Hannia Laó, M.Ed. TESOL, Assistant Professor, English Department
Lizzette Roig, M.S., Professor, Chemistry and Physics Department
Héctor Lamboy, M.Ed., Professor, Social Sciences Department
Angelita Guzmán, M.A., M.BA, Professor, Office Systems Department
Luz Leida Echevarría, M.S., M.Ed., Professor, Mathematics Department
Dennisse Rodríguez, B.A., Administrative Secretary V, Academic Senate

Reina González, B.A., Executive Officer III, Chancellor's Office
Waleska Padilla, Athletic Training student

Purpose

The purpose of the Subcommittee on Leadership and Governance, Administration, and Integrity is to carry out a careful analysis of the effectiveness of the institution's system of governance in policy development and decision-making. It will also determine how well the administrative structure and services facilitate learning and research, foster quality improvement, and support the College's organization and governance. The degree to which the institution adheres to ethical standards and its own stated policies in conducting its programs and activities will also be studied. The Subcommittee will present a documented analysis of these areas and submit recommendations for improvement.

Charge Questions

Leadership and Governance

1. Does the UPR-Ponce have a well-defined governance structure? Are written governance documents, such as laws and regulations, properly delineated in such a way that a governance structure, including composition, selection, duties, and responsibilities, can be identified? Are members with sufficient expertise selected to assure that the governing bodies' fiduciary responsibilities can be fulfilled? Is there evidence supporting that authority and accountability for policy development and decision-making is clearly assigned?

2. What is the relationship between the UPR Board of Trustees and the University Board with UPR-Ponce? Does evidence show that they reflect constituent and public interest, are free of conflicts of interest, and assist in generating resources needed to sustain and improve the institution?

3. How do the by-laws and policies of the Board of Trustees, the University Board, the Academic Senate, and the Administrative Board provide appropriate direction and facilitate the effective governance and functioning of the institution? How are governance documents and policies shared with the community?

4. How do the UPR-Ponce governing bodies participate in the establishment and on-going assessment of the College's mission, goals, objectives, and strategic planning process?

5. Does the College provide for the involvement of appropriate constituents, including students, in decision-making regarding issues that affect them?

6. How are possible conflict of interest issues within the Academic Senate and Administrative Board identified and managed?

7. What periodic assessment process is in place to evaluate the effectiveness of institutional leadership and governance? Does this process result in managerial improvement?

8. Is there evidence that governing body members of UPR-Ponce receive orientation concerning the institution's mission, organization, goals, and academic programs?

Administration

1. What are the lines of organization and authority? Are they sufficiently clear to ensure institutional efficiency and effectiveness? Is there evidence that these lines are actually followed?

2. How do changes in administration affect the stability of the institution?

3. How do constituents perceive the chief executive officer's leadership in moving the institution towards achieving its goals and administering the institution?

4. Are the administrative staff's academic background, professional training, and skills commensurate with the institution's mission, goals, type, size, and complexity? Is there a policy for guiding the selection process for administrators? Is it followed?

5. What is the process for periodic assessment of the effectiveness of administrative structures and services? Can it be shown that assessment findings are used for their improvement?

Integrity

1. Is there evidence that the institution promotes sound ethical practices and respect for individuals through its teaching, scholarship/research, services and administrative practices?

2. Are student concerns regarding fair academic assessment, student conduct, and alleged disciplinary violations addressed promptly, appropriately and equitably?

3. Is the institutional climate perceived as one of respect among constituents?

4. Is there evidence to support the statement that the institution is honest and truthful in public relations announcements, advertisements, and in recruiting and admissions materials?

D. SUBCOMMITTEE ON INSTITUTIONAL ASSESSMENT

Members

Mary Ann Velázquez (Chair), M.Ed., Counselor II, Counseling and Guidance Office
Helen Westwood, M.A., Professor, English Department
Francisco Toro, B.B.A, Assistant III, Library
Ivonne Vilariño, M.Ed., Instructor, Education Department, and Acting Associate Dean of Academic Affairs
Sylvia Moraza, Ph.D., Associate Professor, Social Sciences Department
Ibis Fournier, M.A.Bus. Instructor, Office Systems Department
Judith Martínez, B.B.A, Director of the Finance Office
Juseim Soto Rivera, Elementary Education student

Purpose

The purpose of the Institutional Assessment Subcommittee is to provide evidence of the existence of a pertinent assessment plan and process at UPR-Ponce for periodic assessment of institutional effectiveness. In addition, it will investigate the extent to which the information obtained from this process is utilized for institutional planning, resource allocation and institutional renewal. The Subcommittee will present a documented analysis of this area and submit recommendations for improvement.

Charge Questions

1. Can it be shown that UPR-Ponce has a written institutional assessment plan? How does the institution determine that this plan is based on its mission and goals? Is there evidence that it has been implemented? Was there ample participation in the preparation of the plan?

2. Is assessment conducted in each major area of institutional responsibility?

3. How are the results of institutional effectiveness assessment used to improve the quality of the planning processes, resource allocation, institutional renewal, leadership and governance, administration, institutional integrity and student learning? What are some examples attributable to the assessment process?

4. To what extent is the assessment process linked to strategic planning? How can this link be improved and strengthened?

5. Can evidence be found of faculty and administrative support of institutional effectiveness assessment processes?

6. Is there evidence of systematic and thorough use of multiple qualitative and/or quantitative measures which maximize the use of existing data and information?

7. Is the assessment plan evaluated periodically in terms of effectiveness and comprehensiveness? What conclusions can be derived from this evaluation? How can the plan be improved?

E. SUBCOMMITTEE ON ADMISSIONS AND STUDENT SUPPORT SERVICES

Members

Blanca Vega (Chair), M.B.A., C.P.A., Assistant Professor, Business
     Administration Department
Carmen Bracero, M.A., Professor, Office Systems Department
José Almodóvar, M.B.A., J.D., Professor, Business Administration Department
Onix Rivera Toledo, M.S., Assistant Professor, Education Department, and
     Athletic Director
Irma Caraballo, M. Ed., Counselor III, Counseling and Guidance Office
Lourdes Ortiz, M.A., Lab Technician, English Department
William Rodríguez, M.A., Director of the Admissions Office
Jenny Colón, Statistics Assistant, Planning and Institutional Research Office
Ada Herencia, B.B.A., Financial Aid Officer IV, Financial Aid Office
Yahaira Colón, Accounting student

Purpose

The purpose of the Subcommittee on Admissions and Student Support Services is to determine the extent to which the College's admissions policies, procedures, and practices are clearly stated, fully understood, widely communicated, consistently implemented, and periodically reviewed. It will also establish how consistent they are

with, and contribute to, the fulfillment of the institution's mission, goals, and objectives.

An analysis will be made of the quality of student support services available to help

students achieve the institutional goals set for them. The Subcommittee will present a

documented analysis of these areas and submit recommendations for improvement or

development.

Charge Questions

<u>Student Admissions</u>

1. Is there evidence that the interests, goals, and competencies of students admitted to the Institution are congruent with its programs and its mission?

2. What are the current admissions standards and how are they implemented? To what extent are criteria for admissions clearly stated and consistently applied? How does the institution make its academic offerings and admissions criteria known?

3. How has the College determined if there is a correlation between admissions criteria and the academic success of its students? How does the College disseminate this information to potential students?

4. What evidence exists of student satisfaction with the admissions process?

5. How are potential students informed about loans, government or private scholarships, and any other source of financial aid available to help cover the costs of a college education? Can it be shown that the information is accurate and comprehensive? How is student satisfaction with these services assessed?

6. What are the admission criteria for non-traditional students and how does the College ensure that they can meet the requirements of their academic programs? How does the institution disseminate information on the criteria used? Are students satisfied with them?

7. What criteria are used to give credit to courses taken at other institutions and how satisfied are students with the process?

8. How does the College determine the number of students that may be admitted to each program?

9. What changes have been made in the admissions process and criteria as a result of assessment activities?

Student Support Services

1. What student support services are available to students to help them achieve the mission, goals and objectives that the College sets for them? How are they publicized among the student body? In what ways are these services integrated and congruent with each other and with academic programs?

2. By what means does the institution ensure that student support services are provided and supervised by qualified personnel? How effective are personnel in carrying out their responsibilities?

3. How does the College help students with special needs or limitations to deal successfully with the rigors and demands of academic programs? How does the institution guarantee that the services provided are effective?

4. Is the athletic program regulated by the same academic and administrative principles and procedures that govern other institutional programs? How are expectations made known to student athletes?

5. Is there evidence of a varied program of intramural competition for all students based on their interests and needs? In what ways are program activities communicated to all students? Are the facilities and equipment adequate to satisfy program needs?

6. What regulations are enforced to protect students' right to confidentiality? How are they publicized? Is there evidence that the institution has policies and procedures to ensure safe and secure maintenance of student records? Are academic records processed in a timely and accurate manner?

7. How does the institution disseminate information about procedures available for addressing student complaints and grievances? Are these procedures followed in a timely and efficient manner?

8. How frequently are student goals and needs assessed? How effective are student support services in helping students satisfy their needs and reach their goals? How often are students surveyed regarding their satisfaction with student services?

9. In what ways have the results of the analysis of assessment data been used to improve student support services?

F. SUBCOMMITTEE ON FACULTY

Members

Alma Acosta (Chair), M.A., Professor, Spanish Department
Ivonne Rodríguez, M.S., Instructor, Chemistry Department
Roberto Colón, M.L.S., Librarian IV, Library Director
Luis Sánchez, Ph.D., Instructor, Social Sciences Department
Enrico Encarnación, M.S., Instructor, Allied Health Sciences Department
Yolanda Guzmán, B.B.A., Executive Officer, Academic Affairs Office
Juan A. León González, Forensic Psychology student

Purpose

The purpose of the Subcommittee on Faculty is to study the extent and effectiveness with which the faculty discharges their primary responsibilities of teaching, research, and service, as well as their related roles in student advising, curriculum development, academic policy making, and governance. It will also scrutinize faculty recruitment and retention, performance assessment, and promotion. The Subcommittee will present a documented analysis of this area and submit recommendations for improvement.

Charge Questions

1. Can it be shown that there is an adequate number of qualified full-time teaching faculty and other professionals developing, supporting, and carrying out UPR-Ponce's academic programs? What type of analysis is done to assure that faculty have qualifications consistent with institutional needs?

2. To what extent is the institution successful in recruiting and retaining qualified faculty? Are compensation packages sufficient for attracting and retaining faculty? How is this information communicated?

3. To what extent do faculty activities and roles correspond with UPR-Ponce's mission, goals, and expectations regarding faculty responsibility for teaching, research, advising, service and governance?

4. How well does the institution support the advancement and development of its faculty? Is there evidence of the effectiveness of these actions or strategies?

5. What evidence can be found of faculty excellence in teaching and other activities? How is excellence in teaching linked to student learning outcomes? To what extent does the institution contribute to the enhancement of the teaching skills of its faculty?

6. How does faculty participate in developing, evaluating, and revising academic programs?

7. Is there appropriate cooperation and support across academic fields in such endeavors as faculty exchange, program evaluation and revision, academic programming, and course design?

8. What evidence is there of published and implemented standards and procedures for faculty recruitment, appointment, promotion, tenure, grievance, discipline, and dismissal? How does the faculty participate in determining these standards and procedures? How aware are faculty members of these standards and procedures? How satisfied are they with them?

9. How does the institution evaluate the excellence of its full-time and part-time faculty in teaching, professional development, research and creative endeavors, and service to the university and to the community? What role do students play in evaluating faculty performance? Can it be shown that information obtained is used to improve faculty performance?

10. How does the institution support faculty in establishing and maintaining appropriate relationships between scholarship, teaching, student learning, research and service?

11. To what extent is the faculty encouraged to use technology in their teaching? Is there sufficient institutional support in terms of equipment, training and facilities to promote the use of technology?

12. Is there evidence to show that the institution fosters research and creative endeavors?

13. To what extent does the College promote diversity among faculty members?

14. To what extent do faculty members provide adequate student advising and academic counseling? How does the institution provide adequate training to enable faculty to carry out these functions?

15. How does the college ensure academic freedom? What is the faculty's perception of academic freedom on our campus?

16. How is the faculty involved in decision making at the institutional and department level? Do faculty members believe that their participation is effective?

G. SUBCOMMITTEE ON EDUCATIONAL OFFERINGS, GENERAL EDUCATION, AND RELATED EDUCATIONAL ACTIVITIES

Members

Betsabé Pérez (Chair), M.S., Associate Professor, Chemistry and Physics Department
Irma Rodríguez, Ed.D., Associate Professor, English Department
Rosario E. Ríos, Ph.D., Professor, Spanish Department, and Director of Title V Project
Harry Nieves, M.A., Assistant Professor, Humanities Department
Arelis Torres, Psy.D., Instructor, Social Sciences Department
Lourdes Nieves, M.Ed., Associate Professor, Allied Health Sciences Department
Nellie Velázquez, M.L.S., J.D., Librarian III, Library
Wilfredo Ortiz, M.S., Assistant Professor, Mathematics Department
Neyla Rivera Caño, M.Ed., Instructor, Education Department
Aida Pietri, M.S., Professor, Business Administration Department
Jorge Tirado, M.B.A., Administrative Official, Continuing Education and Professional Development Office
José López, M.Ed., Lab Technician I, Mathematics Department
José Pérez, Physics student

Purpose

The Subcommittee will study the content, rigor, and coherence of the UPR-Ponce academic programs and related educational activities as well as the extent to which they serve institutional goals. It will also investigate expected learning outcomes for each program to gauge institutional effectiveness in achieving them. The sufficiency and effectiveness of program resources will also be evaluated. The Subcommittee will look at how the curricula is designed to ensure that students acquire and demonstrate college-level proficiency in general education and essential skills, including oral and written communication in Spanish and English, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. A documented analysis of these areas will be presented together with recommendations for improvement.

Charge Questions

Educational Offerings

1. How do our educational offerings reflect and promote our mission and goals? Is there evidence that they are of sufficient content, breadth and length for college-level programs? Do they have sufficient academic rigor?

2. How do the curricula provide for skill building, attitude development, and mastery of increasingly difficult subject content?

3. To what extent are academic programs structured so that they foster coherent learning experiences and promote a synthesis of learning?

4. What are the expected student learning outcomes for each program? Are they stated in the course syllabi? How are courses designed to achieve these outcomes? To what extent are these learning outcomes achieved?

5. How often and how effectively are academic programs evaluated in terms of their congruence with the institution's mission and planning, human, physical, fiscal and technological resources, and market demands?

6. How carefully and realistically are proposed new programs evaluated in terms of congruence with the institution's mission and strategic plan, market demands, and impact on budget, space, faculty, support services and existing programs?

7. To what extent are criteria for the acceptance of transfer credit fair, consistently applied and readily available? How can it be demonstrated that these criteria take into consideration student learning outcomes?

8. How do learning resources, facilities, instructional equipment, library services, and professional library staff support student learning?

9. How do professional librarians and faculty collaborate in teaching and fostering information literacy skills relevant to the curriculum? How are these skills assessed and how are the results used for improvement?

10. Is there evidence that program curricula foster the development of research and independent thinking? How can it be shown that these strategies are effective?

11. To what extent is technology used effectively in instruction?

12. How is the Honors Program incorporated into the overall curriculum? What evidence can be found of the achievement of this program's goals?

13. What actions have been taken to improve both curriculum and the teaching-learning process as a result of the assessment of student learning?

General Education

1. How does the UPR-Ponce structure and deliver general education? Are the general education components undertaken early or throughout the student's program of study?

2. How are the skills and abilities, expected to be developed in the general education program, utilized in all components of the student's education? What specific efforts, if any, are made to relate elements of general education to the academic major?

3. To what extent do the general education requirements contribute to the achievement of the College's mission and goals?

4. To what extent are the general education requirements clearly described and explained to prospective applicants and students enrolled at the College? Are they described accurately in official publications?

5. To what degree do the general education courses enable students to acquire and develop core knowledge and skills such as communication skills in English and Spanish, quantitative and scientific analysis, technological competencies, critical analysis and reasoning? Is there evidence to show that students acquire these skills by the time they graduate?

6. How do general education requirements incorporate study of ethics, values, and diverse perspectives?

7. How have the assessment results of general education outcomes been used to improve the curricula?

Related Educational Activities

1. How does the institution systematically identify students who are not fully prepared for college-level study? What services does the institution provide in order to prepare them for success in achieving their educational goals?

2. For admitted underprepared students, is there institutional provision of or referral to relevant courses and support services?

3. What is the nature of credit and non-credit offerings available from the Division of Continuing Education and Professional Studies? What non-degree, non-credit, continuing education and professional development programs and courses are

offered? What markets do they serve? What are their objectives, requirements, and curricular sequences? What is the admissions policy for students enrolling in these programs or courses?

4. How are these credit and non-credit offerings planned, documented, advertised, administered, and conducted? How are they periodically evaluated under established institutional procedures?

5. Can evidence be found of effective communication between the academic departments and the Division of Continuing Educational and Professional Studies?

6. Are student support services made available to students enrolled in programs and courses offered by the Division of Continuing Education and Professional Studies? Are students satisfied with these services?

7. How does the institution ensure that credit awarded for experiential learning is supported by evidence in the form of an evaluation of the level, quality, and quantity of that learning? What documents contain information about credit for learning derived outside the classroom?

8. How does the institution determine that evaluated learning credit is appropriate to the subject and the degree context into which it is accepted? What process does it use? Can these determinations be validated?

9. Are the evaluators of experiential learning knowledgeable about the subject matter and about the institution's criteria for granting college credit?

H. SUBCOMMITTEE ON ASSESSMENT OF STUDENT LEARNING

Members

Lourdes Torres (Chair), M.A. Com. Ed., Assistant Professor, Office Systems
     Department
Pier Le Compte, M.A., TESOL, Instructor, English Department
Ivelisse Rodríguez, M.S., Assistant Professor, Allied Health Sciences Department
Maribel Caraballo, B.A., Administrative Secretary V, Library
Ivonne Vilariño, M.Ed., Instructor, Education Department, and Acting Associate
     Dean of Academic Affairs
Marisel Sepúlveda, B.A., Instructor, Social Sciences Department
Migdalia Santiago Erans, M.A., Instructor, Spanish Department
Yannira Rodríguez, M.Ed.Com., Instructor, Office Systems Department
Diana Rodríguez, Office Systems student

Purpose

The purpose of the Subcommittee on Assessment of Student Learning is to examine the process by which UPR-Ponce assesses student learning outcomes to determine the effectiveness of its courses and programs. The Subcommittee will present a documented analysis of this area and submit recommendations for improvement.

Charge Questions

1. How clearly stated are expectations for student learning outcomes at the institutional, program, and course levels? To what extent are these expectations consonant with the institution's mission and with the standards of higher education and the disciplines?

2. Is there evidence that the College has a written student outcomes assessment plan? Is it being implemented? Is there evidence that the plan is effective? What strengths and weaknesses can be identified? How is student learning currently assessed at UPR-Ponce?

3. What qualitative and quantitative means are used to assess student learning? Are they appropriate for the intended assessment?

4. How effective are the existing guidelines and procedures for the assessment of student learning?

5. How are general education competencies assessed? What evidence can be found that assessment results are used to improve student learning?

6. How are assessment activities and results communicated to internal and external constituents?

7. What evidence can be found that student learning assessment information is used to enhance teaching and learning and to improve curricula, educational programs and instructional activities? How is this information used in institutional planning and resource allocation?

8. How is student learning assessment information used to determine the institution's educational effectiveness?

V. INVENTORY OF SUPPORT DOCUMENTS

All subcommittees will be faced with the task of consulting and analyzing documents relevant to their charges. In order to facilitate the task of identifying available sources, an annotated inventory has been compiled. Annotations indicate the standard(s) to which each document relates. However, it should be emphasized that **all** subcommittees will have to initiate their tasks with a careful reading of the institutional mission statement, key Middle States publications, and previous accreditation documents.

A. MIDDLE STATES COMMISSION ON HIGHER EDUCATION PUBLICATIONS

Characteristics of Excellence in Higher Education: Eligibility Requirements and
     Standards for Accreditation. Philadelphia: The Commission, 2002.

> This publication is the fundamental guide for the reaccreditation process. The College must evidence how it complies with all the standards described in this latest edition.

CHE Letter. Philadelphia: The Commission.

> Published three times a year, this newsletter provides the latest information on Middle States personnel, current accreditation and higher education issues, accreditation decisions, policies, publications and activities.

Designs for Excellence: Handbook for Institutional Self-Study. 8th ed. Philadelphia:
     The Commission, 2002.

> This useful guide describes the self-study process in accreditation, as well as possible models that can be followed. It links the process to the Commission's standards which it describes briefly. Important sections detail the preparation, composition and implementation of the self-study design. Designs discusses the self-study report and the accreditation process. The mission statement of the Middle States Commission on Higher Education is included in an appendix.

Guidelines for Librarian Evaluators. Philadelphia: The Commission, 1997.

> While meant to serve evaluators of libraries and learning resources centers, this guide is useful to our library staff and to the subcommittee studying standard 11. It describes what evaluators will look for when studying our library, its staff and services.

Handbook for Chairing and Hosting an Evaluation Team. 6th ed. Philadelphia: The Commission, 2000.

> An essential reference for the institution, the Steering Committee and the visiting team. Gives precise information about the responsibilities of the team chair, the preliminary visits, the Self-Study Design, the actual evaluation team visit, the evaluation report, and possible Commission actions. Required reading for all parties.

Handbook for Evaluation Teams. 6th ed. Philadelphia: The Commission, 2000.

> A useful guide for preparing for the team visit. Also gives important dos and don'ts for when the team members arrive on campus.

Institutional Profile.

> An annual profile based on data supplied by the institution. Provides general information, enrollment statistics, financial information and significant developments anticipated in the next two academic years.

Policies and Procedures. Philadelphia: The Commission, 1998.

> This compendium of Commission policies and procedures sets out the responsibilities of the Commission as well as those of our institution. It is a companion resource to Characteristics of Excellence and other guides published by the Commission. Its format allows for insertion of new or revised policy statements relating to general accreditation, self-study and peer review, institutional programs and services, MSA/CHE administration, and appeals.

Statement of Accreditation Status.

> An official statement of our institution's current status and recent accreditation history. It provides general information about UPR-Ponce and about its affiliation with the Commission. It also indicates when the next self-study visit will take place and when the next Periodic Review Report is due.

Student Learning Assessment: Options and Resources. Philadelphia: The Commission, 2002.

> Focuses on the following aspects of the assessment process: motivating and involving campus communities; learning goals; evaluating student learning; the student learning assessment plan in the context of institutional assessment; and using results to improve teaching and learning. Includes reproducible tools and exercises. An important resource strengthened by an up-to-date website: http://www.msache.org/mainstudents.html.

www.msache.org

> A useful source for comprehensive information on MSA and CHE. In addition to general information on accreditation, the site provides a directory of member institutions, publications, standards, conferences and workshops, and recent developments.

B. PUERTO RICO COUNCIL ON HIGHER EDUCATION

www.ces.gobierno.pr

> Attractive and useful website where a great deal of information can be obtained on accreditation in Puerto Rico and on the Council. Particularly useful are the sections on publications and institutions. Under the latter, one can find the guidelines for licensing of higher education, institutions, Law 17, application forms, and checklists. The Council's news bulletin is also available at this site.

C. ACCREDITATION DOCUMENTS

Allied Health Studies Department. Physical Therapy Assistant Program. <u>Biennial Accreditation Report (BAR)</u>. Ponce: 1998, 2000, 2002.

> This statistical report is submitted to the American Physical Therapy Association every two years. It helps the accreditation agency monitor our compliance with the established evaluation criteria. Particularly useful for standards 1, 8-11, 13, and 14.

Allied Health Studies Department. Physical Therapy Assistant Program. <u>Self-Study Report</u>. Ponce: 1999.

> Self-Study report prepared for the site visit by representatives of the accrediting agency, Commission on Accreditation in Physical Therapy Education. The report discusses the program's compliance with the evaluation criteria of the American Physical Therapy Association. This report responds to all standards.

Allied Health Studies Department. <u>Progress Report toward Compliance with the Summary of Action Report of the Commission on Accreditation Physical Therapy</u>. Ponce: 2000, 2001.

> Exhaustive follow-up report on compliance with certain accreditation criteria, as requested by the American Physical Therapy Association's Commission on Accreditation. It reflects a thorough evaluation and revision of an important academic program. Restructuring of various administrative, clinical and academic policies and procedures is described in the report. Notable elements are

the revised program mission statement, student profile, assessment plan and curricular revisions. Thoroughly documented and related to all standards.

Cipriani, Frank A., et al. "Report to the Faculty, Administration, Trustees, Students of University of Puerto Rico, Ponce Technological University College… by an Evaluation Team… after Study of the Institution's Self-Study Report and a Visit to the Campus on March 12-15, 1995".

An important starting point for all subcommittees, this report points out the strengths and weaknesses encountered by the evaluating team in 1995. It identifies areas of concern and makes a series of recommendations. Careful attention should be given to this report, together with the 2000 Periodic Review Report, to determine whether or not the institution has been effective in addressing concerns.

Cipriani, Frank A. and Eduardo Marti. "Report to the Faculty, Administration, Trustees, Students of University of Puerto Rico, Ponce Technological University College… by an Evaluation Team… after a Special Visit to Confirm Progess…", 1997.

Report submitted on the institution's Follow-up Report of 1996. It focused on progress made in developing a strategic plan and in formulating a comprehensive plan on outcomes assessment. It expressed the opinion that the institution had "fully satisfied the requirements".

Consejo de Educación Superior de Puerto Rico. Oficina de Licencia y Acreditación. Informe de hallazgos. San Juan: 1997.

Detailed report of the findings on the institution's request for renewal of its license to operate as an institution of higher education in Puerto Rico. The Council's report considers credentials and experience of administrators and faculty; financial capacity; adequacy and level of the academic programs in developing skills, attitudes, and knowledge in their students; physical facilities, laboratories and equipment; learning resources; student services; and safety.

Navia, L. E. and Estela López. "Report to Faculty, Administration, Trustees, Students of University of Puerto Rico in Ponce… Following Analysis of the Institution's Periodic Review Report". 2000.

Analysis made by peer reviewers of the Periodic Review Report submitted in 2000. Emphasis is on the implementation of on-going self-study and planning, the impact of significant developments and changes since the last Middle States visit, institutional response to 1995 recommendations, the relationship of planning and budgetary decisions, and the effectiveness of outcomes assessment efforts. A useful document for all subcommittees.

University of Puerto Rico. Ponce Technological University College. <u>Comprehensive</u>
<u>Self-Study Report</u>. Ponce: 1995.

> The last self-study report submitted to Middle States by the College. This basic
> reference for all subcommittees should be considered together with the "Report to
> Faculty…", the <u>Follow-up Report</u> and the <u>Periodic Review Report</u>.University of
> Puerto Rico in Ponce.

University of Puerto Rico. Ponce Technological University College. <u>Follow-up Report</u>.
Ponce: 1996.

> This report was requested by the Commission on Higher Education following the
> 1995 self-study and accreditation visit. It describes progress made in developing
> a strategic long-range plan with clearly defined institutional goals and objectives,
> and in formulating a comprehensive plan on outcomes assessment.

University of Puerto Rico in Ponce. <u>Periodic Review Report</u>. Ponce: 2000.

> As mandated by Middle States, this report deals with five main topics: a general
> overview of the institution at the time of the report; significant developments and
> changes since the 1995 Self-Study; evidence of continuous self-study and
> planning; responses to recommendations resulting from previous Middle States
> evaluation; and plans for the following five years. All data covers 1995 to 2000,
> whenever possible. Required reading for all Subcommittees.

D. PLANNING OFFICE STUDIES AND PUBLICATIONS

<u>Annual Institutional Data Profile</u>.

> This is a useful annual compilation of data about the institution: enrollment by
> faculty, gender, year of study, full time and part time; freshmen characteristics
> such as College Board scores, general admissions index, high school average,
> family income and education; students transferring from other institutions; final
> grade distribution; degrees conferred by academic program and gender; time
> taken to complete degrees; faculty profile; promotions and tenure; average
> teaching load; research projects; use of audiovisual equipment; audiovisual
> materials prepared; library resources; financial aid; social and cultural activities;
> physical plant; profile of non-faculty personnel; budget; and costs of equipment,
> materials and utilities. This is a basic source of data for all subcommittees.
> (Previously titled <u>Fact Book</u>)

<u>Estudio de bajas parciales y bajas totales</u>.   1998-1999.

> Analysis of course withdrawals and complete withdrawals. Statistics are given by
> department, program, and reasons for withdrawals. Consideration is given of

strategies or resources that could be used to reduce the number of withdrawals. Useful for studying standards 9 and 11. (Also available at http://upr-ponce.upr.edu/opei.htm).

Estudio de egresados. 1995-1996 and 2000.

Report on data collected from alumni surveys. Includes the following information: gender; highest degree obtained; academic program; time taken to complete degree; grade point average; graduate studies if applicable; reasons for continuing graduate studies in a different area; employment information; evaluation of preparation received at UPR-Ponce in relation to job; degree to which the college contributed to development in areas such as responsibility, team work, different skills, etc.; evaluation of different areas or aspects of UPR-Ponce; degree to which the institution improved quality of life; and satisfaction with the University of Puerto Rico in Ponce. A necessary reference regarding standards 7, 9-14.

Estudio de graduandos. 1991—

Reflects the degree of satisfaction of graduating students with the academic programs and other services offered at the College. Also analyzes time taken to complete degrees and reasons for delays, reasons for changing programs, degree to which the College helped students improve in certain areas, plans for the future, subjects of greatest difficulty, and other characteristics. Helpful for standards 10-14. Some years available at http://upr-ponce.upr.edu/opei.htm.

Estudio de necesidades de instalaciones físicas dedicadas a la enseñanza. 2003. http://upr-ponce.upr.edu/opei.htm

Aimed at facilitating one of the objectives of the institutional plan for evaluating academic programs, this study focuses on the adequacy of physical facilities dedicated to the teaching process. Presents findings with regards to faculty office space, classrooms, and laboratories. Three recommendations are included. An important contribution to all academic departments and for the study of standards 2, 3, 7, 10, 11, and 14.

Estudio de percepción: ¿Están satisfechos los estudiantes de la UPR-Ponce? 2000.

The results of a satisfaction survey administered to a sample of the student population. Students were questioned about their participation in student activities, satisfaction with UPR-Ponce's contribution to their development in communication skills in English and Spanish, different skills and personal attributes; general satisfaction with the institution; and satisfaction with their academic program. This document will be of interest to the subcommittees

working on standards 7, 9, 11, 12 and 14. (Also available at http://upr-ponce.upr.edu/opei.htm).

Estudio de seguimiento del cohorte de estudiantes del 2001 en su segundo año de estudios. Ponce: 2003.

An important study of the perceptions of second-year students from the 2001-2002 cohort. Students were queried about the institution's contribution to their development in certain areas and skills. They were also asked to rate their satisfaction with the services available to them. Provides useful information for studying standards 7, 8-12, and 14.

Informe anual de la Universidad de Puerto Rico en Ponce.

UPR-Ponce's annual report is a compilation of information about achievements and activities in academic, student and administrative affairs. Contains many useful tables and graphs. Helpful to all subcommittees.

Institutional Outcomes Assessment Plan 1995-2000. Ponce: 1996.

This plan guided assessment activities during the years indicated in the title. It includes the mission statement, a description of the outcomes assessment process in the institution, the general objectives for the implementation of assessment, the model used, and the assessment activities plan. This plan was evaluated as part of the periodic review report process in 2000.

IPEDS Reports.

The United States Department of Education requires all higher education providers to complete a series of annual reports that make up the Integrated Postsecondary Data System. They are an excellent source of data for all subcommittees. The IPEDS reports cover seven main areas. The first is institutional characteristics which provides general information about the College. The fall enrollment section includes full and part time enrollment by race/ethnic group, age, and gender. A section on completions gives statistics of degrees completed by type of degree, time taken, race/ethnic group, and gender. The graduation rate survey shows how many students in each cohort complete their degrees within the equivalent of 150% of the time stipulated for the degree, how many transfer to other institutions, the number of athletes in the cohort and the number that complete their degrees in time and a half. Statistics are also given by race and age. Another section of the IPEDS provides information on full-time faculty by rank, gender, status and length of contract. Financial statistics and financial aid data are also provided in the IPEDS reports. The last section is a biennial report on the number of non-faculty staff members by occupation, full or part time, gender, and race/ethnic group.

Perfil de estudiantes de nuevo ingreso. 1990—

> A yearly profile of freshman students: gender, place of birth, age, civil status, high school attended, other institutions to which they applied for admission, place of residence while studying, degree which they hope to attain, factors influencing their decision to study at UPR-Ponce, areas which they need to develop, and other characteristics. Vital information for evaluating aspects of standards 8-9, 11, 12, and 14. Available at http://upr-ponce.upr.edu/opei.htm.

E. DOCUMENTS PREPARED BY OTHER OFFICES

Academic Affairs. Guías para el desarrollo e implantación de planes de avalúo del aprendizaje estudiantil. Ponce: 2003.

> An important guide for the development and implementation of plans for assessing student learning at UPR-Ponce. Its purpose is to systematize the development and implementation of assessment plans of student learning. As well as giving historical information on assessment at UPR-Ponce, it includes the following sections: definition of assessment; general objectives; a "Declaration of Purposes"; calendar; procedures; phases of the process; means of assessment; use of results, assessment and planning; and references. (Standard 14)

Academic Affairs. Guías para la avaluación y evaluación de programas académicos. Rev. ed. 2003.

> Guidelines for the evaluation of academic programs. Lays out the legal basis for evaluation, responsibilities, goals, criteria, principles, and procedures. An important reference for standards 11 and 14.

Academic Affairs. Política institucional de investigación y creación académicas. Ponce: 2001.

> Institutional policy on research and creativity approved by the Administrative Board in its Certification 2000-2001-41. After describing the mission of the UPR and that of UPR-Ponce, the policy defines research and creativity at UPR-Ponce as well as general objectives. It also establishes the role and responsibilities of the Institutional Committee on Academic Research and Creativity, norms for awarding funds, guidelines for proposals, and criteria for evaluation. The responsibilities of researchers are also listed. A necessary reference for standards 1, 3, and 10.

Academic Senate. "Acta". RE 1998-99-01 to present.

> The minutes of the Academic Senate provide important information on matters discussed in Senate meetings as well as reports submitted by committees and

special task forces. They should prove useful in providing evidence for standards 1, 2, and 8-14.

Academic Senate. <u>Certificaciones</u>. Ponce: 1998--

Certifications issued by the Academic Senate set policy and norms for academic programs, curricular revisions, faculty evaluation, course equivalencies, proposals for new programs, and other related matters. These documents will be particularly important for evaluating standards 4 and 10-14.

Academic Senate. <u>Reglamento interno Senado Académico</u>. Ponce: 2000.

The By-Laws of the Academic Senate include its mission, character, purpose, functions and composition. It sets out the eligibility requirements, terms and responsibilities of faculty and student representatives. Regulations for meetings, voting, committees and vacancies are included. Duties and responsibilities of the President and the Secretary are clearly defined. A separate chapter is devoted to search committees for Chancellors and Deans. Useful for study of standards 4, 5, 6, and 10.

Administrative Board. <u>Certificaciones</u>. Ponce: 1998--

Administrative Board Certifications document decisions regarding promotions, tenure, leave, financial aid, academic calendar, budgets, and policies germane to its area of authority. Important to all subcommittees but particularly those that deal with standards 2, 3, 5, 10 and 11.

Administrative Board. <u>Reglamento interno</u>. Ponce: 2000.

The By-Laws of the Administrative Board stipulate the body's composition and functions. They also specify regulations regarding meetings, appeals, agendas, certifications, minutes, correspondence, referendums, duties and privileges of faculty and student representatives, and leaves, financial aid, tenure and promotions. Useful for studying standards 2, 4, 5, and 10.

Allied Health Studies Department. <u>Informe sobre las actividades de avalúo del programa de grado asociado en Ciencias en Terapia Física</u>. Ponce: 2001 y 2002.

Annual assessment report that provides valuable information obtained from alumni, employer, consumer, and peer surveys. Indicates actions to be taken to strengthen areas where needed. An important source of information related to standard 14.

Allied Health Studies Department. Manual del estudiante. Ponce: 1998.

> Informative handbook for students interested or enrolled in the associate degree program in Physical Therapy and the bachelor's degree program in Athletic Training. It includes admissions, reclassifications, retention and transfer criteria, evaluation methods, academic standards, laboratories, clinical practice, and others. Related to standards 8, 11, and 14.

Allied Health Studies Department. Manual of Policies and Procedures. Ponce: 2000.

> Guide to administrative and academic policies and procedures of the Physical Therapy Assistant Program. Includes aspects related to accreditation and data collection. Relevant to standards 8-12, and 14.

Allied Health Sciences Department. Physical Therapy Assistant Program. Guidelines for Practical Experiences. Rev. ed. Ponce: 2000.

> This guide serves both clinical instructors and students. It delineates performance competencies for each clinical practice experience as well as evaluation criteria to be used by clinical instructors. All requirements and norms are clearly described. Useful for consideration of standards 10, 11, 13, and 14.

Biology Department. Propuesta para el establecimiento de un Programa en Ciencias Naturales con concentración en Biomédica o Biología con Sub-concentracones en Evaluador de Biodiversidad, Biotecnología y Evaluador de Ambiente Marina Costero. June 2001.

> This is the proposal presented to the Puerto Rico Council on Higher Education for the authorization of a bachelor's program in Natural Sciences with two majors: Biomedical Science and Biology. The Biology major provides for minors in Evaluator of Biodiversity, Biotechnology, and Evaluator of Coastal Environment.

Cartagena, Hilda S. and Rosa M. López. "Estudio de egresados". Ponce: Mathematics Department, 2000.

> Brief report on the expectations and the satisfaction of former Mathematics students. The questionnaire used was answered by 12% of the population surveyed. (Standards 8, 11-12, and 14).

Committee on Law 51. Guía para profesores sobre estudiantes con impedimentos. Ponce: 2002.

> This guide is intended to help faculty offer better service to students protected under Puerto Rico's Law 51 and the Americans with Disabilities Act. It describes how faculty members can facilitate access in the classroom, use helpful teaching

strategies, and modify examination techniques. Available institutional services are also explained. The appendices include copies of Law 51 and the university's by-laws on its responsibilities under the law. For consideration of standards 6 and 9.

Enhacement of the Learning, Teaching, and Assessment Strategies for the Coming Century. Ponce: 1999.

Title V proposal submitted to the U.S. Department of Education in 1999. The proposal was approved and has provided funding for strengthening students' basic communication and math skills and for using technology in intermediate and advanced courses. Assessment activities and faculty training are important components of the project. Four performance reports are available. Can be used to study standards 9, 11, 12 and 14.

García, Jaime A. "Estudio de cohorte de estudiantes que inició estudios en Química y Física en la Universidad de Puerto Rico en Ponce en el año 1997". Ponce: 2002.

An important cohort study of students entering chemistry and physics transfer programs in 1997. Reports on the retention of students after their first and second years, as well as their performance on transferring to other campuses. This resource will aid in studying standards 11, 12, and 14.

Informe de cumplimiento a los señalamientos del Consejo de Educación Superior. Ponce: February 2000.

Follow-up report to the Puerto Rico Council on Higher Education. Describes actions taken to comply with CHE concerns in several areas. A second report was prepared in September to provide further details on the faculty development plan and the average academic load.

Institutional Assessment Office. Informe anual. Ponce: 2001; 2002.

These annual reports describe the purpose, principles and model of the assessment process followed at UPR-Ponce from 2000 to 2002. They also set out the functions of the Office and the Institutional Committee on Assessment as well as achievements, recommendations, and an evaluation of the major strengths and weakness. The assessment plans and outcomes of all academic departments and administrative and student support offices are recorded in the appendices. Also included are the forms used, progress reports, and minutes of meetings held by the Institutional Committee on Assessment. Useful for all subcommittees.

López López, Rosa M. Factores que pueden afectar el aprovechamiento académico de los estudiantes en los cursos básicos de matemáticas. Ponce: University of Puerto Rico in Ponce, Mathematics Department, 2000.

Report on a research project on the variables that affect freshman student performance in basic mathematics courses as well as their attitude toward mathematics. (Standards 12 and 14)

Puerto Rico. Oficina del Contralor. <u>Informe especial CP-03-17, 20 de febrero de 2003: Primera evaluación realizada de los recintos universitarios sobre el cumplimiento con los criterios establecidos por esta oficina para mejorar la administración</u>. San Juan: 2003.

The Comptroller of Puerto Rico established eleven criteria to evaluate the effectiveness and efficiency with which the campuses of the UPR system were administered between July 1, 2001 and October 31, 2002. The criteria evaluated were: accounting system, bank reconciliations, debts to government agencies, strategic plan, personnel development and training plan, compliance with Law 41 on irregularities and loss of public funds and property, compliance with Law 18 and Regulation 33 on award of contracts, corrective action plan, Ethics Committee, document filing and control system, and information technology. Of all the campuses, Ponce scored the highest. Can be used to study standards 5-7.

Social Sciences Department. <u>Propuesta para el establecimiento de un Programa de Bachillerato en Artes en Ciencias Sociales con concentración en Psicología Forense y Psicología y Salud Mental</u>. Ponce: 1997.

This original proposal for the bachelor's degree in Social Sciences, with majors in Forensic Psychology and in Psychology and Mental Health, is a basic reference for information on an important new program. (Standard 11)

University of Puerto Rico. <u>Audited Financial Statements</u>. San Juan: Ernst &Young, 1999-2002.

These audited financial statements of the University of Puerto Rico system should be useful for consideration of standard 3.

University of Puerto Rico. Board of Trustees. <u>Reglamento general de estudiantes de la Universidad de Puerto Rico</u>. 1997.

By-laws governing student rights, obligations, participation in institutional governance, and disciplinary actions and procedures. Approved by the Board of Trustees in 1997-98, Certification 18. A required reference for studying standards 4 and 9.

University of Puerto Rico. Board of Trustees. <u>Reglamento general de la Universidad de Puerto Rico</u>. February 2002.

This latest edition of the University of Puerto Rico's rules and regulations, or by-laws, will be a basic reference source for all studies dealing with governance, faculty, and personnel issues. Amendments can be found on the website www.certificaciones.upr.edu.

University of Puerto Rico. Board of Trustees. <u>Reglas y condiciones de trabajo suplementarias a la reglamentación vigente para el personal de mantenimiento, construcción y servicios agrícola de la Universidad de Puerto Rico</u>. (Certification 49, 2002-2003)
Constitutes the collective bargaining agreement between the University and the union which represents the maintenance, construction, and agricultural employees of the university system. Previous agreements are also available. (Standard 5)

University of Puerto Rico. Board of Trustees. <u>Reglas y condiciones de trabajo suplementarias a la reglamentación vigente para el personal exento no docente de la Universidad de Puerto Rico, 2001-2004</u>. (Certification 51, 2001-2002)

This is the collective bargaining agreement reached between the University and its non-faculty personnel represented by their union. Earlier agreements are also available. (Standard 5)

University of Puerto Rico. Board of Trustees. <u>www.certificaciones.upr.edu</u>

The UPR Board of Trustees certifications emitted from academic year 1993-94 to the present can be found at this site. Useful to all subcommittees.

University of Puerto Rico. Central Administration. Office of the Vice President for Academic Affairs and Research. <u>Acuerdo articulado entre el Recinto de Río Piedras y la UPR en Ponce para el Bachillerato en Artes, Ciencias Sociales</u>. Rev. October, 2000.

An important agreement that ensures the transfer of our students in their third year of studies to the Río Piedras Campus where they may complete their baccalaureate degrees in the following areas of the social sciences: Social Sciences (General), Economics, Political Science, Sociology, Anthropology, Cooperativism and Geography. (Standard 11)

University of Puerto Rico. Central Administration. Office of the Vice President for Academic Affairs and Research. <u>Acuerdo articulado entre el Recintro de Río Piedras y la Universidad de Puerto Rico en Ponce para el Bachillerato en Artes, Humanidades</u>". Rev. October, 2000.

An articulated agreement with the Río Piedras Campus to facilitate the transfer of students in their third year of study towards a bachelor's degree in Arts in Humanities. (Standard 11)

University of Puerto Rico. Central Administration. Office of the Vice President for Academic Affairs and Research. <u>Acuerdo articulado entre el Recinto Universitario de Mayagüez y la UPR en Ponce para el Bachillerato en Ciencias de Ingeniería</u>.

> Revision of previous articulated transfer agreements between our campus and the Mayagüez Campus in accordance with Board of Trustees Certification 115 of 1996-1997. This is an important document that facilitates the transfer of our students in their third year of studies to the Mayagüez Campus where they may complete their bachelor's degrees in chemical, computer, industrial, and mechanical engineering, as well as surveying and topography. (Standard 11).

University of Puerto Rico in Ponce. <u>Affirmative Actions Plan for Minorities, Females, Handicapped Individuals, Disabled Veterans, and Vietnam Era Veterans</u>. Ponce: 1998.

> Includes plans and reports as required by federal legislation. Copies can be found in the Library, the Dean's offices, and the Chancellor's Office.   Necessary for standards 5 and 10.

University of Puerto Rico in Ponce. <u>Catalog</u>. 2000-2003. Ponce: 2000.

> The institution's catalog outlines requirements for admissions, re-admissions, graduation, and transfer. It contains general university and academic regulations, the objectives and curriculum of each program, brief course descriptions, and other relevant information. The library and student services and activities are also described. A basic reference for all subcommittees.

University of Puerto Rico in Ponce. "Contestación a la monitoría institucional de los programas de asistencia económica 2001-2002". Ponce: August 19, 2002.

> Report on actions taken in response to the latest internal institutional audit of financial aid programs. A supplemental report was prepared in October. Reports for earlier audits are also available and should serve the subcommittees dealing with standards 5, 7, 8 and 9.

University of Puerto Rico in Ponce. <u>Informe de auditoria CP-00-16</u>. Ponce. July 14, 2002.

> Report on actions taken in response to the Puerto Rico Comptroller's extensive audit of the institution's administrative controls, purchasing, outstanding, payments, expenditures, and property for the years 1986 to 1999. It includes a copy of the Comptroller's report. Another follow-up report was submitted in December of the same year. An important reference for standards 2-7.

University of Puerto Rico in Ponce. <u>Mission Statement</u>.

> The mission statement appears in all fundamental documents published by the institution. These include: strategic plans, outcomes assessment plans and guides, the catalog, all proposals for new programs or external funding, the budget, and accreditation documents.

University of Puerto Rico in Ponce. "Plan estratégico institucional 2001-2005". (Draft)

> This is a draft version of the new strategic plan prepared by several committees.

University of Puerto Rico in Ponce. <u>Plan estratégico 1995-2000</u>. Rev. ed. 1996.

> The Strategic Plan that guided the institution's development in the years prior to the <u>Periodic Review Report</u>.

University of Puerto Rico in Ponce. "Reglamento interno de la facultad de la Universidad de Puerto Rico en Ponce". (Draft) 2003.

> This draft of the UPR-Ponce faculty by-laws was prepared by a special task force designated by the Academic Senate. It was received by the Senate (Certification 52, 2002-2003) and referred to the Chancellor for discussion and ratification in a future faculty meeting. Useful for standards 4 and 10.

F. STATISTICAL TABLES

Statistical tables prepared each semester by the Planning Office

Table 1.2.1   "Solicitudes, admisiones y matrícula de estudiantes que solicitan transferencia de otras universidades de Puerto Rico por unidad institucional y por unidad de procedencia"

Table 1.2.4   "Matrícula total de los estudiantes que ingresaron mediante solicitud de transferencia por institución de procedencia, facultad en que están matriculados y año de clasificación"

Table 1.2.5   "Matrícula regular de los estudiantes que ingresaron mediante solicitud de transferencia por institución de procedencia, facultad en que están matriculadas y año de clasificación"

Table 2.1.1.   "Matrícula total por facultad, departamento, nivel del programa, año de clasificación y sexo"

Table 2.1.2a   "Matrícula regular por facultad, departamento, nivel de programa, año de clasificación y sexo"

Table 2.1.2b   Matrícula irregular por facultad, departamento, nivel de programa, año de clasificación y sexo"

Table 2.1.5a   "Estudiantes nuevos en la matrícula distribuidos por facultad, departamento, nivel del programa y año de clasificación"

Table 2.1.5b   "Estudiantes regulares en la matrícula distribuidos por facultad, departamento, nivel de programa y año de clasificación"

Table 2.1.8   "Componentes en la matrícula de los estudiantes nuevos en cada unidad institucional por facultad y año de clasificación"

Table 2.1.9   "Componentes en la matrícula regular de los estudiantes nuevos en cada unidad institucional por facultad y año de clasificación"

Table 2.1.10   "Matrícula total, regular, irregular y equivalente regular por facultad y departamento"

Table 2.5.1   "Distribución de las calificaciones otorgadas a los estudiantes de bachillerato y programas de menos de cuatro años de estudios por facultad, departamento y programa"

Table 2.7.3   "Matrícula de los estudiantes aceptados por readmisión, distribuidos por facultad, departamento, nivel del programa y año de clasificación"

Table 2.6.1   "Número de estudiantes que suspendieron voluntariamente sus estudios universitarios por facultad, departamento o programa, nivel de programa, año de clasificación"

Table 2.6.3   "Relación de estudiantes suspendidos o en retención condicional debido a deficiencia académica por facultad y año de clasificación"

Table 2.8.5   "Solicitudes, admisiones y matrícula de los estudiantes de traslado en la Universidad de Puerto Rico, por unidad institucional de procedencia y unidad en que están matriculados"

Table 2.9.1   "Grados, certificados y diplomas conferidos por las facultades y escuelas durante el año académico..."

Statistical tables prepared by the Office of the Dean of Academic Affairs

ACR001   "Distribución del personal docente por departamento, rango, nombramiento y preparación académica"

Table 2.3.1   "Número de cursos, secciones, estudiantes registrados en ellas, promedio por sección"

Table 3.1.1   "Personal docente por facultad, departamentos, preparación académicos y sexo"

VI. TIMETABLE

November 2002	Participation in MSCHE Self-Study Institute
December 2002	Select Steering Committee Chair
	Attend MSCHE Quality Assurance Conference
January 2003	Appoint members of Steering Committee
	Orientation meeting for Steering Committee
	Develop preliminary timetable
	Faculty orientation on self-study process
	Set up web page
February-March 2003	Appoint subcommittees
	Develop draft of Self-Study Design
	Orientation sessions for subcommittees and other college groups
March-April 2003	Draft reviewed by UPR Central Administration and college community and revised by Steering Committee
April 2003	Draft of Self-Study Design submitted to Dr. George Santiago, Jr.
May 2003	Visit to UPR-Ponce by MSCHE liaison, Dr. George Santiago, Jr.
June 2003	Self-Study Design submitted to MSCHE
	Design approved by MSCHE

	Subcommittees meet to formulate strategies and work plans for carrying out charges
August 2003-March 2004	Subcommittees collect and analyze data and write drafts of respective reports
January 2004	MSCHE selects team chair
	PRCHE selects co-chair
February-April 2004	MSCHE-PRCHE select team members
March 2004	Subcommittee reports submitted to Steering Committee
March-April 2004	Steering Committee reviews Subcommittee Reports
	Subcommittees revise reports
May-June 2004	First draft of Self-Study produced by Steering Committee
September-October 2004	Self-Study draft distributed and discussed by college community and Central Administration
November 2004	Preliminary visit to UPR Ponce by Visiting Team Chair
November 2004-January 2005	Steering Committee analyzes recommendations and produces final version of Self-Study
February 2005	Final version of Self-Study sent to UPR Central Administration, MSCHE, PRCHE, visiting team members and College community
April 2005	MSCHE evaluation team visits UPR-Ponce
May 2005	Receive site team report and respond
June 1-9, 2005	MSCHE Committee on Evaluation Reports meets in Philadelphia, PA
June 22-23, 2005	MSCHE Full Commission meets to make accreditation decisions
July 2005	UPR-Ponce notified of Commission decision

VII. EDITORIAL STYLE AND FORMAT

Each subcommittee will prepare and submit a chapter reporting on the work conducted, and presenting the findings obtained in regards to the charges assigned to them. Recommendations will also be made. Each chapter will be organized as follows:

I. Introduction

Overview specifying the purpose and charges of the subcommittee and reference to the standard(s) examined.

II. Methodology

Procedures used for qualitative and quantitative data gathering and analysis.

III. Findings

Description of specific area(s), including major changes which have taken place over the past ten years and an analytical discussion of the inquiry undertaken, including important findings.

IV. Conclusions

Documented analysis of strengths and weaknesses in achieving institutional excellence in relation to accreditation standards.

V. Recommendations

Suggestions for building on the strengths and addressing weaknesses. Subcommittees are not expected to find solutions to problems, but rather suggest possible courses of action.

VI. Appendices

Chapters should generally not exceed thirty double-spaced pages. Relevant tables and figures pertaining to each charge should be incorporated into the narrative

accordingly. Additional supporting evidence and material such as catalogs, brochures, newsletters, manuals and others should be included in the appendices. Wherever possible, one original copy of these materials should be provided. All recommendations should be based on specific data and findings.

In order to maintain uniformity, The Modern Language Association documentation style will be used throughout. Chapters will be written using Microsoft Word and Excel. The final version will be submitted to the Steering Committee on a diskette or compact disc together with one unbound hard copy by scheduled due date. The following technical details should be carefully observed:

- Use Times New Roman, 12-point font

- Double space text

- Fully justify text in paragraphs

- Use Excel for tables and charts

- Center primary headings with all letters in bold, caps in 14-point font

- Left justify secondary headings with all letters in 12-point bold caps

- Left justify tertiary headings in bold letters and capitalize the first letter of all important words

- Use single-line borders on all tables

VII. ORGANIZATION OF THE SELF-STUDY REPORT

Executive Summary
Annual Institutional Data Profile
Chapter 1   Introduction
Chapter 2   Mission and Goals
Chapter 3   Planning and Resources

IX. PROFILE OF THE EVALUATION TEAM

The University of Puerto Rico in Ponce recommends that in choosing the visiting team, the following considerations be used as a guide:

- Experienced team chair, preferably with a working knowledge of Spanish

- At least one senior faculty or administrator from a public, multicampus university system

- As many members as possible with fluency in Spanish

- Members with expertise in the following areas:
    o Student services
    o Planning, budgeting, and assessment
    o Information literacy
    o Physical facilities planning
    o Information technology
    o Labor unions

- Faculty from the following areas:
    o Bachelor programs: biology, business administration, psychology, and education
    o Associate degree programs: civil and industrial engineering technology
    o Transfer programs: humanities or social sciences, natural sciences