

UNIVERSIDAD DE PUERTO RICO



University of Puerto Rico at Cayey

2011 Monitoring Report

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Chancellor
September 1, 2011



Monitoring Report to the
Middle States Commission on Higher Education

UNIVERSITY OF PUERTO RICO AT CAYEY

September 1, 2011

Date of Follow-up Team Visit
September 8-9, 2011

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COMPLEMENTARY ONLINE MATERIAL

Course Catalog	http://web1.oss.cayey.upr.edu/main/sites/web1.oss.cayey.upr.edu/files/Cat_logo_2010-11.pdf
Course Descriptions	http://web1.oss.cayey.upr.edu/main/category/catalogo/descripcion-de-cursos
2010-2011 MSCHE Institutional Profile	http://web1.oss.cayey.upr.edu/portal/sites/default/files/MSCHE_IP_2010-2011.pdf

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- 1 Accreditation Self Studies: NCATE, ACBSP, ACRL, IACS
- 2 March 2011 MSCHE Visiting Team Report
- 3 *Ten Challenges 2006-2016: An Agenda for Planning and Operational Structure by Operational Lines*
- 4 Institutional Assessment Plan (2002)
- 5 Guide for Programmatic Assessment in the UPR (Board of Trustee's Cert. 43: 2006-2007)
- 6 UPR Cayey Achievement and Challenges Report (2006-2009)
- 7 UPR Cayey New General Education Implementation and Programmatic Assessment Model
- 8 Faculty Development Activities on Assessment
- 9 *Institutional Risk Assessment of Compliance with UPR Cayey Strategic Plan*
- 10 UPR-Cayey Chancellor's Synergistic Model for the Attainment of External Funds: A General Overview
- 11 Alliance and Collaborations Inventory
- 12 Examples of Revised Academic Calendars
- 13 Examples of Initiatives to Strengthen the Institutional Identity (*Alma Mater*)
- 14 UPR Cayey General Education Abilities and Content Document
- 15 UPR Cayey General Education Committees Aggregate Analysis of Student Learning Assessment Forms
- 16 General Education Interdisciplinary Seminars and Core Courses Assessment Forms
- 17 General Education Committee Rubrics Pilot Study
- 18 General Education Colloquia Assessment
- 19 Interdisciplinary Seminar Course Effectiveness Student Survey
- 20 Freshmen and Senior's Self-Assessment of General Education Abilities and Contents
- 21 Academic Unit Annual Accomplishments Report and Work Plan
- 22 Programmatic Reviews Following Board of Trustees' Certification 43 (2006-2007)
- 23 NCATE and ACBSP Reviewer Report
- 24 Online Student Learning Outcomes Assessment Inventory

- 25 Academic Senate Certification 45 (2007-2008) on Academic Advising
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- 27 FIDI Funds Trends Analysis
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Additional commentary Exhibits available on site.

Chapter I - Introduction

Institutional Overview

The University of Puerto Rico at Cayey (UPR-Cayey), established in 1967 and formerly known as Cayey University College, is a four-year undergraduate institution, among the eleven campuses that comprise the only State's Public System of Higher Education in the Island. Its seamless balance between the disciplines of the Arts, Science, Education, and Business has earned its classification as a Baccalaureate College of Diverse Fields with a Balanced Arts & Sciences/Professions Undergraduate Instructional Program by the Carnegie Foundation (2010). It acquired its autonomous status by means of a resolution of the Puerto Rico Commission on Higher Education (PRCHE), and has been accredited by the Middle States Commission on Higher Education (MSCHE) since 1975, receiving its most recent statement of reaccreditation and licensing on behalf of the MSCHE and PRCHE, respectively on June 22, 2005.

Preliminary¹ fall 2011 enrollment figures consist of 3,443 undergraduate students (including those enrolled through the Extended University), of which 724 are first-time degree-seeking students and 653 are sophomore students belonging to the 2010 Freshmen Cohort (a retention rate of 84%). The composition of the campus community consists of approximately 165 faculty members (instructional and non-instructional, including researchers, librarians, psychologists and counselors) and 370 non-faculty personnel.

The UPR-Cayey Mission Statement (see Appendix A), in alignment with the UPR System mission, guides all institutional activities. Accordingly, the UPR-Cayey 2006-2016 Strategic Plan (Academic Senate: 16, 2006-2007; see Appendix B) sets the stage for accomplishing the institutional mission, defining and identifying priorities, emblematic projects, critical assessment areas and the strategies to be employed as part of the Institutional Assessment Process. Moreover, the Mission Statement establishes the institution's commitment to a well-rounded education of excellence through 28 baccalaureate programs distributed amid five academic areas: Teacher Preparation (11 programs), Social Sciences (4 programs), Science and Mathematics (4 programs), Humanities (4 programs), and Business Administration (5 programs).

General education and specialized studies framed within an innovative and interdisciplinary education are envisioned as complementary experiences in students' human development, while keeping in perspective the virtues of each discipline. For this reason, the UPR-Cayey is committed to its General Education Model, established with the incoming 2009 Freshmen Class, which emphasizes and prioritizes the interdisciplinary nature of knowledge acquisition, the importance of oral and written communication skills, scientific and quantitative reasoning, critical thinking, and technological competency as fundamental elements of our students learning experience throughout the student's undergraduate education.

The UPR-Cayey has made significant progress developing a comprehensive assessment structure and cycle that enhances the teaching and learning process. Our assessment culture fosters the continuous evaluation and revision of academic, administrative programs, and student support services. The resulting Institutional effectiveness and quality is evidenced through our continued accreditation by the Middle States Commission on Higher Education (MSCHE), the National Council for the Accreditation of Teacher Education (NCATE), the Accreditation Council for Business Schools and Programs (ACBSP), recognition by the Association of College and Research Libraries (ACRL) and our license to operate within the state, granted by the Puerto Rico Commission on Higher Education (PRCHE). Excellence in Science is nationally recognized by the UPRC's inclusion among the top 51 United States baccalaureate institutions of Hispanic Science and Engineering doctorate recipients (2004-2008), according to the 2011 National Science Foundation Survey of Earned Doctorates. Similarly, excellence in the quality of student services will be further evidenced through the expected professional accreditation by the International Association of Counseling Services (IACS), whose visit is programmed for the 2011-2012 Academic Year (see Exhibit 1).

¹ Fall Enrollment Figures and Staff figures are considered final on the September 15th and November 1st Census Dates, respectively. Numbers presented are as of August 29, 2011.

Recent Commission Actions

On March 1, 2011 the UPR-Cayey submitted a Monitoring Report to the MSCHE “documenting evidence that the institution has achieved and can sustain ongoing compliance with Standard 3 (Institutional Resources) and Standard 4 (Governance)”. On June 23, 2011, the Middle States Commission on Higher Education acted to accept the March 2011 Monitoring Report, for which a small team visit took place, and noted that the institution is in compliance with Standards 3 and 4. In its Report (Exhibit 2), the Visiting Team commended the UPR Cayey for:

1. The quality of the monitoring report, for including the documentation in support of the report and for providing meaningful exhibits in the evidence room”.
2. Making sound decisions and careful planning to offset the budget cuts.
3. Integrating the budget into the planning process and has developing an ongoing assessment of the results of the financial plan.
4. Monitoring the campus budget and providing real time access to financial information including producing and sharing monthly reports as a means of controlling expenditures and assessing activities.
5. Showing a commitment to providing students with a well-rounded education of excellence in spite of declining resources.

Institutional Context on Issues Addressed in the Report

For the past years, the Island’s economy has been in recession which has translated into a reduction of the government’s revenues. As a consequence, the UPR general budget has also suffered reductions. Since 2007, the UPR-Cayey has made use of assessment results for data-driven decision-making that has led to the implementation of a series of measures to cope with the University’s financial position, while assuring effectiveness and continuity in meeting the institution’s Mission, Goals, and Objectives. Institutional leadership has since then made use of a variety of mechanisms to maintain the university community informed of the institution’s financial constraints as well as initiatives to manage the budget according to institutional priorities, thus guaranteeing academic quality in all its undergraduate offerings, services rendered and endeavors. These mechanisms have offered ample opportunities for constituent input during decision-making processes, while guaranteeing that institutional resources work articulately to achieve systemic, institutional and program goals while promoting student learning and institutional renewal, as was thoroughly documented and evidenced throughout the UPR-Cayey March 2011 Monitoring Report and Special Team’s Visit.

On June 23, 2011, the Middle States Commission on Higher Education acted to accept the March 2011 Monitoring Report, after which a small team visit took place, and noted that the institution is in compliance with Standards 3 and 4. Probation status, however, was continued, as previously notified in the Commission’s November 2010 Action, because of insufficient evidence that the institution is currently in compliance with Standard 7 (Institutional Assessment) and Standard 14 (Assessment of Student Learning), based on the UPR-Cayey June 2010 Periodic Review Report. Accordingly, the Commission requested an additional Monitoring Report documenting evidence of compliance with Standards 7 and 14, including, but not limited to:

1. Implementation of a comprehensive, organized, and sustained process for the assessment of institutional effectiveness with evidence that assessment information is used in budgeting, planning, and allocating resources at the institutional level and in all departments (Standard 7); and
2. Implementation of an organized and sustained assessment process to evaluate and improve student learning, including evidence of direct and indirect methods of assessment at the course and program level and evidence that assessment results are used to improve teaching and learning (Standard 14).

As requested by Middle States, this Monitoring Report demonstrates and provides evidence that assessment activities have become integral to the operations of the University of Puerto Rico at Cayey. Data collected through assessment activities has provided the university valid and reliable data that yields useful information for the continuous improvement of programs and services. This report provides

evidence that the institution has established a comprehensive, organized, and sustained process for the assessment of Student Learning and Institutional Effectiveness in compliance with the *MSCHE Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation* (2009).

Chapter II - Overview of the UPR-Cayey Assessment Plan

Key Documents of the Institutional Assessment Plan

The UPR-Cayey has developed and implemented a revamped Institutional Assessment Process that continuously evaluates the institution's overall effectiveness in achieving its mission, goals, and objectives, along with its compliance with the MSCHE Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation. Key documents that serve as the foundation for the model include:

- *UPR-Cayey Declaration of Mission, Goals and Objectives (2006)*: Establishes the institution's four (4) key Institutional Goals (1. Excellence in Undergraduate Programs; 2. Campus Commitment to Performance Excellence; 3. Campus as a Primary Center of Academic and Cultural Activities; 4. Social Responsibility) and sets student learning as the primary center of institutional effectiveness, while guiding strategic planning (Appendix A).
- *UPR-Cayey Strategic Plan 2006-2016 (Appendix B)*: Sets the stage for accomplishing the institutional mission, defining and identifying priorities, emblematic projects, critical assessment areas and the strategies to be employed as part of the Institutional Assessment Process.
- *Ten Challenges 2006–2016: An Agenda for Planning*: Is intended as a university-wide roadmap for planning to be carried out throughout the UPR between 2006-2016; it is also meant to define the areas of institutional performance that will be the object of evaluation. For ease of use among units, its objectives were organized under seven Operational Lines (LO, according to its Spanish name). Accordingly, the UPR-Cayey Planning and Budget Process, as well as its triennial *Institutional Achievements and Challenges Report*, are organized around the seven Operational Lines (see Exhibit 3).
- *2002 Institutional Assessment Plan (Exhibit 4)*: Provides the theoretical underpinnings for the UPR-Cayey current Institutional Assessment Process. The *2002 Institutional Assessment Plan* has operationally evolved as a result of the continuous assessment of its effectiveness.
- *Institutional Assessment Roadmap (2011; see Appendix C)*: Developed as a result of the need to routinely update the institution's assessment processes for increased effectiveness and renewal. It has been used to explain assessment processes at all levels of the institution and guides: (1) the establishment of clearly articulated goals; (2) the design of strategic initiatives and activities to achieve those goals; (3) the development and implementation of measures to assess initiative effectiveness; (4) the use of data-driven decision-making for budget, planning, and resource allocation geared at institutional effectiveness and enhanced student learning and integral formation.
- *Responsibilities and Assessment Strategies for the Implementation of the UPR-Cayey Strategic Plan 2006-2016 (Appendix D)*: The resulting document of an exercise to align the unit and systemic strategic plan. It offers insight as to the correspondence between the System *Operational Lines* and each of the Key Areas and Strategic Directions of the UPR-Cayey Plan. It assigns responsibility for carrying out the initiatives and the assessment strategies to be employed.

The aforementioned documents, collectively referred to as the “Institutional Assessment Plan”, represent a living, fluid, organized collection of resources that are routinely updated as the institution’s assessment processes evolve. This plan has provided the institution with a simple, yet cost-effective framework through which all campus constituents understand and participate in assessment processes, particularly department heads and institutional leadership. It has been extensively discussed in meetings, professional development activities and is readily available online². By promoting these activities, the UPR-Cayey has achieved an assessment culture where there is thorough understanding that assessment results serve as the basis for ensuring that institutional resources work in an integrated manner for the attainment of systemic, institutional, and programmatic goals, prioritizing student learning as the forefront of all institutional activities, while at the same time guiding budgeting, planning, and resource allocation at the institutional level and in all departments and offices.

Assessment of the Institutional Assessment Plan

The UPR-Cayey Institutional Assessment Plan undergoes constant operational revision resulting from assessment of the process’ effectiveness. Their primary objective is to make the process simpler, thus guaranteeing that assessment processes are ongoing and sustained. Examples of these revisions include:

1. Greater emphasis on the *Institutional Risk Assessment of Compliance with the UPR-Cayey Strategic Plan*, as a key process for assessing the effectiveness of the institution’s resources, policies, and organizational structures.
2. Updating of the Responsibilities and Assessment Strategies for the Implementation of the UPR-Cayey Strategic Plan 2006-2016 to incorporate the assessment strategies and timelines to be used.
3. Establishing an online system for documenting course embedded student learning assessment which has yielded increased faculty documentation of assessment strategies and evidence that the continuous feedback and support offered as a result of assessment findings leads to student performance at the expected level with respect to the established learning goals.

These revisions offer increased opportunities for developing a commitment towards the use of assessment as the key for institutional renewal at all levels.

Resources, Coordination, and Support for Assessment Activities

The implementation of the institution’s assessment plan is supported by administrative structures, along with institutional committees designated for these purposes (see Figure 1). In January 2007, the Assessment and Institutional Research Office (AIRO), was established and assigned the primary responsibility for overseeing the implementation and continuous updating of the Institutional Assessment Plan. The office has made continuous operational changes to the plan, taking into account the development of new assessment approaches from programmatic accreditation processes, the New General Education Model, and the Board of Trustees’ Certification 43 (2006-2007), *Guide for the Assessment of Academic Programs in the UPR* (Exhibit 5). These changes also relied heavily on making the most use of existing data-gathering techniques, including key institutional indicators such as graduation rates, retention rates, and other data routinely produced by the AIRO and assessed by the institution’s leadership.

² Available at <http://web1.oss.cayey.upr.edu/portal/avaluo-institucional>

<p>Assessment & Institutional Research Office (AIRO)</p>	<p>Primary responsibility for guiding, supporting and overseeing the implementation of the Institutional Assessment Plan.</p>
<p>Chancellor's Executive Staff</p>	<p>Chancellor's assistants, Deans, Director of Planning and Assessment, Budget Director: Ensures collaboration and ownership of assessment initiatives at all levels. Ensures an assessment-based planning and budget allocation process.</p>
<p>Deanship's Board of Directors</p>	<p>Lead and oversee assessment efforts within their organizational structure. Primary responsibility for unit compliance with the Institutional Assessment Plan.</p>
<p>Deanship of Academic Affairs' Executive Assessment Committee</p>	<p>Provide guidance for complying with programmatic review processes and accreditation initiatives; oversee that assessment initiatives are in place to measure achievement of student learning outcomes; share best practices and offer peer support on moving forward with assessment initiatives for improving the teaching-learning process.</p>
<p>Faculty Committee on Planning and Assessment</p>	<p>Reactivated in 2011, will serve as liaison between the Assessment & Institutional Research Office, the Budget Office, and Finance Office for carrying out the planning and budget allocation process by means of assessment results and in light of the institution's fiscal state.</p>
<p>General Education Committee</p>	<p>Oversees the implementation of the UPR-Cayey General Education Model, the implementation of its assessment plan and gathers the necessary information for data-driven decision-making regarding general education at the UPR-Cayey.</p>
<p>Academic Department Assessment Committees or Coordinators</p>	<p>Oversee assessment initiatives within their unit, gather data, and produce reports and documentation for data-driven decision-making.</p>

Figure 1. Resources, coordination and support for assessment initiatives.

Institutional progress towards the attainment of its Mission, Goals, and Objectives is documented at the unit level through each office's Annual Achievement Report and Work Plan. The Assessment and Institutional Research Office continuously gathers institutional performance data, including direct measures of goal attainment, and analyzes data obtained through surveys, interviews, program reports, and other indirect measures. The results of these assessment initiatives are provided to institutional leadership and campus constituents for the continuous improvement of institutional processes and operations. All these data-gathering and assessment instances serve as the basis for the UPR-Cayey Planning and Budgeting Process and for continuous data-driven decision-making as will be documented in this report, and for which more thorough evidence will be available onsite. The institution also prepares a readily available triennial *Achievement and Challenges Report* (Exhibit 6), thus providing concrete evidence on institutional progress towards goal achievement and the challenges it faces for the following years.

Institutional Assessment Plan Areas and their Relations with MSCHE Standards 7 and 14

The UPR-Cayey's Institutional Assessment Plan organizes its Mission's Institutional Goals into three general areas, as was originally established in the *2002 Institutional Assessment Plan*. These areas follow through on the *Responsibilities and Assessment Strategies for the Implementation of the UPR-Cayey Strategic Plan 2006-2016* and the *Institutional Assessment Roadmap* for continued institutional renewal and compliance with MSCHE Accreditation Standards 7 (Assessment of Institutional Effectiveness) and 14 (Student Learning Assessment). Its schematic organization is depicted in Figure 2.

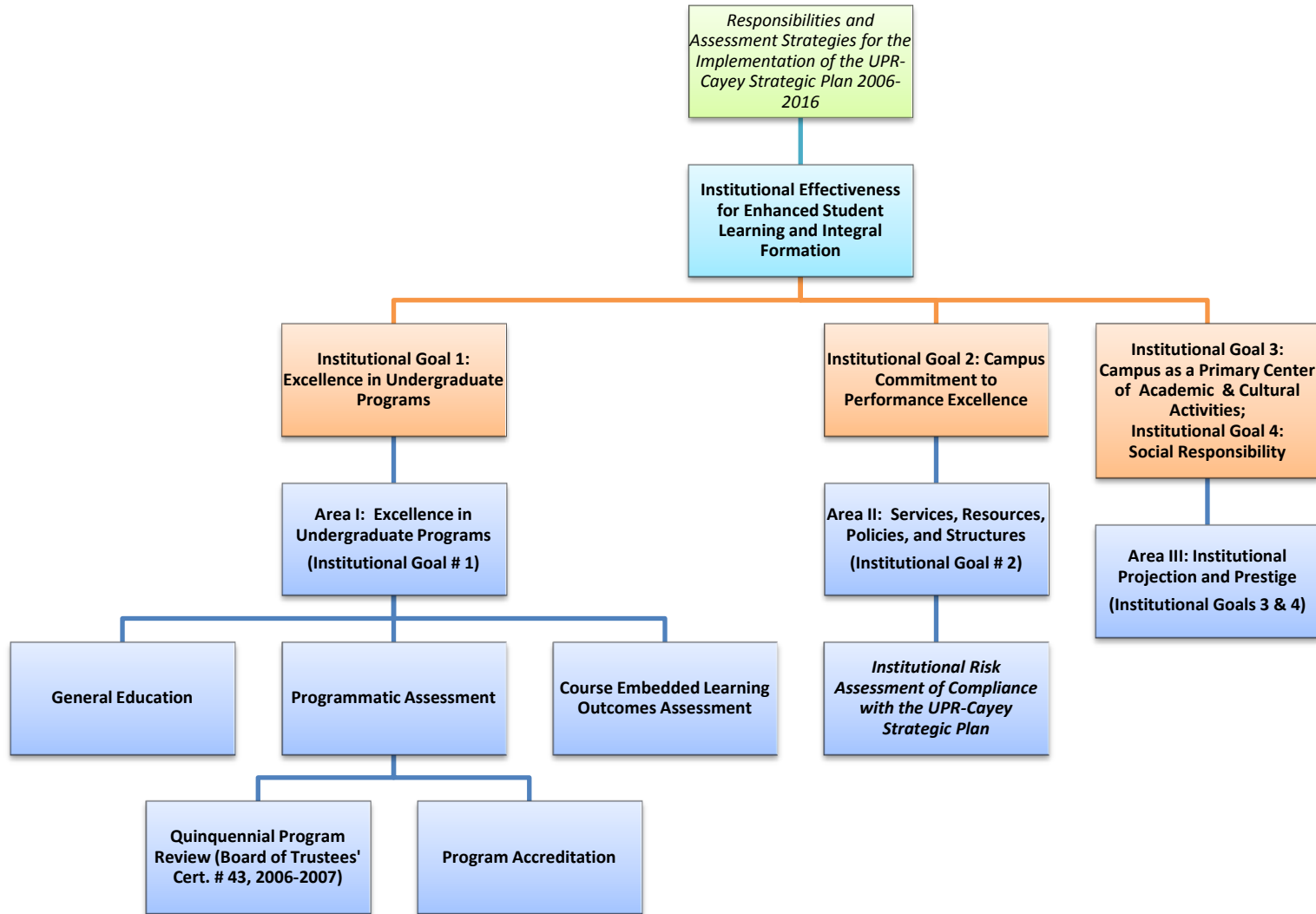


Figure 2. Schematic organization of the UPR-Cayey Institutional Assessment Plan.

Assessment Area I: Excellence in Undergraduate Programs.

Excellence in Undergraduate Programs is geared at assessing student learning outcomes with regards to General Education, academic programs, and at the course level (Institutional Goal 1). It gathers the necessary documentation to evidence compliance with MSCHE Accreditation Standard 14. This area assesses attainment of all the abilities and contents that UPR-Cayey students should develop as part of their academic formation and complementary co-curricular experiences. As previously depicted, it is divided into three assessment levels: General Education (Level 1), programmatic assessment (Level 2), and course embedded student learning outcomes assessment (Level 3).

Assessment Level 1 - General Education.

In 2009, the Academic Senate approved the *UPR-Cayey's New General Education Implementation and Programmatic Assessment Model* (Academic Senate 73: 2008-2009; see Exhibit 7). The implementation plan was approved after a thorough assessment on behalf of the General Education Committee and the Deanship of Academic Affairs regarding the curricular impact of substituting courses for the establishment of an Interdisciplinary Course and the specialized courses that would serve as Capstone's for each program. The implementation plan is characterized by the five key components presented in Figure 3.

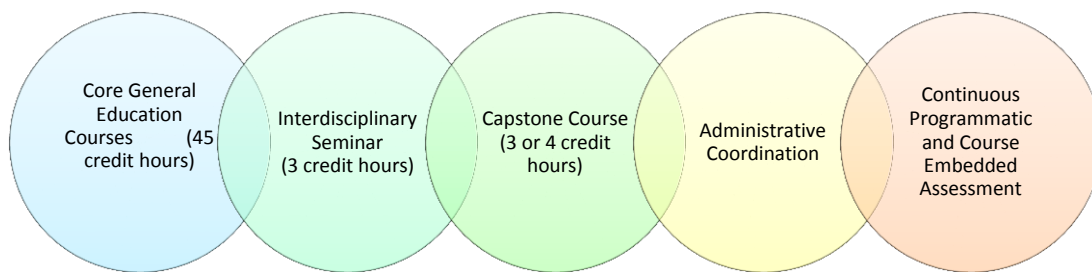


Figure 3. Key components of the UPR-Cayey General Education Model.

The assessment model for General Education, on the other hand, establishes four key transition points in which the model's effectiveness will be assessed: Phase I – Entrance; Phase II – Midpoint (upon completion of 60 credit hours); Phase III – Senior's assessment; Phase IV – Summative programmatic assessment. For each transition point, the assessment process outlines:

1. The contents and abilities (i.e., student learning outcomes) to be assessed.
2. Specific assessment strategies and data sources to be used.
3. The unit in charge of the assessment process.
4. The time frame in which the assessment activities for each of the four transition points are to be implemented.

Assessment Level 2 - Programmatic Assessment.

There are two parallel models for programmatic assessment at the UPR-Cayey. Baccalaureates for which there is no accreditation agency must follow the Board of Trustees' *Guide for the Assessment of Academic Programs in the UPR* (Certification 43, 2006-2007). This is a quinquennial programmatic review process which establishes minimum program effectiveness indicators in 15 key assessment areas (see Appendix E). The process is carried out according to a specific time-line which sets the dates for each program to undergo the process and submit their final report to the Program Review Transmittal Process, included as part of the Institutional Assessment Roadmap (see Appendix F and C, respectively). Programs susceptible to accreditation or recognition by professional agencies are exempt from following the Board of Trustees' guidelines, as determined by the UPR Vice Presidency for Academic Affairs (2007). Instead, they must use their self-studies and accreditation processes as their programmatic assessment model. Figure 4 depicts the programmatic assessment processes carried out at the UPR-Cayey.

Although exempt from the quinquennial programmatic review, the UPR-Cayey does, however, assess those key institutional effectiveness indicators of the Board of Trustees' Certification for those programs under accreditation. Both processes provide necessary information for sound data-driven decision-making as will be documented throughout this report and will be evidenced through institutional exhibits. It is important to note that since the BS in Chemistry has not yet undergone its self-study process for recognition by the American Chemical Society (ACS), it has been determined that along with submitting its candidacy documentation for recognition, it must also complete the quinquennial program review process as would any program not pursuing accreditation.

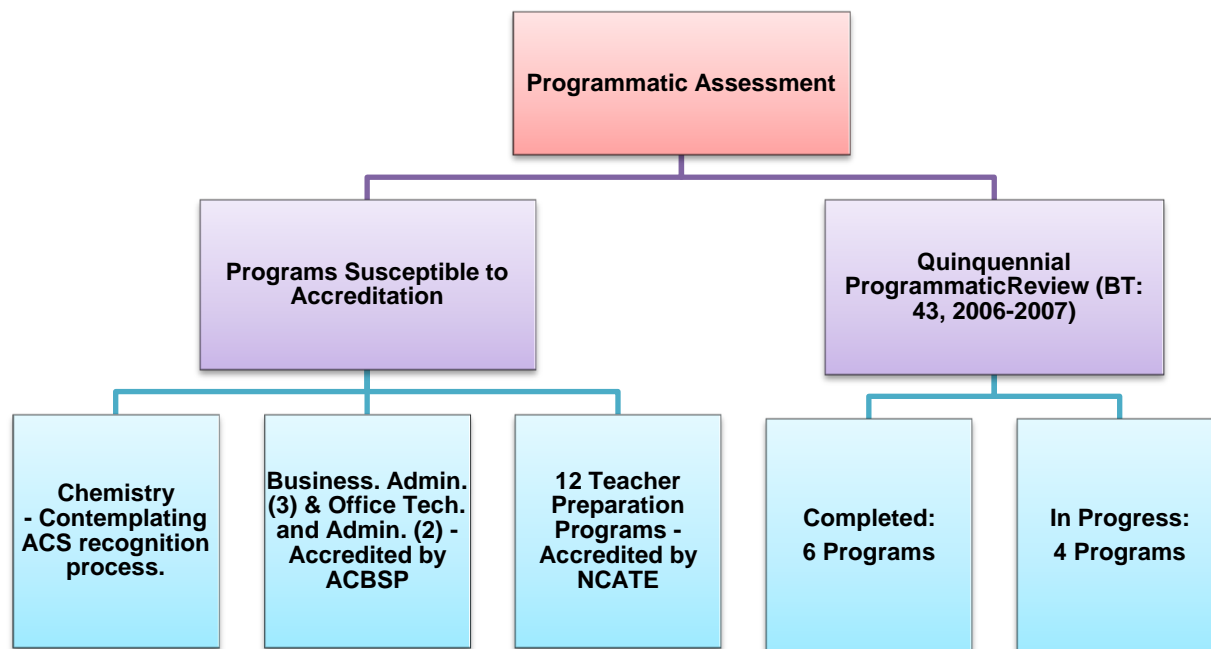


Figure 4. Levels of programmatic assessment processes at the UPR-Cayey.

Assessment Level 3 - Course Embedded Student Learning Outcomes Assessment.

Each academic program has clearly articulated student learning outcomes which defines the content knowledge, skills, and competencies that each student will develop when successfully completing their degree. Curriculums are thus designed to provide the learning experiences that each student needs for achieving the learning outcomes. The diversity among academic disciplines and faculty academic freedom³ offers the possibility of implementing a variety of formative student learning assessment techniques. Course embedded assessment serves as the foundation for faculty to plan and implement effective instructional strategies for the enhancement of student learning (i.e., formative assessment), while at the same time serving as the basis for overall course improvement for future offerings and curricular revisions (i.e., summative assessment) that inform planning and resource allocation decisions at all levels.

The Institutional Assessment Plan provides flexibility based on each professor's judgment and academic freedom carrying out course embedded assessment. Continuous administrative support, institutional data, and consulting as a means for establishing an effective assessment process at the course level to evaluate and improve student learning and teaching are provided to faculty, by the AIRO and institutionally sponsored professional development activities are offered (see Exhibit 8), including:

1. Individual support for the development of student learning assessment projects and the design and implementation of assessment strategies, including, but not limited to: test development, data analysis, and use of technology for the establishment of assessment processes.
2. Assessment resources readily available on the AIRO's website⁴.

Assessment Areas II and III.

Assessment Area II, *Services, Resources, Policies, and Structure*, obtains information to assess how the UPR-Cayey is progressing towards meeting its goal of achieving a campus commitment to performance excellence (Institutional Goal 2). It leads the institution to assess the effectiveness of its policies, procedures, bylaws, services and processes, resources, and its organizational structure, all of which are critical for meeting the campus' Mission, Goals, and Objectives, carrying out its strategic plan and for continuous institutional renewal. By assessing these areas, the UPR-Cayey provides assurance that it has relevant and valid information for data-driven decision-making regarding its organizational support for the academic endeavors assessed in the first area (Excellence in Undergraduate Programs).

Assessment Area III, *Institutional Projection and Prestige*, ties together the results of the institution's initiatives towards setting itself as a primary center of academic and cultural activity (Institutional Goal 3), and relies heavily on the attainment of accreditation and recognition by external agencies, as well as benchmarking. It also gathers information on the institution's social contribution (Institutional Goal 4), beyond that of forming educated, responsible, productive citizens.

Both Assessment Areas II and III provide results that evidence how well the institution's resources are collaborating and contributing to the achievement of the UPR-Cayey Mission, Goals, and Objectives, and are thus interrelated amongst them. They are highly dependent of the results of Assessment Area I and share assessment strategies, while providing most insight to institutional compliance with MSCHE Accreditation Standard 7. By implementing the *Responsibilities and Assessment Strategies for the Implementation of the UPR-Cayey Strategic Plan 2006-2016*, the Campus is able to integrate efforts, and focus on key measures (both direct and indirect), that can be used for reliable data-driven decision-making. These strategies incorporate a variety of indicators which are continuously gathered and assessed, including traditional indicators of effectiveness used in Higher Education (e.g., retention rates, graduation rates, financial ratios, and grade distribution, among others) for sound decision-making. Integrated surveys (e.g., graduate survey, registration survey, freshmen survey, etc.) are also

³ Section 11.1 UPR General Bylaws

⁴ Available at <http://web1.oss.cayey.upr.edu/portal/unidades/oaii>

administered and the results are used for decision-making that lead to increased institutional renewal of its services, resources, and policies. Some examples of the outcomes of these decisions include:

1. Reallocation of human resources to increase institutional effectiveness. This has allowed the institution to make efficient use of its Human Resources thus facilitating that the units have the necessary personnel to fulfill their operational responsibilities.
2. Organizational changes such as restructuring the Information Systems Office (OSI, according to its name in Spanish) and the Planning and Development Office for increased efficiency.
3. Implementation of an online enrollment process.
4. Fostering research initiatives among faculty and providing additional support for the administration of research grants with the establishment of a Post-Award component at the Office of External Resources.

Institutional Risk Assessment of Compliance with the UPR-Cayey Strategic Plan.

Another key component of Assessment Areas II and III is the *Institutional Risk Assessment of Compliance with the UPR-Cayey Strategic Plan* (Exhibit 9), which provides the institution with a framework for: (1) identifying and analyzing risks with the potential to preclude or affect goal attainment and (2) establish corrective actions on how to manage them. With the Strategic Plan serving as the foundation for defining institutional objectives and specific activities, risks are identified and assessed in terms of the type of risk, possibility of occurrence and magnitude. Finally, concrete actions are defined to prevent or minimize risk occurrence, they are implemented and are followed-up to determine their success. Risk assessment is an essential component of strategic planning, and is focused on identifying and treating risks to add value to all institutional activities, while at the same time promoting operational efficiency at all levels. Examples of the impact the UPR-Cayey's Risk Assessment include:

1. The development and implementation of the *Chancellor's Synergistic Model for the Attainment of External Funds* to increase funding from external sources without hindering academic excellence (Exhibit 10).
2. Revamping the establishment of strategic alliances and collaborations for institutional development in all areas (Exhibit 11).
3. The establishment of an agile process for presenting alternate academic calendars to comply with minimum contact hours in the event of an unexpected interruption to institutional activities (Exhibit 12).
4. The implementation of a series of measures, including remodeling the Student Center Spaces and celebrating activities honoring the institution as the Alma Mater, in an effort to develop a strengthened institutional identity which has been found to be a major factor limiting more successful fundraising activities and donations on behalf of Alumni (Exhibit 13).

Fostering an Assessment Culture

As evidenced throughout this report and onsite exhibits, between 2007 and 2011 the UPR-Cayey has made significant progress towards establishing a sustained assessment and data-driven decision-making culture. The UPR-Cayey has been able to establish a process in which institutional activities are guided by the Systemic and Institutional Mission, Goals, and Objectives, and the UPR-Cayey Strategic Plan. Assessment is the foundation for evidencing that the institution and its students are achieving key institutional and program goals, while the teaching learning process, decision-making, the planning and budgeting process, and the allocation of resources are all enhanced by assessment results. In sum, the UPR-Cayey is able to document and evidence that it is in compliance with all MSCHE accreditation standards, especially those related to the assessment of Institutional Effectiveness (Standard 7) and Student Learning (14) as will be documented in the following chapter.

Chapter III – Assessment at the UPR-Cayey: Compliance with MSCHE Standards 7 and 14

During the 2006-2007 Academic Year, the UPR-Cayey achieved a major milestone by approving their revised Declaration of Mission, Goals, and Objectives, and their 2006-2016 Strategic Plan, in alignment with the UPR Systemic Strategic Plan, *Ten Challenges 2006–2016: An Agenda for Planning*. The Institutional Strategic Plan and the Systemic Strategic Plan set forth the strategies and activities to be implemented for the achievement of undergraduate excellence (Institutional Goal 1), a commitment to performance excellence (Institutional Goal 2), establishing the UPR-Cayey as a primary center of academic and cultural activities (Institutional Goal 3) and for leading the institution to meet its social responsibility (Institutional Goal 4). The Institutional Assessment Plan establishes the guidelines for carrying out assessment initiatives that are primarily grouped in three areas: (1) excellence in undergraduate programs; (2) services, resources, policies, and structures; and (3) institutional projection and prestige. In collaboration with various committees, the Assessment and Institutional Research Office (AIRO) leads and oversees the implementation of the Institutional Assessment Plan and that results serve as the foundation for establishing institutional priorities leading to an effective Planning and Budget Allocation Process.

The following sections highlight the significant progress that the UPR-Cayey has made in implementing its Institutional Assessment Plan, its results, and the data-driven decision-making that has taken place due to the quality and effectiveness of its model. Detailed documentation and evidence will be available onsite for the visiting team.

Findings and Outcomes of Assessment Area I: Excellence in Undergraduate Programs

Findings and Outcomes of Assessment Level 1 - General Education.

In 2009 the UPR-Cayey began full cycle implementation of the General Education Model with the first-time degree seeking cohort (freshmen cohort). Nevertheless, since the approval of the document *UPR-Cayey General Education Abilities and Contents* (2001; see Exhibit 14), which served as the underpinning model for the one approved in 2009, all students have been impacted throughout their academic formation by General Education courses forming part of the Campus' curriculum.

The model highlights the institution's commitment to envisioning General Education and specialized studies as complementary experiences in students' human development, framed within an innovative and interdisciplinary education, while keeping in perspective the virtues of each discipline. Under the purview of the AIRO and the coordination of the Administrative Coordinator for the General Education Model, the Faculty Committee for General Education has carried out and analyzed the programmatic and student learning outcomes assessment of the model. The assessment process has included direct measures of student learning outcomes, such as: (1) the *Summative Assessment Form for Documenting Student Learning Outcomes* in interdisciplinary and core courses, and (2) a rubric pilot study. Indirect measures have included: (1) findings from student and faculty colloquia on interdisciplinary courses; (2) interdisciplinary course surveys; and (3) self-assessment of skills and abilities developed.

Direct Measures of Student Learning and Program Effectiveness.

The Faculty Committee for General Education (hereinafter GenEd), in collaboration with the AIRO, developed a *Summative Assessment Form for Documenting Student Learning Outcomes*. Completed at the end of each semester, the forms gather data on (1) student learning outcomes with regards to the abilities and contents addressed through course objectives, and (2) data-driven decision-making for the continuous enhancement of student learning.

The form is provided to faculty offering both Interdisciplinary Seminars and Core GenEd Courses. Highlights from these processes for the past three years follow.

Summative Assessment Form for Student Learning Outcomes: Interdisciplinary Seminars.

The GenEd Committee performed an aggregate analysis of the activities and assessment initiatives documented through the *Summative Assessment Form for Documenting Student Learning Outcomes*. This form was used for 75% of the interdisciplinary seminars offered in 2009-2010 (12 seminars, 19

sections) and 2010-2011 (12 seminars, 20 sections; see Exhibit 15). The abilities and contents reported to have been developed in these courses are presented in Table 1.

*Table 1
 Abilities and Contents Developed in Interdisciplinary Seminars 2009-2010 and 2010-2011*

Abilities	Interdisciplinary Seminars Assessed (N =12)	
	# Addressing Ability or Content	% Addressing Ability or Content
Effective Oral and Written Communication Skills	11	92%
Team Work	6	50%
Critical Thinking	10	83%
Information Technology	9	75%
Decision-Making	6	50%
Aesthetic Appreciation	7	58%
Self-Care	1	8%
Supportive Fellowship	6	50%
Mathematical Reasoning	1	8%
Content Knowledge		
Puerto Rico	6	50%
Different Cultures	7	58%
The Environment and Ecology	2	17%
Health	1	8%
The Natural World	3	25%
Technology	6	50%

Note: Each interdisciplinary seminar should address three abilities and at least one content. Thus, numbers represent duplicate course counts.

The forms were also analyzed to identify the use of formative assessment strategies and techniques to: (1) improve student learning and (2) enhance the teaching learning process by modifying instructional techniques as a result of assessment findings. Table 2 sets forth the findings of the assessment forms' analysis.

*Table 2
 Findings from the Analysis of Summative Assessment of Student Learning Form for Interdisciplinary Seminars*

Institutional Goal	Assessment Strategy	Findings	Data-Driven Decision-Making/Outcomes
<p>Excellence in Undergraduate Programs: General Education</p>	<p>Review of faculty summative assessment of student learning forms submitted through the traditional format (2009-2010 and 2010-2011).</p>	<p>Faculty employ a variety of assessment techniques, including: Pre-post tests, immediate written reaction, rubrics, test items developed by experts, debates, reflective diary, field trips and group discussions, rubrics for oral presentation, reflection with checklist, individual interviews, among others.</p> <p>There is evidence that assessment findings are used for the continuous improvement of student learning by means of feedback offered to students and the modification of instructional techniques.</p> <p>Evidence is mostly documented for summative decisions leading to course modification.</p> <p>Mathematics, Self-Care, and Health were not sufficiently addressed through the interdisciplinary courses (each addressed by only 8% of the seminars).</p> <p>Follow-up for faculty to submit the Student Learning Assessment forms in paper format is time-consuming.</p> <p>Continuous training on the implementation of course-embedded assessment strategies is beneficial to faculty members.</p>	<p>In Spring 2011, an online Student Learning Assessment Inventory system was developed and assessment forms were provided for ease of use and increased faculty participation. As of Fall 2011, all assessment forms will be submitted using this system.</p> <p>As of Fall 2011, a student baseline performance has been included as part of the online Student Learning Assessment Inventory for documenting the improvement in student knowledge and skills upon beginning courses to their completion.</p> <p>Faculty continue benefiting from faculty development workshops on assessment, with the added value that they will begin to be given by peers offering interdisciplinary seminars.</p> <p>Faculty will be encouraged and recruited, if necessary to develop seminars in those abilities and contents not covered frequently in the last years, specifically Mathematics, Self-Care, and Health.</p> <p>The GenEd Committee will follow-up on decisions included in the assessment reports to validate their effectiveness.</p>

Summative Assessment Form for Student Learning Outcomes: Core GenEd Courses.

The *Summative Assessment Form for Student Learning Outcomes* is also used in core GenEd courses. Through them, both the GenEd Committee and the AIRO gain insight into how assessment is used for enhancing student learning and for improving instructional strategies. These forms are analyzed for decision-making purposes, with particular emphasis on how faculty document that students are acquiring the expected knowledge, abilities, and skills that embody UPR-Cayey Alumni across all programs (see Exhibit 16). Table 3 summarizes key findings and decision-making.

*Table 3
 Findings from the Analysis of Summative Assessment of Student Learning Form for Core Courses*

Institutional Goal	Assessment Strategy	Findings	Data-Driven Decision-Making/Outcomes
<p>Excellence in Undergraduate Programs: General Education</p>	<p>Review of faculty summative assessment of student learning forms for core GenEd courses submitted in paper form and online (2008-2009, 2009-2010, and 2010-2011).</p>	<p>Faculty employ a variety of assessment techniques, including: Pre-post tests, immediate written reaction, rubrics, standardized tests, test items developed by experts, key assessments used for accreditation, debates, reflective diary, field trips and group discussions, rubrics for oral presentation, reflection with checklist, individual interviews, among others.</p> <p>In 2008-2009, 31 forms were submitted. In 2009-2010, 32 forms were submitted, representing a 3.13% increase in participation. In 2010-2011, 19 paper forms were submitted and 34 were completed through the online Student Learning Assessment Inventory, for a total of 53 forms, representing an increase of 39.62% from the prior year.</p>	<p>Online participation has been promoted and was discussed in depth in the August 9, 2011 Faculty Development meeting and August 12, 2011 New Faculty Orientation.</p> <p>New Faculty Orientations have taken place, emphasizing the importance of assessing not only their course content, but also those abilities and contents to be developed through their course as part of the General Education Model.</p> <p>Rubrics have been developed and piloted, and are available to faculty online, in an effort to gather comparative information regarding student learning of the key abilities and contents to be developed as part of the General Education Model.</p>

Rubric pilot study.

As a result of the findings from the *Summative Assessment Forms for Documenting Student Learning Outcomes*, the GenEd Committee in collaboration with the AIRO, identified a need for developing common rubrics to establish that all students who successfully complete their degree at the UPR-Cayey, regardless of their area of specialization, are developing the essential abilities and contents established in the institution's GenEd model. The rubrics were designed upon the descriptions provided in the *UPR-Cayey General Education Abilities and Contents* document.

During the 2010-2011 academic year the rubrics were submitted to 13 expert faculty members (or expert judges) for their use and review of the instruments' effectiveness for assessing student learning outcomes (Exhibit 17). This was done with the primary objective of validating the rubric's purpose. Table 4 presents the findings and decisions made as a result of this process, while Table 5 presents the most frequent performance level under which faculty members rated their students' knowledge, skills and abilities.

*Table 4
 Findings from the Rubric Pilot Study*

Institutional Goal	Assessment Strategy	Findings	Data-Driven Decision-Making/Outcomes
<p>Excellence in Undergraduate Programs: General Education</p>	<p>Assessment of faculty recommendations and outcomes when using standardized rubrics for assessing student learning geared at developing the abilities and contents of the General Education model.</p>	<p>8 faculty members of 13 (62%) participated in the expert validation process.</p> <p>Rubrics were used to assess 11 of 15 (73%) of the abilities and contents to be developed.</p> <p>3 faculty members modified the rubric for ease of use prior to administering the form.</p> <p>Rubrics were applied to oral reports, essays, community service activities, and oral reports.</p> <p>Faculty noted that the team-work items on the rubric were mostly oriented to student perception, as opposed to direct measures of student learning.</p>	<p>Total items per abilities and contents have been revised.</p> <p>Items for teamwork have been rewritten to facilitate faculty use.</p> <p>The rubrics have been broken down by abilities and contents, while an integrated form has been kept in order to meet faculty needs.</p> <p>The rubrics are no longer anchored, and use a Likert Scale ranging from 5 – Excellent to 0 – Does not exhibit the skills and abilities, instead.</p> <p>The rubrics are available for downloading from the Assessment and Institutional Research Office's site⁵. Instructions have been developed for the rubrics.</p> <p>Faculty is being identified to evaluate mathematical reasoning, environment and ecology, and the natural world rubrics; these areas were not assessed.</p>

⁵ Available at <http://web1.oss.cayey.upr.edu/portal/rubricas-habilidades-y-contenidos>

Table 5
 Student Performance as Assessed Using Rubrics

Abilities and Contents		Excellent	Good	Average	Deficient/ Poor/Not Evidenced
1	Effective Oral and Written Communication Skills	38%	46%	35%	.
2	Team Work	71%	.	45%	30%
3	Critical Thinking	54%	48%	56%	.
4	Information Technology	38%	32%	59%	.
5	Ethical Decision Making	55%	35%	59%	.
6	Aesthetic Appreciation	12%	32%	.	.
7	Self-Care	.	.	53%	.
8	Supportive Fellowship	.	.	48%	.
10	Puerto Rico	.	.	59%	.
11	Different Cultures	.	20%	42%	45%

Note: Percentages do not add up to 100% as they represent the aggregate average percentage of faculty ratings.

Indirect Measures of Student Learning and Program Effectiveness.

Strategies for assessing interdisciplinary course effectiveness.

Since their establishment in 2009, interdisciplinary courses have also been assessed with indirect methods to gather feedback from faculty and students regarding their effectiveness. To date, three annual colloquia have been sponsored, providing faculty and students the opportunity to exchange ideas and perceptions regarding their experiences both as learners and instructors of interdisciplinary courses. The most significant findings are presented in Table 6, and more evidence is available at institutional Exhibit 18.

*Table 6
 Findings from Student and Faculty Colloquia*

Institutional Goal	Assessment Strategy	Findings	Data-Driven Decision-Making/Outcomes
Excellence in Undergraduate Programs: General Education	Student and faculty colloquia to assess interdisciplinary course effectiveness.	<p>For all three years, an average of 95% of the participants (N = 67) either agree or completely agree that the colloquia is highly effective for discussing and assessing interdisciplinary course effectiveness.</p> <p>Colloquia have provided a space for peer mentorship on the development of interdisciplinary courses.</p> <p>Faculty find that interdisciplinary courses may be more effective for sophomore students and should thus be offered in students' second year at college.</p> <p>Students enjoy interdisciplinary courses as it takes them out of the routine of traditional courses.</p>	<p>As a result of the colloquia, nine new (9) interdisciplinary courses have been developed (syllabuses are available onsite).</p> <p>Interdisciplinary courses are now offered to each cohort during the second semester of their freshmen year and the first semester of their sophomore year.</p>

Students enrolled in interdisciplinary courses also offer their feedback regarding interdisciplinary seminar effectiveness through an online interview designed to gather student input upon entering and upon course completion. Fluctuations have been noted due to the variety and nature of course content, however, as can be observed in Table 7, interdisciplinary courses have demonstrated to be highly effective in meeting their proposed objective (see Exhibit 19). In particular, there has been significant improvement in discipline integration, as students have disagreed with the statement that in the seminar "one discipline predominated over another".

Table 7
 Findings from Interdisciplinary Seminar Student Surveys

Item	Responding Total Agreement		
	2008-2009 N = 22	2009-2010 N = 123	2010-2011 N = 400
One discipline predominated over another.	50%	39%	37%
The course content integrated perspectives from different disciplines.	93%	93%	87%
Information literacy was integrated to the course.	93%	72%	90%
I was able to understand throughout the course the concept of <i>interdisciplinary</i> .	79%	68%	74%
I developed the ability to recognize and asses a situation integrating multiple perspectives.	93%	70%	80%
I was able to assess contents from multiple perspectives.	86%	72%	81%

Note: In 2008-2009 interdisciplinary seminars were offered as a pilot and taken by students from all academic levels.

Self-assessment of skills and abilities developed.

While capstone courses are currently being designed and implemented, the *Self-Assessment on the Abilities and Contents to be Developed through the General Education Model: Freshmen Survey and Seniors Exit Survey* provides an indirect measure on the nine abilities and five contents to be developed upon successful degree completion at the UPR-Cayey. Freshmen state their level of knowledge upon entering with regards to the abilities and contents, while seniors express the degree to which the UPR-Cayey has contributed to their development. As can be observed in Table 8, there is a significant difference in the perception of knowledge and skills level among freshmen and seniors. When the 2009 freshmen class has progressed to their senior year (2012-2013), the institution will be able to make comparisons relative to the same cohort (see Exhibit 20).

*Table 8
 Freshmen and Senior Perception Comparison of Abilities and Content Knowledge*

Abilities and Contents: Key Critical Areas	2008-2009		2009-2010		2010-2011	
	Freshmen	Seniors N = 61	Freshmen N = 219	Seniors N = 81	Freshmen N = 80	Seniors N = 28
Written Communication	-	97%	78%	90%	80%	93%
Oral Communication	-	95%	80%	91%	75%	82%
Critical Thinking	-	95%	78%	93%	84%	89%
Technological Skills	-	100%	78%	93%	83%	93%
Information Literacy	-	100%	78%	95%	82%	93%
Scientific/Quantitative Reasoning	-	95%	70%	89%	78%	85%

Note: Percentages indicate the students who agreed to have developed the key abilities and contents throughout their undergraduate studies at UPR Cayey. There was no freshmen comparison in 2008 as the General Education Model was implemented in 2009.

Findings and Outcomes of Assessment Level 2 – Programmatic Assessment

Information on curricular, student learning, and administrative assessment at the academic program level is documented, as stated earlier, through their five-year (quinquennial) program review cycles or accreditation processes. Five year revision cycles are under the purview of the Guide for the Assessment of Academic Programs in the UPR (Board of Trustees' Certification 43, 2006-2007). Programs susceptible to accreditation processes are exempt from completing the report, as their Self-Studies for accreditation are considered programmatic reviews. As such, the UPR-Cayey has established a calendar establishing when each program is to submit their reviews. As of Spring 2011, of its 28 active baccalaureate programs, 82% have completed its programmatic assessment cycle, while 14% are in progress (see Table 9). The baccalaureate degree of Arts in Economy has also undergone programmatic review following Certification 43, which led to the determination of placing it on Moratorium, and is thus not considered part of the active undergraduate offerings of the UPR-Cayey, although students are still enrolled.

Table 9
 Programmatic Review Cycle Status

Programmatic Assessment Process	Status	Total
Board of Trustee's Cert. 43	Completed	6
Board of Trustee's Cert. 43	In Progress	4
NCATE Accreditation	Completed/Accredited	12
ACBSP Accreditation	Completed/Accredited	5
ACS Recognition	Planned for Spring 2012	1
Completed Programmatic Assessment Processes (by Spring 2011)		82%
Programmatic Assessment Processes In Progress		14%
Programmatic Assessment Processes to Begin		4%
Programmatic Assessment Cycles Completed by 2011-2012		100%

Annual progress and accomplishments for each academic program are gathered and monitored through the *Annual Accomplishments Report and Work Plan* (see Exhibit 21) that each department submits to the Deanship of Academic Affairs at the end of each academic year. These reports, available for review onsite, document each program's progress in achieving their Mission, Goals, and Objectives, identifies strengths and areas for improvement, and offers insight as to the variety of assessment techniques used at the program and course level for the enhancement of student learning and continuous improvement of the teaching-learning process. As such, the report offers annual insight to programmatic effectiveness until the quinquennial report is submitted. Table 10 presents an overview of significant findings and decision-making/outcomes of the programmatic assessment processes at the UPR-Cayey for programs having fulfilled the *Certification 43 Programmatic Assessment Process* (see Exhibit 22).

In addition, Table 11, presents some of the specific assessment-related findings and commendations from the Visiting Teams that recommended the accreditation for twelve (12) Teacher Preparation Programs on behalf of the *National Council for the Accreditation of Teacher Education* (NCATE) and the accreditation of three (3) Business Administration and two (2) Technology and Office Administration Programs on behalf of the *Accreditation Council for Business Schools and Programs* (ACBSP; see Exhibit 23). A complete list of the assessment-related findings and commendations is Available in Appendix G. These commendations offer external feedback as to how data is gathered and used in the UPR-Cayey accredited programs. The specific findings, data-driven decision-making, and outcomes resulting from the implementation of both methodologies for programmatic assessment (i.e., Certification # 43 and accreditation reports), as well as those documented through the *Annual Accomplishments Report and Work Plan* are available for onsite review by the Visiting Team.

Table 10
 Findings, Data-Driven Decision-Making and Outcomes of the Guide for the Assessment of Academic Programs in the UPR (Board of Trustees' Certification 43, 2006-2007)

Institutional Goal: Excellence in Undergraduate Programs		
Assessment Strategy: Board of Trustee's Certification # 43		
Program	Findings	Data-Driven Decision-Making/Outcomes
Bachelors of Arts in Economy	<p>Decreased (-86%) demand for undergraduate freshmen admission from 49 freshmen in 2000 to 7 freshmen in 2006.</p> <p>Decreased (-78%) undergraduate enrollment from 117 students in 2000 to 26 in 2006.</p> <p>Average program graduation rate of 10% for 1996 through 2000 first-time degree seeking cohorts.</p>	<p>Program Moratorium for freshmen admission in 2007.</p> <p>Curricular offer for the remaining 25 students enrolled in Fall 2007 scheduled in "blocks" on the basis of student curricular needs' assessment for degree completion. By fall 2010, only 9 students remained in the program.</p>
Bachelors of Arts General Psychology / Bachelors of Arts in Community Psychology and Mental Health	<p>Curriculum lacked one year of academic formation in Psychology research methods required for graduate admission.</p> <p>Program needed to strengthen student skills in non-experimental methods applied to psychology.</p> <p>Alumni surveys revealed the need to place greater emphasis on developing research skills as part of the curriculum.</p> <p>Technology labs were needed for developing statistical skills for research.</p> <p>Student learning outcomes and the program's assessment model required revision.</p>	<p>SOC13625, Social Research Techniques, substituted by PSIC3137, Non-Experimental Methods in Psychology.</p> <p>Two directed elective courses were substituted with PSIC3166, Psychological Research Practicum and PSIC3118, Physiological Psychology Lab.</p> <p>Laboratories were established for developing student skills in the application of statistical packages for psychological and social research.</p> <p>Overall increase in program relevance and "uniqueness" as it is considered the only program within the UPR System designed for students specifically interested in carrying out social and psychological research.</p> <p>Student Learning Outcomes and Assessment Plan were revised in 2009.</p>

Institutional Goal: Excellence in Undergraduate Programs		
Assessment Strategy: Board of Trustee's Certification # 43		
<p>Bachelors of Arts in Hispanic Studies</p>	<p>Assessment process documents student learning for both the BA in Hispanic Studies and the Teacher Preparation Programs in Spanish as the latter does not undergo a program review for Standards of Professional Accreditation (SPA)</p> <p>90% tenured faculty with PhD in their area of teaching.</p> <p>Department has been characterized by high levels of creative development and research.</p> <p>Program needs to establish a capstone course.</p> <p>Need for increased coursework to develop students' oral and written communication skills.</p> <p>Syllabus requiring revisions to strengthen student skills needed for graduate admission.</p>	<p>In 2009, the Department incorporated its interdisciplinary course, History and Literature, geared at providing a general education requirement for their concentration students.</p> <p>In 2009, the capstone research course was incorporated and substituted a 3 credit hour elective course.</p> <p>Upon thoroughly assessing student learning outcomes, the department required that all students must enroll in a writing workshop that strengthens both oral and written communication skills.</p> <p>A curricular sequence proposal has been presented for Literary Writing and Creation, geared at strengthening student's oral and written communication.</p> <p>Syllabuses have been revised to include student learning outcomes, instructional and assessment strategies, among others.</p> <p>The course Linguistic and Literary Critique has been created to strengthen skills need for graduate admission.</p>
<p>Bachelors of Science in Biology</p>	<p>77% of faculty with PhD and 65% are tenured; 88% faculty members carry out research which includes students as part of the research team.</p> <p>Biotechnology and biomedical science have been identified as priority areas for the program and faculty recruitment was prioritized in the field.</p> <p>Average time to degree completion is 5 years with a graduation rate of 28.5% completing the degree within admission program; the general graduation rate is 46%.</p> <p>Program ranks 3rd among applicants to the UPR System in Biology, following Río Piedras and Mayagüez; ranks 20th among the 50 programs with highest demand for freshmen admission to the UPR System.</p>	<p>Faculty recruitment, as a joint appointment with the Interdisciplinary Research Institute (III, according to its name in Spanish) has been made to fulfill faculty profile needs in the area of biomedical sciences and biotechnology.</p> <p>The program has revised its Mission, Goals and Objectives in alignment with those of the institution, and has been approved by faculty.</p> <p>Student assessment processes have been established across programs, and use the following strategies: (1) Abilities: assessed through expert review of student skills, oral presentations, research projects, poster sessions, and exhibitions; (2) Contents: assessed through oral presentations, research projects, poster sessions, and exhibitions; (3) attitudes are assessed by alumni surveys and student reports.</p>

Institutional Goal: Excellence in Undergraduate Programs		
Assessment Strategy: Board of Trustee's Certification # 43		
<p>Bachelors of Science in Mathematics</p>	<p>Programmatic revision revealed the need for greater integration among the knowledge, skills, and abilities that constitute the program's objectives.</p>	<p>Changes to enhance student learning outcomes included:</p> <p>Inclusion of a Research in Mathematics course for Junior and Senior students.</p> <p>Conversion of MATE4997, Special topics in Mathematics, to an integrative course.</p> <p>Substitution of SOCI3006, the Science of Sociology, for the INTD3027, Interdisciplinary Seminar, in order to maintain total credit hours for degree completion unaltered with the requirements of the new General Education Model.</p> <p>MATE4995, Capstone in Mathematics, was created.</p>
<p>Bachelors of Arts in English</p>	<p>The program is characterized by flexibility and diversity of disciplines in response to significant changes in the disciplines since the English Department's establishment in 1969.</p> <p>Faculty is committed to continuous assessment of student learning and improvement of their instructional strategies.</p> <p>The BA in English has clearly articulated goals that are aligned with institutional goals and objectives.</p> <p>Has a well-defined five-year rotation programming that guarantees course variation every semester thus facilitating academic scheduling for an offer that leads to successful degree completion.</p> <p>17% average graduation rate for 2002 to 2003 cohorts. Five (5) year average enrollment (2006-2010) = 30 students.</p>	<p>Despite low enrollment and graduation rates, the program is maintained as data gathered documents that students entering the program come from low income families living in the urban and rural areas of the north eastern region of the island. The geographic location of UPR-Cayey offers these students the opportunity to prepare themselves in areas related to literature and language-linguistics, as well as take an additional focus in Multicultural Studies, Caribbean Literature, and Women and Gender Studies, an academic offer not available at other institutions.</p> <p>High transfer rate to other programs within the UPR-Cayey has lead the department to program courses covering contents and topics in addition to those required by their BA (nearly 57% of the offer). This is done to provide students the opportunity to enrich and reinforce their language skills for academic and professional purposes, as most transfer to another baccalaureate program within the Campus.</p>

Table 11
 Specific Assessment-Related Findings and Commendations from the NCATE and ACBSP Visiting Teams

Agency	Team Report Pg.	Findings/Commendations
ACBSP	10 (UPR-Cayey Specific)	The Business Administration department has a solid assessment plan designed to structure their continuous quality improvement initiatives, and the plan is currently being executed. A separate assessment committee exists in the department, which also collaborates with the assessment committee for the Office Systems department to accomplish their respective assessment planning goals. The committee has provided evidence of its work in benchmarking to include the success rate of UPR Cayey accounting graduates in passing the CPA exam (18% pass the exam on the first try).
ACBSP	10 (UPR-Cayey Specific)	Pre and post-test development systems have been completed for assessing student progress in the Business Administration program. This also provides the potential for benchmarking against student progress at other UPR campuses, which also employ this same test. The test is a collaborative venture with faculty on other UPR campuses.
ACBSP	11 (UPR-Cayey Specific)	The Office Systems department has a solid assessment plan designed to structure their continuous quality improvement initiatives, and the plan is currently being executed. A separate assessment committee exists in the department, which also collaborates with the assessment committee for the Business Administration department to accomplish their respective assessment planning goals.
NCATE	3	Candidates' knowledge, skills, and professional dispositions are developed and assessed through a sequence of experiences involving course-embedded and field-based activities in which they have opportunities to develop, reflect, and refine expected competencies. When applicable, state-specific tests, such as the Puerto Rico Teachers Certification Examination (PCMAS), are used to assess candidates' proficiencies. Outcome data are gathered through key assessments, which may include departmental exams, lesson plans, observation forms completed by supervisors and mentor teachers, research and community projects, Teacher Work Samples, and the PCMAS Survey and the Teacher Report Card Survey. When needed, remedial actions are taken by the faculty, program coordinators and/or unit administrators to help ensure that candidates develop appropriate competencies in meeting unit standards. Outcome data are summarized by the TPP director, the unit assessment committee, and program coordinators with assistance from the UPRC Assessment Institutional Research Office (AIRO). Available assessment results are shared among members of the unit for continual improvement.

Agency	Team Report Pg.	Findings/Commendations
NCATE	4	Five key sources provide quantitative evidence of content knowledge: performance on the Puerto Rico Teacher Certification Tests (PCMAS), the TPP's Teaching Unit, the Teacher Work Sample (TWS), grades in a collection of four core courses, and the Student Teaching Rubric. These key assessments are aligned with the 11 candidate proficiencies indicated in Table 3 in the IR and on the matrix describing how the evidence for candidates' proficiencies is achieved. Review of documents and interviews with faculty, school administrators, and alumni support the use of the evidence.
NCATE	11	The TPP Assessment Committee and AIRO review key and unit assessment procedures and rubrics to be sure they are fair, accurate, consistent and free of bias. The Assessment Committee and unit faculty participate in meetings to identify candidate proficiencies and ensure the assessments covered those proficiencies. The rubrics were revised to ensure consistency in timing, clarity of directions, and freedom from bias. Faculty worked with the rubrics to be sure they were scoring similarly. The unit evaluation uses data from the key assessments and the university wide evaluation process. Data collection, analysis and evaluation are currently conducted by the TPP and the AIRO respectively. To enhance coherency, accuracy, and efficiency of the unit's assessment system, the unit is in the process of designing and developing a web-based assessment system with the assistance of a vendor. Interviews on-site confirmed the effort.
NCATE	12	The preparation of SPA reports and the results of national program reviews have also led to curriculum changes. Faculty members in English reported that the elective course in language and culture is now required for all secondary English majors in TPP and offered every semester. Similarly, the creation of a safety module for physical science candidates is another example based on the processes and results of national program review. Other changes reported in exhibit 2a.5 and verified onsite include revision of the academic advising system to be certain that candidates were being appropriately prepared for the key assessments and transition points. PCMAS data discussions led to changes in advising procedures for secondary education programs. Candidates now need to have the consent from the content area advisor to assure that they are ready for clinical practice. In addition, content professors now also serve as university supervisors for clinical practice. Assessment data from key assessments are shared with candidates and cooperating teachers when relevant. Interviews and review of exhibits verify the findings.
NCATE	13	As noted, there are ample examples of improvement based on data collected through formal and informal processes.

Findings and Outcomes of Assessment Level 3 - Course Embedded Student Learning Outcomes.

At the UPR-Cayey, each academic program has clearly articulated student learning outcomes, which define the content knowledge, skills, and competencies that each student will develop upon successful degree completion. As such, curriculums are designed to provide enriching learning experiences leading each student to the successful achievement of the established learning outcomes. The diversity among academic disciplines and faculty academic freedom⁶ sets the stage for the implementation of a variety of data gathering techniques, thus serving as the foundation for faculty to plan and implement effective instructional strategies for the enhancement of student learning (i.e., formative assessment), while at the same time serving as the basis for overall course improvement for future offerings and curricular revisions (i.e., summative assessment) that inform planning and resource allocation decisions at all levels.

The UPR-Cayey has made significant progress in leading its faculty to document the implementation of course embedded assessment practices and data-driven decision-making that they use throughout their academic activities. Originally, this information was gathered through the *Annual Accomplishments Report and Work Plan*, yet little documentation on course-embedded assessment was provided by the academic departments. With the implementation of the *Summative Assessment of Student Learning Form* as part of the General Education Model in 2008-2009, progress was made in gathering information for core General Education courses as has been previously discussed. The process has been further strengthened with the implementation of the Assessment and Institutional Research Office's *Student Learning Assessment Inventory*. By means of the establishment of an online data-gathering form (see Exhibit 24), faculty were led through a step by step process to document the assessment carried out for their courses:

1. Course objectives or expected student learning outcomes regarding content knowledge, skills, and abilities to be developed.
2. General Education abilities and contents addressed in the course, aside from the content knowledge to be developed.
3. The assessment techniques implemented for the enhancement of student learning and the continuous improvement of the teaching-learning process.
4. The findings from the assessment techniques.
5. Formative and summative data-driven decision-making on the basis of the assessment process.

Table 12 presents faculty participation in the online process by department, courses, sections and headcount of students for which data was gathered. On the other hand, Table 13 presents the abilities and contents of the General Education Model addressed and assessed throughout the courses, further evidencing the UPR-Cayey effectiveness in meeting its stated Mission, Goals, and Objectives of envisioning General Education as a key component of the areas of specialization.

⁶ Section 11.1 UPR General Bylaws

*Table 12
 UPR-Cayey Faculty Participation in the Online Student Learning Assessment Inventory*

Academic Department	Courses Accounted for	Sections Accounted for	Student Headcount
Business Administration	7	10	144
Biology	10	19	510
Social Sciences	4	13	347
Physical Education	4	7	153
Hispanic Studies	7	19	427
Humanities	14	38	1139
English	11	44	1227
Mathematics	8	12	265
Teacher Preparation Program	8	14	179
Chemistry	9	34	582
Interdisciplinary Unit	1	5	157
Total	83	215	5,130

Table 13
 Analysis of Student Learning Assessment Inventory (N = 129 Forms): Abilities and Contents Addressed Across the Curriculum

Abilities	Abilities and Contents Assessed
Effective Oral and Written Communication Skills	77%
Team Work	63%
Critical Thinking	81%
Information Technology	75%
Decision-Making	13%
Aesthetic Appreciation	23%
Self-Care	17%
Supportive Fellowship	29%
Mathematical Reasoning	19%
Content Knowledge	
Puerto Rico	44%
Different Cultures	35%
The Environment and Ecology	28%
Health	29%
The Natural World	22%
Technology	48%

An in depth of the *Student Learning Assessment Inventory* database reveals that faculty at the UPR-Cayey has implemented a variety of techniques to assess and foster student learning, such as:

1. Pre-post tests.
2. Conversational groups.
3. Rubrics for projects and oral presentations.
4. Research.
5. Annotated bibliography.
6. Lab notebooks.
7. Writing samples.
8. Interviews.
9. One Minute Papers.
10. Reflective journals.
11. Writing prompts and focalized lists.
12. Diagnostic tests.
13. Portfolios.
14. Checklists.
15. Case studies, among others (see Exhibit 24).

Assessment findings are used to offer continuous feedback for improving student learning and for continuously modifying the instructional strategies employed by faculty members. The significant progress in the use of course embedded student learning assessment has also led to the implementation of grading criteria that reflects more accurate student achievement. Finally, results from course embedded student learning have also led to curricular revisions when combined with the programmatic review process as will be evidenced through institutional exhibits and validated through the Visiting Team's interviews.

Institutional Effectiveness: Implementing Assessment Areas II and III

The second assessment area, *Services, Resources, Policies, and Structure*, allows the UPR-Cayey to document institutional progress towards establishing a campus commitment to performance excellence (Goal 2). As such, policies, procedures, and bylaws, services and processes, resources, and the institution's organizational structure are continuously assessed and data-driven decisions are made for the achievement of the campus' Mission, Goals, and Objectives. This in turn offers relevant and reliable information for data-driven decision-making regarding its organizational support for the academic endeavors assessed in Area I (Excellence in Undergraduate Programs). *Institutional Projection and Prestige* (Assessment Area III) gathers institutional data regarding the UPR-Cayey's progress towards establishing itself as a primary center of academic and cultural activity (Goal 3), and relies heavily on the attainment of accreditation and recognition by external agencies, as well as benchmarking. It also gathers information on the institution's social contribution (Goal 4), beyond that of forming educated, responsible, productive citizens.

These areas of the Institutional Assessment Plan evidence that the institution's resources are collaborating and contributing to the achievement of its Mission, Goals, and Objectives in a coherent and integrated manner. The Strategic Plan has been aligned with the different assessment strategies to be used for the assessment of the institution's progress towards meeting its goals and objectives (Appendix D). The Campus is capable of generating integrated efforts and focus on key measures (both direct and indirect), that can be used for reliable data-driven decision-making in its commitment that quality is more important than quantity, as is stated in the institutional mission. Thus, the UPR-Cayey has focused on an assessment process that is useful and straightforward, using traditional indicators of effectiveness used in Higher Education (e.g., retention rates, graduation rates, financial ratios, and grade distribution, among others) for sound decision-making along with integrated surveys (e.g., graduate survey, registration survey, freshmen survey, etc.) from which the results are used for decision-making that lead to increased institutional renewal of its services, resources, and policies. All institutional achievements and areas for improvement are documented through the *Institutional Achievements and Challenges Report* (see Exhibit 6), a triennial report that covered Academic Years 2006 through 2009, and which will be presented to the campus community again in 2013.

The sections that follow offer insight to the most significant assessment findings, data-driven decision-making and outcomes of the UPR-Cayey Institutional Assessment Plan's second and third areas. Specific activities and documentation for assessment activities throughout the institution are available at the UPR-Cayey Exhibit Room, while a campus assessment culture will be confirmed upon the Visiting Team's interviews.

Findings and Outcomes of Assessment Area II: Assessment of Services, Resources, Policies, and Structures.

Given the limited financial resources, non-academic offices have established a collaborative assessment process which has focused primarily on guaranteeing excellence in services, resources, policies, and structures that are in tune with the institution's fiscal reality. Table 14 offers insight to the assessment strategies, findings, and data-driven decision-making for carrying out Assessment Area II by grouping Key Areas and Strategic Directions of the UPR-Cayey Strategic Plan by UPR Operational Lines (LO, according to its name in Spanish).

Table 14
 Assessment Strategies, Findings, and Data Driven Decision-Making for Carrying Out Assessment Area II

Institutional Goal: Campus Commitment to Performance Excellence			
Operational Line (LO)	Assessment Strategy	Findings	Data-Driven Decision-Making/Outcomes
1 – Academic Offering	<p>Continuous assessment of academic offering</p> <p>Institutional research on the impact of class size on student learning.</p> <p>Assessment of course occupancy during the registration process.</p> <p>Assessment of students' academic requirements for degree completion</p> <p><i>Institutional Risk Assessment of Compliance with the UPR-Cayey Strategic Plan</i></p>	<p>The UPR-Cayey must reduce the total number of teaching compensations, by increasing class sizes without affecting the educational experience.</p> <p>Upon an assessment of grade distribution controlling multiple factors, the institutional researchers found that course capacity could be established at the maximum level for each type without hindering academic achievement, given that faculty members make continuous use of student learning assessment for the enhancement of student learning.</p> <p>Courses with occupancy of fewer than 75% adversely affect the institution's finances, except when students enrolled require the course for degree completion.</p>	<p>Course capacity was established at the maximum level permitted for each course type, without hindering academic excellence and student learning outcomes (see Figure 5).</p> <p>Courses with occupancy of less than 75% are closed except when the Registrar's Offices certifies that students graduating during that particular academic session are enrolled.</p> <p>Electives not forming part of program requirements and other related educational activities, will be offered through the Extended University (UnEx) and the Continued Education and Professional Studies Division (DECEP), which offers an opportunity for establishing a variety of tuition fees.</p> <p>The Chancellor has implemented a model for securing external funding which includes strengthening the interrelationship that the Alumni and Development Office, the External Resources Office, and DECEP must have to effectively serve as sources of external funding for institutional renewal (see Exhibit 10)</p>

Institutional Goal: Campus Commitment to Performance Excellence			
Operational Line (LO)	Assessment Strategy	Findings	Data-Driven Decision-Making/Outcomes
1 – Academic Offering	Graduation Rates Trends Analysis	<p>Graduation rates at the UPR Cayey were below 40% prior to the 2001 Cohort.</p> <p>The UPR-Cayey graduation rates trends are significantly higher than those of comparable private institutions.</p> <p>The UPR-Cayey recognizes that the demanding requirements of its Honor’s Studies Program, whose students voluntary enroll in an extended curricular sequence, the higher number of students participating in research programs, and the increase in credit hours required to take the Uniform Certified Examination to 150 credit hours has increased the amount of time students remain at the institution, thus impacting graduation rates.</p>	<p>Revamping the academic offer, programming courses in blocks, and increase admission criteria have contributed to a steady increase in graduation rates (see Figure 6).</p> <p>By virtue of Academic Senate (AS) Certification 45 (2007-2008), academic advising is available to all students (see Exhibit 25).</p> <p>Although below UPR peers, as is shown in Figure 7, the UPR-Cayey is the only campus within the UPR System that has steadily increased its graduation rate without dramatic fluctuations.</p>
2 - Research	<p>External Resources Office’s Work and Assessment Plan</p> <p>External Resources Office’s Report on Proposals Submitted and Approved</p> <p>Analysis of the Institutional Funds for Research Development (FIDI)</p>	<p>Institution must strengthen its initiatives for alternate funding to increase external support for programs and operations through grants and private fundraising.</p> <p>The UPR-Cayey has to implement strategies to foster research and creative development in all areas.</p> <p>The Institution has to prioritize proposal submission contributing directly to academic excellence, faculty development and the institution’s physical infrastructure, among others.</p>	<p>In 2007 the Policies for Research, Creation, and Community Service were approved (AS 45: 2006-2007; see Exhibit 26) establishing a recurrent budget of \$30,000 for the Institutional Funds for Research Development (FIDI), which was increased in 2008 to \$60,000. Proposal submission trends reveal an increase in FIDI proposal submission of 75%, from 2009-2010 (8 proposals) to 2011-2012 (14 proposals). In 2009-2010, eight proposals were approved, while in 2011-2012, six proposals have been approved and five are still under consideration (see Exhibit 27).</p> <p>In 2010, a Post-Award component was established at the External Resources Office in order to provide further administrative support for researchers and proposal development, as evidenced through the Researcher Needs Survey. Trends in new proposal approvals reveal an increase from 12 in 2008-2009 to</p>

Institutional Goal: Campus Commitment to Performance Excellence			
Operational Line (LO)	Assessment Strategy	Findings	Data-Driven Decision-Making/Outcomes
	<i>Institutional Risk Assessment of Compliance with the UPR-Cayey Strategic Plan</i> Researcher Needs Survey		18 in 2009-2010. In 2010-2011 12 new proposals were approved, while 6 proposals are still under consideration (see Exhibit 28). In 2011, the Chancellor initiated the implementation of a new operational model for the External Resources Office to take on a more proactive stance whereby the Office will incorporate initiatives to write proposals, along with their traditional strategies of offering support to researchers interested in developing proposals.
3 – Institutional Climate	Graduation Survey	Since 2007 the UPR-Cayey has administered the Graduation Survey which gathers the institution’s effectiveness in establishing the necessary conditions (i.e., institutional climate) to achieve specific institutional mission objectives related to providing an undergraduate experience of excellence and institutional effectiveness (see Table 15). In general, the UPR-Cayey has evidenced achievement of its institutional goals as perceived by its graduating students.	For those critical areas where student perception was low, decision-making for improvement included: <ol style="list-style-type: none"> 1. Implementing the necessary steps between 2006 and 2009 to guarantee that as of the graduating class of 2009 all students had at least one formal experience in research, creative work or community service. 2. That as of 2008 academic advising is available to all students prior to enrollment. 3. That through the new General Education Model, implemented with the 2009 freshmen cohort, all students are offered interdisciplinary and research experiences, and student learning on cultural aspects.
4 – External Bonds and Relations	Annual Unit Achievement Reports <i>Chancellor’s Initiatives for Alliances and Collaborative Agreements for</i>	Through 2009-2010 the UPR-Cayey had established multiple research centers and community support centers including: COPREVI, Honor’s Studies Program, the Ecological Center, Museum, and the DECEP. Student research alliances included: MD Anderson Institute, the García Rinaldi Foundation, and the Advanced Cardiology Center (see Exhibit 6, p. 6).	In an effort to increase alliances and collaborations for additional community services centers and increased external funding for institutional development, as of 2010-2011 the Chancellor has established multiple alliances, including (see Exhibit 11 for complete documentation): <ul style="list-style-type: none"> • On-Campus establishment of the Institute of Research and Development for the Gifted.

Institutional Goal: Campus Commitment to Performance Excellence			
Operational Line (LO)	Assessment Strategy	Findings	Data-Driven Decision-Making/Outcomes
	<p><i>Institutional Renewal Report</i></p> <p><i>Institutional Risk Assessment of Compliance with the UPR-Cayey Strategic Plan</i></p>		<ul style="list-style-type: none"> • Off-Campus establishment of the <i>Centro Cayeyano Universitario</i>, with the support of Resident Artist Antonio Martorell and Health Specialist José Vargas Vidot, a community service center under development in a building donated to the institution by the Santander Bank. • Alliances with: <ul style="list-style-type: none"> ○ Puerto Rico Industrial Development Company (PRIDCO) ○ Sports and Recreation Department ○ Coca-Cola and the Municipality of Cayey ○ Consumer Matters Department (DACO) ○ UPR-Medical Sciences for the onsite establishment of a wind-tunnel at Cayey.
5 - Informatics	<p>Annual Work Plan and Achievement Reports</p> <p>Brainstorming on behalf of the OSI</p> <p>Restructuring Committee with document analysis</p>	<p>The UPR-Cayey required a strengthened organizational structure for improving the institution's technological infrastructure, optimizing the campus' Web presence, offering support to faculty for academic endeavors, and assists the institution in the technological transference of all institutional processes.</p>	<p>The academic (Academic Technology Office, OTD) and administrative (Information Systems Office, OSI) structures for managing technology were integrated into the OSI reporting directly to the Chancellor as of 2010 (see Exhibit 29). The unit was reorganized to meet the institution's technological need.</p> <p>A new website was made available to the Campus Community in Fall 2010, which included an external area for stakeholders and prospective students, along with an internal campus portal (<i>Portal de la Comunidad</i>). This new format will be assessed in terms of its effectiveness during Fall 2011.</p> <p>Institutional processes, including the enrollment process, data request to the AIRO, and the Space Requests System of the Planning and Development</p>

Institutional Goal: Campus Commitment to Performance Excellence			
Operational Line (LO)	Assessment Strategy	Findings	Data-Driven Decision-Making/Outcomes
			Office, among others, are available online.
6 - Communications	Media Presence Analysis Unit Annual Achievements and Work Plan Reports	The UPR-Cayey has had significant presence in the media both nationally, in the US and internationally as a result of its achievements with awards to its Museum, Ecological Center, and Student Theatrical Arts' prizes, among others (see Exhibit 6, p. 6).	UPR-Cayey has continued supporting student representations in national and international activities. UPR-Cayey has continued disseminating in the PR Media the institution's achievements and academic, research, creative, and community service endeavors. The impact of these efforts have been evidenced through the Freshmen Survey (2009 – 2011) reasons for selecting the UPR-Cayey (see Table 16) and inclination to select the UPR-Cayey as their first option among Institutions of Higher Education (3 year average of 83%; see Figure 8).
7 – Continuous Improvement and Budgeting	Ad hoc Committee for the Assessment of Institutional Finances Job classification questionnaire analysis and unit personnel needs assessments Financial trends assessment Assessment of the financial impact in relation to the Roles and	91% of the budget is allocated to salaries and benefits 9% of the budget is allocated to operational costs 2.5 million dollars more is spent on salaries for administrative staff than faculty due to differences in group sizes. The institution needs to significantly increase the annual net income on behalf of the Continued Education and Professional Studies Division (DECEP) by generating more projects and short courses, while increasing programmatic offerings for professional development and certification. Compensation categories required revision as some functions requiring less work load were being overcompensated in comparison to those requiring greater time and effort.	Since 2007, and as a result of the development and implementation of the budget allocation process in alignment with the 2006-2016 Strategic Plan which relies on assessment initiatives and findings, the institution began to adopt measures to reduce its budget allocation to salaries and fringe benefits, initially with the Chancellor's determination that only essential vacant non-faculty positions be reinstated. Implementation of additional internal control measures, aside from those mandated by the President's Office and Board of Trustees, to assure the continuity of all operations that support the institution's Mission, Goals, and Objectives, which will be evidenced through institutional exhibits, including: <ul style="list-style-type: none"> • Restructuring administrative offices, redistributing tasks, and revising executive positions (see Exhibit 30), on the basis of the Human Resources Offices

Institutional Goal: Campus Commitment to Performance Excellence			
Operational Line (LO)	Assessment Strategy	Findings	Data-Driven Decision-Making/Outcomes
	<p>Responsibilities required for the different compensations categories.</p> <p><i>Institutional Risk Assessment of Compliance with the UPR-Cayey Strategic Plan</i></p>	<p>The institution is in need of establishing strict policies regarding course repetitions, estimated at 2% of the 2007-2008 instructional costs.</p> <p>Reduce the administrative staff payroll by 10% through projected retirements, maintaining our cautionary measure of not recruiting additional staff.</p>	<p>assessment initiatives:</p> <ul style="list-style-type: none"> ○ Offices have been restructured and tasks have been redistributed to make more efficient use of personnel (e.g., Information Systems Office and the merging of the Planning and Development Office with the Assessment and Institutional Research Office). Personnel in areas with exceeding human resources and financial knowledge have been transferred to the Finance Office for improved procedural effectiveness. <p>Amendment of Faculty Compensations Practice for faculty overload in non-instructional activities (Administrative Board's Certification 42, 2008-2009; see Exhibit 31).</p> <p>Development of a Five Year Financial Plan setting the general framework for budget distribution, so that the percentage assigned to operating expenses⁷ is projected to increase from 7.54%, in fiscal year 2011, to 12.64%, in fiscal year 2014-2015. Salaries and fringe benefits are projected to decrease from 92.50%, in fiscal year 2010-2011, to 87.36%, in fiscal year 2014-2015.</p> <p>The Alumni and Development Office is being restructured to increase effectiveness in fundraising activities and in promoting philanthropy.</p> <p>The services offered by the Extended University (UnEx) and the Continued Education and Professional Studies Division (DECEP) are under revision to provide additional funding for institutional renewal.</p>

⁷ Operational expenses include the following categories: materials, services and supplies, travel expenses, and equipment.

Institutional Goal: Campus Commitment to Performance Excellence			
Operational Line (LO)	Assessment Strategy	Findings	Data-Driven Decision-Making/Outcomes
			Approval of Building Energy Retrofit for \$200,000, financed by the PR Administration for the Funding of Infrastructure (AFI) to replace the air-conditioning and lighting in one building leading to an annual savings of over \$88,465 a year (see Exhibit 32).
7 – Continuous Improvement and Budgeting	Programmatic assessment following original UPR-Cayey Quinquennial Evaluation Process and Board of Trustees' Certification 43	UPR-Cayey programs in the areas Arts in Economy, Elementary Education with a Concentration in Social Studies, Secondary Education in Social Sciences and the Associate's Degree in Office Technology and Administration had a potential demand for admission is inferior to its capacity potential demand for admission is inferior to its capacity.	Baccalaureates of Arts in Economy, Elementary Education with a Concentration in Social Studies, Secondary Education in Social Sciences and the Associate's Degree in Office Technology and Administration have been placed on moratorium following these guidelines, while other programs identified as not mission critical, and that exhibit low programmatic effectiveness (e.g., low graduation rates) are under evaluation (see Exhibit 33).

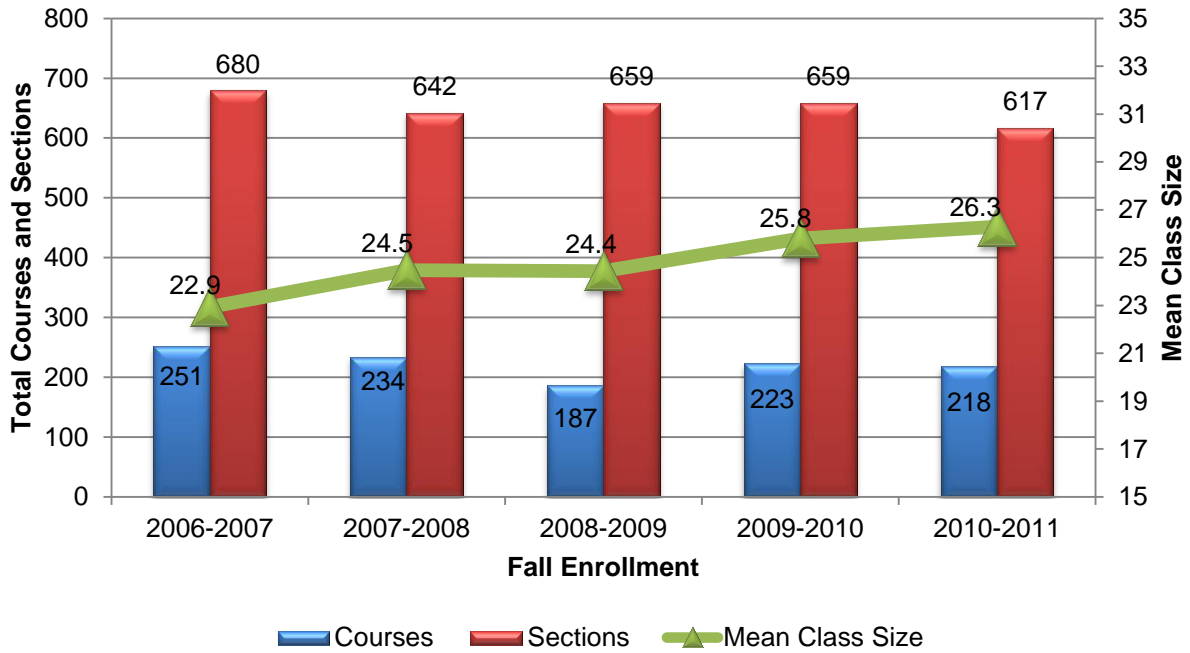


Figure 5. Increased effectiveness in lecture class occupancy.

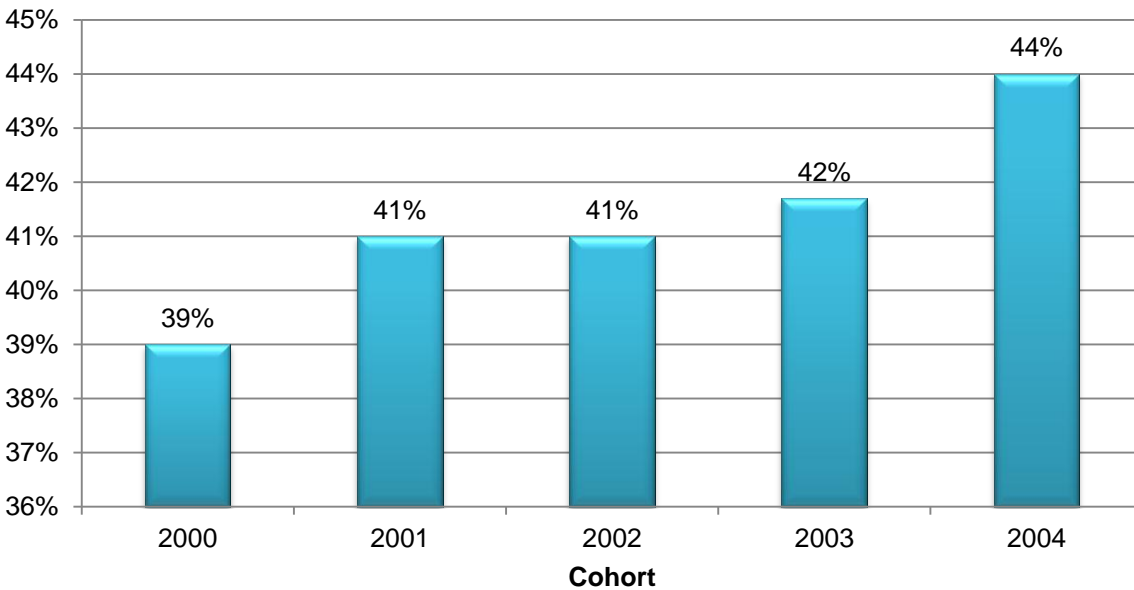


Figure 6. UPR-Cayey first-time degree-seeking graduation rates.

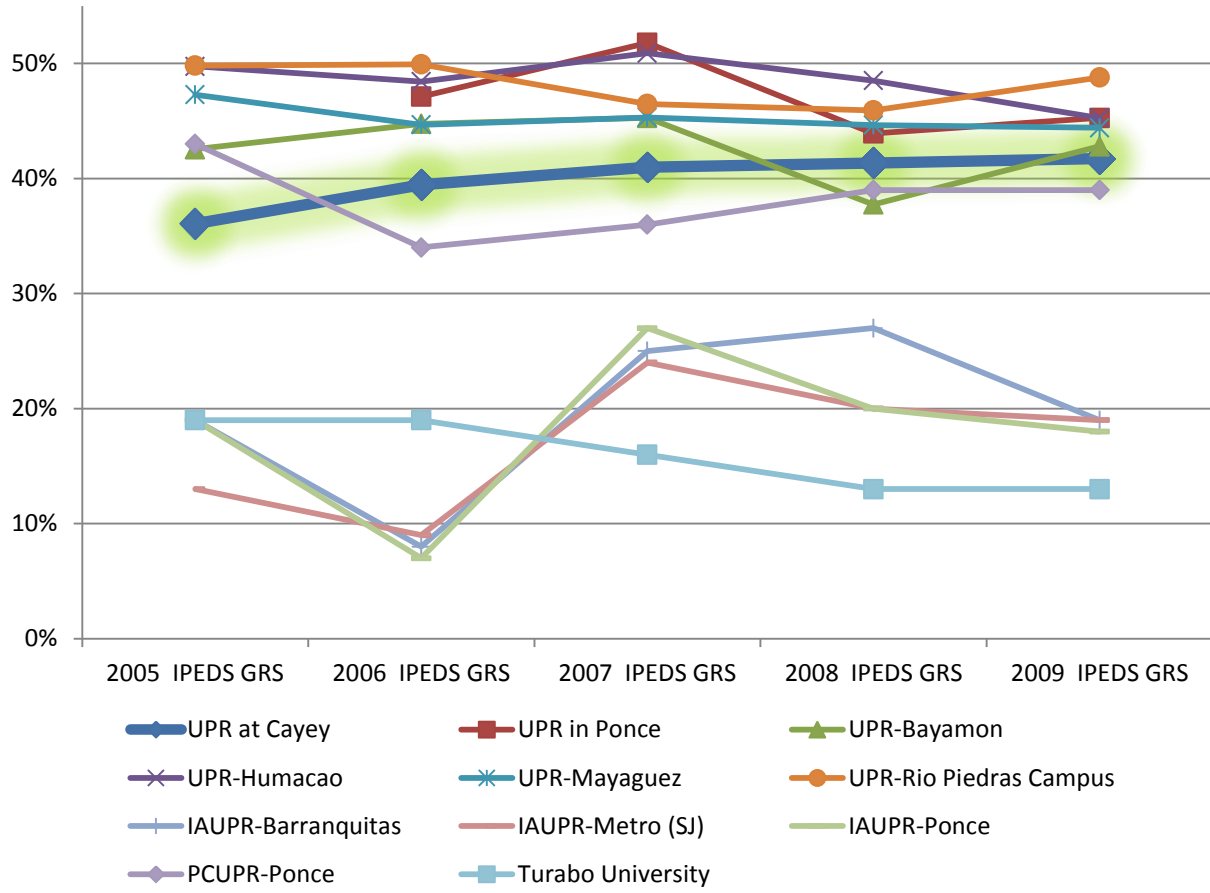


Figure 7. UPR-Cayey graduation rates benchmarked against UPR System and private institutions.

Table 15
 Results from the Graduating Classes of 2007 thru 2011 Surveys

		2007 N = 310	2008 N = 272	2009 N = 286	2011 N = 285
How much did the UPR Cayey help you:					
Understand the relationship between the knowledge acquired through general education and specialization.	Very Much or Average	99%	97%	100%	100%
	Little or None	1%	3%	0%	0%
Learn in an independent manner, by means of critical thinking and the generation of new concepts and a creative attitude.	Very Much or Average	99%	99%	99%	99%
	Little or None	1%	1%	1%	1%
Strengthen and appreciate the Spanish language.	Very Much or Average	95%	93%	95%	95%
	Little or None	4%	7%	4%	5%
Broaden one's capacity to communicate effectively and adequately.	Very Much or Average	100%	99%	98%	99%
	Little or None	0%	1%	2%	1%
Use a variety of information sources to broaden one's knowledge.	Very Much or Average	99%	99%	100%	99%
	Little or None	1%	1%	0%	1%
Make effective and creative use of technology as a tool for academic and professional formation.	Very Much or Average	97%	97%	98%	98%
	Little or None	3%	3%	2%	2%
Make good judgments based on ethical considerations.	Very Much or Average	99%	99%	98%	99%
	Little or None	1%	1%	1%	1%
Anticipate problems, perceive opportunities and propose constructive changes.	Very Much or Average	99%	99%	98%	99%
	Little or None	1%	1%	2%	1%
Understand social, cultural, economic, political and environmental changes taking place in PR and around the world.	Very Much or Average	99%	96%	96%	98%
	Little or None	0%	4%	4%	2%

Note: See Graduating Class Surveys (Exhibit 34).

		2007 N = 310	2008 N = 272	2009 N = 286	2011 N = 285
How much did the UPR Cayey help you:					
Promote your participation in research programs, activities and experiences.	Very Much or Average	81%	82%	76%	80%
	Little or None	18%	15%	18%	20%
Promote your participation in interdisciplinary activities and experiences.	Very Much or Average	89%	88%	83%	88%
	Little or None	9%	10%	14%	12%
Promote your participation in community service activities and experiences.	Very Much or Average	80%	85%	77%	81%
	Little or None	15%	11%	17%	19%
In general terms:					
How do students rate the academic counseling received at the UPR-Cayey?.	Excellent or Good	83%	85%	80%	86%
	Average	11%	12%	14%	4%
	Poor	6%	3%	6%	11%
How do students rate their total academic experience at the UPR-Cayey?	Excellent or Good	97%	99%	97%	96%
	Average	3%	1%	3%	0%
	Poor	0%	0%	0%	4%
Would students choose the UPR-Cayey again if they were given the chance?	Probably or Definitely Yes	93%	93%	91%	93%
	Not Sure	3%	5%	4%	4%
	Probably Not	1%	2%	4%	3%
	Definitely Not	3%	1%	1%	0%

Note: In 2010 the survey was not administered as a result of the UPR-Cayey Community Stoppage.

Table 16
 Factors Deemed Important or Very Important by Freshmen when Considering Applying to the UPR-Cayey

Relative importance of the following aspects when considering applying to the UPR-Cayey:	Important or Very Important		
	2009 N = 346	2010 N = 128	2011 N = 121
Institution's Prestige	92%	94%	87%
Institution's Academic Programs	96%	95%	94%
Institution's Location	88%	81%	85%
Institution's Costs	88%	89%	78%
Alumni employment opportunities	73%	73%	71%
Alumni opportunities of graduate admission	88%	88%	85%
Alumni reputation of passing bar exams	91%	87%	82%
Research opportunities available to students	87%	85%	84%
Community service opportunities available to students	68%	63%	64%
Cultural and social activities sponsored by the institution	75%	69%	66%
Parents' influence	40%	50%	41%
Friends' influence	28%	24%	28%
Teachers' influence	35%	34%	36%

Note: See Freshmen Surveys (Exhibit 35). 2011 survey will remain active until September 15, 2011.

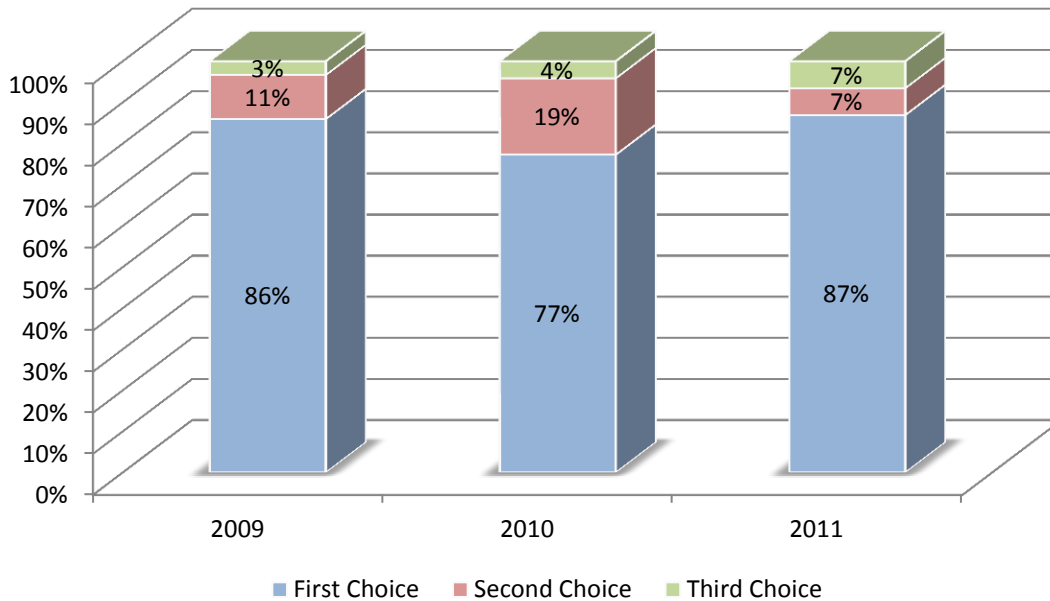


Figure 8. Freshmen selection of the UPR-Cayey.

Institutional Risk Assessment of Compliance with the UPR-Cayey Strategic Plan.

Another key component of the second and third assessment areas is the *Institutional Risk Assessment of Compliance with the UPR-Cayey Strategic Plan* (Exhibit 36), which provides the institution with a framework for: (1) identifying and analyzing risks with the potential to impede or affect goal attainment and (2) establish corrective actions on how to manage them⁸. With the Strategic Plan serving as the foundation for defining institutional objectives and specific activities, risks are identified and assessed in terms of the type of risk, occurrence possibility and its magnitude. Finally, concrete actions (i.e., decision-making) are defined to prevent or minimize risk occurrence, they are implemented and are followed-up to determine their success (i.e, closing the loop). Risk assessment is an essential component of strategic planning, and is focused on the identification and treatment of risks so as to add value to all institutional activities, while at the same time promoting operational efficiency at all levels.

Since 2008, the process has been carried out primarily at the executive level, with the Planning and Development Office and the Assessment and Institutional Research Office establishing institutional risks, contingency plans and outcomes. For the 2011-2012 Academic Year, the process has been adapted so that each administrative and service office assesses its own risks, develops and implements contingency plans and presents the outcomes of the decisions made. As will be evidenced through the onsite exhibits, the risk assessment process has allowed operational and service offices to reflect on the importance of their responsibilities for the achievement of institutional mission, goals, and objectives.

Findings and Outcomes of Assessment Area III: Institutional Projection and Prestige.

As has been previously stated, the third area of the Institutional Assessment Plan gathers information on the UPR-Cayey's progress towards establishing itself as a primary center of academic and cultural activity (Goal 3), relying heavily on the attainment of accreditation and recognition by external agencies, as well as benchmarking. The UPR-Cayey takes great pride in the fact that of its progress in obtaining external recognition through accreditation of its programs and services. As can be observed in Table 17, the UPR-Cayey has achieved an accreditation or recognition status of over 82%. In the upcoming years, the University Museum and the Center for Pre-School Development may be considered once again for accreditation, once financial resources become available.

Findings from the Reviewer's Reports of the National Council for the Accreditation for Teacher Education (NCATE), the Accreditation Council of Business Schools and Programs (ACBSP), and the Association of College and Research Libraries also document evidence of institutional effectiveness, projection, and prestige, as can be observed from Table 18.

⁸ Although the Risk Assessment Plan addresses issues related to areas II and III of the Institutional Assessment Plan, it is presented in this section due to its particular relevance to institutional finances.

*Table 17
 Progress in Accreditation of Programs and Services*

Type of Program	Potential Candidates for Accreditation or Recognition	Accredited or Recognized	Accreditation or Recognition Rate
Baccalaureate Degrees	18	17	94%
Student Support Services (Library and Counseling Services)	2	1	50%
Services to Campus or External Community	2	0	0%
TOTAL	22	18	82%

Table 18
 NCATE, ACBSP, and ACRL Findings and Commendations Evidencing Institutional Effectiveness

Agency	Report Page	Findings/Commendation
NCATE	23	Interviews confirmed that faculty professional development activities are required as an institutional policy.
NCATE	25	Documents and interviews indicate that full-time and part-time unit faculty is systematically evaluated during the first semester each year. Faculty is evaluated by the Personnel Committee, teacher candidates, and unit director. Results are discussed privately with faculty, and recommendations are submitted to the Institutional Personnel Committee for review. Recommendations are then forwarded to the chancellor, who approves or denies future contracts. Full-time tenured faculty is evaluated by candidates and the unit director during the second semester each year. Faculty members who are up for promotion are evaluated by the Personnel Committee following the same procedures already mentioned.
NCATE	26	Documents and interviews reveal that professional development decisions are partially based on results of faculty evaluations. The UPRC offers faculty workshops each semester. The dean of academic affairs maintains an Institutional Faculty Development Plan that is created as a result of faculty evaluations.
NCATE	26	Documents and interviews confirm that the institution and unit provide financial support for faculty professional development through annual funds approved through the chancellor's office.
NCATE	28	With its allotted budget and additional funding acquired through the university technology fee, the unit was able to enhance its capacity and improve overall development through joint appointments, contracts of additional part-time and full-time instructional and administrative personnel, and updated instructional and communication technology and unit facility... Review of documentation and interviews confirmed that the unit receives sufficient budgetary allocations to support the preparation of professional educators.
NCATE	29	Class sizes are regulated to facilitate interactions and enhance candidate learning and performance. Interviews of candidates and faculty indicated that the UPRS workload policies and the UPRC practices are sufficient in supporting unit operations within the current climate.
NCATE	30	Review of documentation and interviews confirmed that sufficient library, information technology, and curricular resources and services exist at the institution and are easily accessible to both TPP faculty and candidates

Agency	Report Page	Findings/Commendation
NCATE	30	The leadership and allocated resources reflect the unit's commitment to preparing teaching professionals, facilitating unit and institution-wide collaborations, supporting the use of technology and special resources in teaching and learning, and encouraging faculty engagement in professional service and scholarly activities.
NCATE	30	The unit-wide commitment to producing responsive teachers and the institution-wide commitment to meet the needs of the community it serves are exemplified by strong leadership, shared governance, and close collaboration among TPP, Arts and Sciences, upper administration, and various supporting units on campus.
ACBSP	12	[T]hrough review of available documents in the exhibit room and during interviews with faculty, the team found sufficient evidence to demonstrate that the BA faculty members are involved in scholarly and professional activities that support the fulfillment of the institution's mission.
ACBSP	iii	The Institutional Assessment and the individual department (program) assessment committees have identified and begun use of data collection measures and processes for obtaining internal and external data in areas such as student course and faculty evaluations, institutional data reports, alumni surveys, employer surveys, employer evaluations of internship students, and standardized tests including the ETS Major Field Test.
ACBSP	8	The Business Administration department and program provided evidence that employers and alumni feedback was effectively utilized to enhance the existing curriculum. This was exemplified in at least one instance by the department use of information from the business advisory board and alumni group that international and global issues learning needed to be strengthened in the student's educational experience. This input was taken and formed the basis for faculty development of a new program course in this subject area.
ACBSP	9	The Office Systems department and program at the Cayey campus regularly engages and builds effective relationships with the external community and with its key stakeholders as determined from the information verified during the site visit. Highlights of these efforts include establishing and growing an internship program for students with local employers. Employers who met with the team expressed both satisfaction with the program and recognition of its preparatory value in developing students to be successful in the workplace.

Agency	Report Page	Findings/Commendation
ACBSP	9	Engagement of key stakeholder groups was in evidence and well integrated within the department. Data collection regarding stakeholder engagement that occurred over three or more data cycles which would allow for trend analysis and continuous quality improvement was documented in at least one measure—the student internship supervisor assessment.
ACRL	1	The Victor Pons-Gil Library has a program of services consistent with the mission of the UPR Cayey.
ACRL	1	During the process of conducting its self-study, the Library found peer institutions to benchmark itself against. Among the UPR libraries visited this is one of the few libraries to conduct this kind of benchmarking and the Library is to be commended for this effort.
ACRL	2	Strength of the Library is that it has a well-described mission, goals, and objectives. The self-assessment conducted for this process serves to point the Library director and staff towards the development of a true strategic plan. There is vision and energy in the leadership of this library and that is a great strength when it comes to Planning. The Library has a good foundation in their FODA process which is one step in the strategic planning process. Indeed, the Cayey library was one of the few UPR libraries which specifically identified its strengths, weaknesses, challenges, and opportunities (FODA). Similarly, Cayey was the only smaller campus library in the system which identified benchmark libraries.
ACRL	3	The Victor Pons-Gil Library is very strong in the service area, with evident dedication and passion to deliver excellent service to students, faculty, and the community.
ACRL	4	The Library has developed an excellent information literacy instruction model program with the Chemistry Department. A strong point is the evaluation system in place for information literacy. This positions the Library very well to apply outcomes-based assessment techniques to the model and to expand it. The library applies the Information Literacy Competency Standards for Higher Education to its instruction program; this is a very positive accomplishment.
ACRL	5	The availability of electronic resources through the UPR Library consortium is a significant strength.

Agency	Report Page	Findings/Commendation
ACRL	7	The librarians and staff at Cayey are very dedicated and are seeking to provide the best possible service to students and teaching faculty. Faculty told us that they feel they receive appropriate attention and personalized help from the Library staff. The number of staff compares favorably with other academic libraries and with the benchmark institutions. We believe there is potential for creative reallocation and reassignment of staff in order to support new programs and/or hours of access.
ACRL	9	The Library appears to have a good relationship with other units on campus and, particularly with the academic departments. The Senate has legislated a liaison program between the departments and the library. This bodes well for focused and responsible collection development, including weeding projects.
ACRL	9	The relationship between the campus IT department and the Library is excellent with the IT department playing a partnership role with the Library – a relationship that is somewhat unusual in other parts of the system we have visited.
ACRL	9	An additional strength is the inclusion of the Tutorial Center on the 4 th floor. It is possible that a stronger relationship might be built between the information literacy programs of the Library and this Tutorial Center.
ACRL	9	Librarians participate in appropriate committees of curriculum development and review.
ACRL	10	A budgetary strength unique to Cayey is the setting aside, on the part of the University administration, of a fund to pay the journal subscriptions.
ACRL	12	We commend the Library for its excellent efforts to move forward, its model information literacy program, and its ambition to change.

Moreover, a clear indicator of institutional prestige and projection is the number of applicants and first-time degree-seeking students admitted to the UPR-Cayey to pursue undergraduate degrees. Last year, the UPR System experienced an overall decrease of 4,028 applications. For the UPR-Cayey, that represented a reduction of 172 applicants choosing the UPR-Cayey as their first choice for initiating a college degree, ranking third out of ten campuses compared to the previous year. However, as can be observed in Figure 9, the UPR-Cayey ranked first among the only two institutions within the System that experienced an increase in freshmen yield rate (number of admitted students who actually enroll or confirm admission; see Exhibit 37). The UPR-Cayey feels that its presence in the media presenting its community service initiatives, teacher certification proposals in collaboration with the Puerto Rico Department of Education, and its cultural achievements positively impacted the yield of accepted students who confirmed their admission and ultimately enrolled as freshmen students.

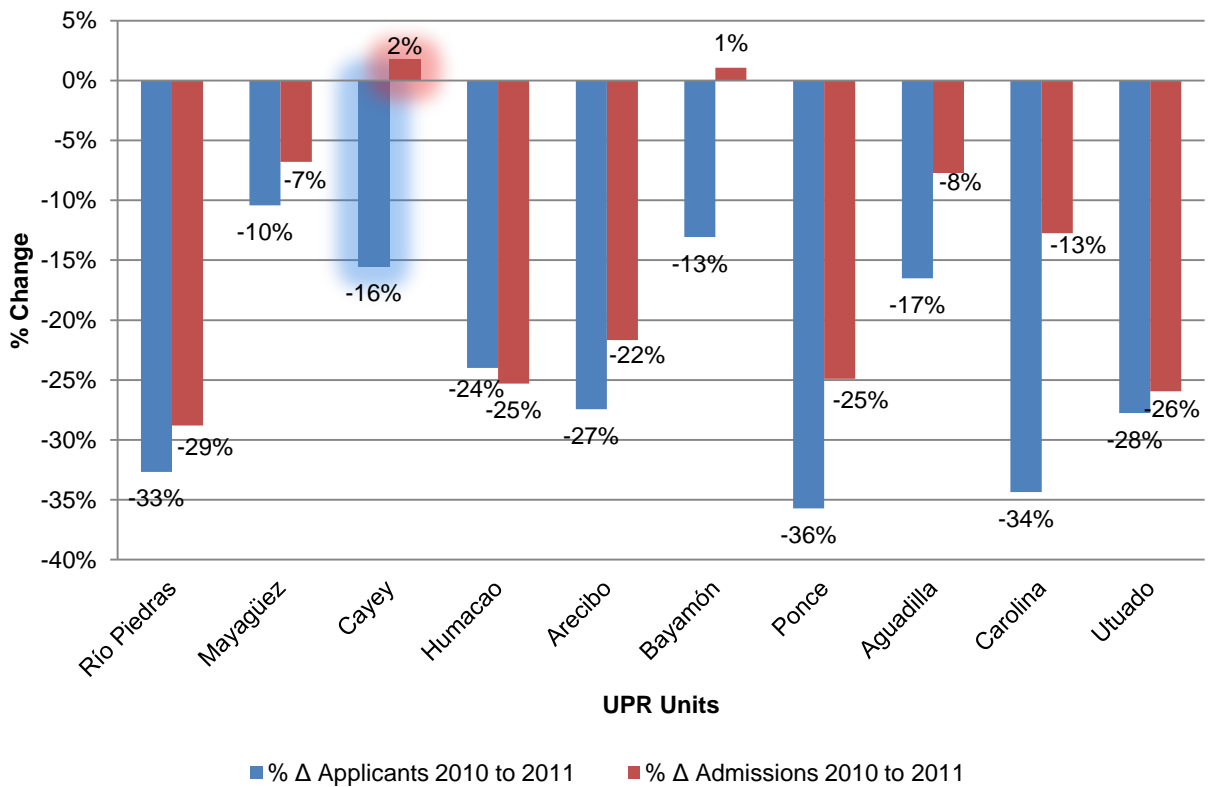


Figure 9. Change in UPR applicants and admissions from 2010 to 2011.

Conclusion

The UPR-Cayey is committed to offering access to quality education and services and to allocate financial resources based on institutional priorities and assessment data. Specifically, the institution relies on its Institutional Assessment Plan which guides all data-driven decision-making, identifies areas for prioritization, and serves as the foundation for carrying out the institutional planning and budget allocation process. There is awareness that declining public funding and strict accountability requirements have led the UPR-Cayey to allocate resources strategically in order to achieve its mission, which was recently commended by the visiting team that examined compliance with Standards 3 and 4, Institutional Resources and Governance, respectively. Similarly, the UPR Cayey is convinced that it has demonstrated significant progress and is currently in compliance with Standards 7 and 14, Institutional and Student Learning Assessment.

The institution's solid assessment processes have provided the data needed to establish internal mechanisms to assure the continuity and excellence of all of its academic offerings, services, and operations for the attainment of its Mission, Goals, and Objectives, including: the continuous uses of formative and summative assessment strategies to strengthen student learning, improve instructional strategies, and make data-driven decisions for updating its programmatic offer; reengineering institutional processes and making more effective use of available technologies to meet students' need; merging offices and programs with similar functions to increase institutional effectiveness and reallocate budget to its operational budget, and maximizing utilization of course capacity without hindering student learning outcomes, among others. Through this Monitoring Report, the UPR-Cayey has presented highlights of the implementation, findings, and outcomes of its Institutional Assessment Plan, and has established ample evidence of compliance with Standards 7 and 14 which will be further attested through interviews to the Campus Community on behalf of the MSCHE Visiting Team.

The assertion within the UPR-Cayey Mission Statement that "the university has the responsibility to link its words with its actions" exemplifies our commitment to achieve excellence through a comprehensive, organized, and sustained process for the assessment of institutional effectiveness and student learning. It is this assessment culture that has allowed the university community to transform the challenges it faces as opportunities for institutional renewal and development. Revisiting our Institutional Assessment Processes has allowed the UPR-Cayey community to profoundly analyze our strengths and challenges, and reaffirm our institutional values. With this introspection, the institution firmly believes that it complies with standards 7 and 14 of the MSCHE Characteristics of Excellence.

Appendix A: UPR Cayey Declaration of Mission, Goals, and Objectives

University of Puerto Rico at Cayey
Declaration of Mission and Goals

DECLARATION OF MISSION, GOALS AND GENERAL OBJECTIVES

Preamble

The University of Puerto Rico at Cayey is an autonomous unit of the University of Puerto Rico. Founded in 1967 as a regional college nestled in a former military camp, becomes University College in 1969 and acquired autonomy in April 2, 1982 by the Council of Higher Education resolution. The Mission of the University of Puerto Rico at Cayey establishes commitment to the fundamental values of the University and from the mission of the University of Puerto Rico as a public institution of higher education.

The variety of its faculty academic backgrounds provides affluence and diversity to the educational experience; the natural beauty of its surroundings and its location, both near and far from the major metropolitan areas, enables academic friendliness, an ambience that invites to study, reflection and personal development. Our institution is one based on human values and quality. We care about quality rather than quantity.

Mission

The University of Puerto Rico at Cayey is committed to the comprehensive education of excellence through undergraduate programs for teacher, Natural and Social Sciences preparation and disciplines, Humanities and Business Administration. We understand the overall education and the professional specialization as complementary experiences of the formation of the human being. We offer an interdisciplinary and innovative education that integrates subjects and experiences from various fields of knowledge, research and the community service as part of the process of teaching and learning, keeping in perspective the value of the specialization. We educate with global perspective recognizing the location of the human being in its community within a historical and potential outlook.

We are committed to the development of comprehensive individuals, autonomous, critically sensitive, that create excellence as a standard of life, and that is prepared to be creatively placed in society and in the world of work. This individual will be someone to discover within themselves the resource and stimulus for learning, which has learned to seek and to develop the knowledge to a full life and to maintain a commitment for life with learning.

We work towards a university community integrated between its components, based on the commitment that we share with the education as a way of life. We recognize that all members are, in essential sense, students and we can all be teachers.

We believe, as we learned from *Hostos*, that the good living is intimately linked to the good we do. We affirm that the University is responsible for having our words become deeds. The academic project of the University of Puerto Rico at Cayey requires a University alert to the issues of our time, such as the improvement of the natural and social environment and the promotion of peace, and committed to reason overcoming prejudice and respect for dissent. We educate for life.

General Goals and Objectives

1. Provide an undergraduate education of excellence

- Maintain diverse and up-to-date programs involving Natural and Social Sciences, the Humanities, the Education and Business Administration.
- Offer a diverse, innovative curriculum within optimum technological advances of social relevance, international and interdisciplinary perspective, which gives the students a solid foundation of knowledge, skills and attitudes from which to expand their training in any field of knowledge and professional performance.
- Develop programs, activities and co-curricular experiences of study, research, exchange, creation, training, professional practice and service that are relevant and innovative.

- Encourage the synthesis and continuity in the organization of knowledge, as well as on the experiences of learning.
- Provide students a vision of the interrelation between general education, the knowledge of the specialty and its environment.
- Contribute to the formation of people with a wide cultural vision, inclusive, dynamic and innovative knowledge of humans and the process of teaching and learning.
- Empower students to engage in a multicultural, international and interdependent world.
- Strengthen the development of complex thinking, enabling independent learning, discerning criticism, the generation of new knowledge and a creative attitude.
- Develop in students the strengthening and full appreciation of their native language.
- Expand the student's ability to communicate effectively and appropriately.
- Train the student in the usage of various information sources and research.
- Relate to students the use of effective, appropriate and creative technologies as tools in their academic formation.
- Educate students to various forms of artistic and body expression through training and participatory experiences inside and outside the classroom.
- Cultivate student self-esteem and confidence in whether same, initiative and leadership, the independence of judgment and caution in decision-making, capacity to make ethical judgments, anticipate problems, perceive opportunities and promote constructive changes favoring integral and balanced development of the person.

2. Cultivate in all sectors of the University community a commitment to performance excellence, consistent with the academic project that leads to the unity of institutional purpose.

- Foster continuous retraining of all members of the University community, students, teachers and staff support.
- Provide students support services to facilitate their integration to college life.
- Support faculty in the enrichment of a wide cultural formation, updating their specialty knowledge and teaching skills improvement.

- Develop knowledge of the university's work and their values in staff support and to build their professional and personal development.
- Recognize the merit in the university's performance.
- Adapt the budget distribution to the work plan which recognizes institutional priorities.
- Integrate the assessment as a way to enrich the teaching and learning process.
- Promote the assessment, evaluation and revision of academic and administrative schemes, and processes that respond so agile and flexible academic project that gives meaning to our existence.

3. Make the University of Puerto Rico at Cayey one of the main centers of academic and cultural activities of Puerto Rico.

- Promote a climate of encounter and exchange between scholars, researchers and creators of the country and the world, as well as dialogue between academic disciplines and between the various sectors of the community.
- Offer continuing education to people who aspire to progress professionally, change career or enrich their quality of life.
- Strengthen links with academic and cultural institutions inside and outside Puerto Rico.
- Maintain a comprehensive program of artistic, scientific, professional activities that complement the academic programs and serves the community.
- Broaden in the community, developments in the various branches of knowledge.
- Enhance and disseminate the values of Puerto Rican culture .

4. Promote the development of a sense of social responsibility based on respect for human beings and their natural environment.

- Empower students with the knowledge and skills to understand social, cultural, economic, political and environmental phenomena in Puerto Rico and the world.
- Promote attitudes which bring respect, diversity and the defeat of prejudices that infringe upon human dignity.

- Foster the commitment to justice, honesty and the search for solutions to common problems.
- Promote the preservation and improvement of the environment.
- Maintain an environment on campus that ensures respect for dissenting opinions and the rights of others.
- Affirm the university's autonomy.

Objectives of the University of Puerto Rico (Included in Article 2 of the University

Law of January 20, 1966, 18 L. P. R.A. § 601)

- a) The University, as a body of higher education, for its obligation of service to the people of Puerto Rico and its proper fidelity to a society with integrally democratic ideals, its essential mission is to achieve the following objectives, which are inherent to freedom of educational content and scientific research:
 - 1) Transmit and increase knowledge through science and the arts, serving the community through the action of its professors, researchers, students and graduates.
 - 2) Contribute to the cultivation and enjoyment of the ethical and esthetical values of the culture.
- b) In loyal compliance with its mission, the university should:
 - 1) Cultivate the love of knowledge as a trail of freedom through search and discussion of the truth, in attitude of respect towards the dialog creator;
 - 2) Conserve, enrich and spread the cultural values of the Puerto Rican people and strengthen the awareness of its unity in the common company to freely settle their problems.
 - 3) Ensure the full training of the student, in view of its responsibility as a server in the community;
 - 4) Fully develop in our people the latent, intellectual and spiritual wealth, so that intelligence and values of the spirit of the exceptional personalities that emerge

- from all their constituencies, especially those with disadvantages in economic resources, can be put at the service of Puerto Rican society;
- 5) Collaborate with other agencies within the areas of action within themselves, in the study of problems of Puerto Rico;
 - 6) (6) Bear in mind that towards its character of University and its identification with the ideals of life in Puerto Rico, it is essentially linked to values and interests of all of the democratic community.

*The *Statement of mission, goals, general objectives* of the University of Puerto Rico at Cayey, requested with the most comprehensive competition of all sectors of the community academic, crystallizes the feeling of the academic community on what is and must be the University of Puerto Rico in Cayey. Approved unanimously by the Academic Board on March 5, 1993, endorsed by the Council of Higher Education, through the Certification number 94-002, repealed the last emitted mission before granting autonomy to Cayey and collected in Certificate number 57 series 79-80. On February 23, 1994 it was unanimously approved and supported by the University Board. It was updated on May 4, 2006, through Certification number 89 series 2005-06 of the Academic Senate.

English revision by Prof. Gladys Ramos García
February 25th, 2011

Appendix B: UPR Cayey Strategic Plan 2006-2016

STRATEGIC PLAN 2006-2016

Key Area I

Sustained Ties to the Student Body

Critical Issue

Provide students the best education, service and environment for their integral development, strengthening their identity as freshmen college students since they enter and foster its continued bonding with their alma mater as former students.

Directions

- Strengthen and integrate efforts to the recruitment of students, including the Bilingual Initiative, maintaining an efficient, clear and constant communication with candidates for admission, to attract the best talented students.
- Develop a better knowledge of students and graduates and follow up one they are admitted and foster their bonding as alumni.
- Strengthen and disseminate widely the services and opportunities available in placements, financial aid, tutoring, mentoring and counseling, to facilitate the insertion of the students into university life.
- Analyze the needs of the students through academic planning.
- Apply measures that systematically have proven effective for improving academic achievement, following the Retention Plan, which includes revitalizing counseling and prevention of absenteeism and the repetition of courses.
- Strengthen academic counseling, vocational, professional and personal guidance in the departments.
- Coordinate efforts to support the integration of the graduates into employments and graduate studies.
- Provide and promote physical conditioning programs that judiciously lead the students towards various forms of artistic and body expression, and which can be extended to the entire university community.
- Optimize online services giving access to students at various academic and administrative processes, such as pre-registration and registration.
- Encourage student participation in their representative agencies, in the deliberative bodies, in the evaluation of services, academic offerings and the formulation of alternatives, as a way to promote their identification with their alma mater and develop responsibility towards it.
- Promote quality of life, development of healthy lifestyles and care as part of an integral comprehensive education.

Key Area II

An Academic Curriculum of Currency, Experimentation and Renewal

Critical Issue

Provide a comprehensive education of excellence. Strengthen the academic offerings, its interdisciplinary or multidisciplinary approach and effectiveness of the teaching-learning processes.

Directions

- Continue the implementation of skills and content of the General Education component of the University of Puerto Rico at Cayey.
- Design a plan of action to implement the "Profile of the Ideal Graduate" and ensure the achievement of the formative objectives of our first goal.
- Complete revision of the procedure for the revision and approval of courses and academic programs, to provide agile mechanisms for creating, approving and evaluating programs and curriculum reforms.
- Facilitate and stimulate the creation of new curriculum sequences to complement the student's academic training and evaluate existing ones.
- Facilitate and encourage the participation of professors and students on exchange programs with universities in Puerto Rico and from abroad.
- Encourage the participation of forums, debates, exhibitions and other academic-curriculum activities and incorporate its discussion in courses.
- Develop the inclusion of the community service as part of the academic programs.
- Integrate philanthropy into the curriculum.
- Provide the necessary budgetary resources to maintain an adequate bibliography collection and based on the needs and the curriculum updates.
- Update the general academic online curriculum catalog and provide links to the files of the courses.
- Use assessment to promote academic achievement and disseminate the techniques used by professors, which have proven effective.
- Train students in critical, ethical and creative use of diverse sources of information and research, from their very beginning in college.
- Elaborate a plan to strengthen and develop full appreciation of students native language and therefore, strengthen their cognitive capacities and their use in all subjects.
- Continue the integration of research and information skills in the curriculum content.

Key Area III

Investigation and Creative Work

Critical Issue

Promote research and creative work in all the disciplines at a level which conforms to institutional standards of excellence internationally to advance knowledge and implementation to serve the citizens of Puerto Rico.

Directions

- Complete and implement the Policy of Sponsorship of the research and the creative work and update databases of the Institutional Fund for the Development of the Research and the Creation.
- Create conditions to promote the research and creative work in all sectors.
- Provide students with training experiences in research, creative work or community service once admitted, in the general education component as well as in their concentration in accordance with organizational goals and the "Profile of the Ideal Graduate".
- Arrange collaborations and alliances within the UPR and with other academic institutions, industry, commerce, local government and abroad, to develop research projects.
- Sponsor the disclosure of the research and creative work carried in the UPR at Cayey.
- Sponsor the development of proposals to obtain external funding to support research and creative action and strengthen the External Resources Office to provide more technical and administrative support.
- Expand the capacity of the External Resources Office to provide technical and administrative support. (Post award).
- Increase levels of publication of the students, in particular in peer reviewed journals.
- Fine-tune the Policies and procedures for the recruitment of faculty at the University of Puerto Rico at Cayey Certification 145 2005-2006 of the Board of Trustees.
- Promote the institutional objective of fostering the encounter and exchange between scholars, researchers and investigators of the country and the world, as well as dialogue between disciplines and between various sectors of the community.
- Advance and place knowledge at the service of the citizens of Puerto Rico.
- Apply the existing institutional copyright policy.
- Promote post graduate research.

Key Area IV

Planning, evaluation and assessment

Critical Issue

Institutionalize the evaluation and the assessment, and strategic and operational planning in academic, administrative, fiscal and physical affairs to enhance the best institutional performance.

Directions

- Complete the assessment plan of the institutional effectiveness and its implementation.
- Establish a practice of continuous institutional disclosure of assessment results.
- Maintain an updated database, research and assessment system for decision making accessible to the community.
- Align the planning and the budget continuously.
- Review and evaluate the Strategic and Operational Plan continuously.
- Increase external funds for development, research and creative work.
- Obtain and maintain the accreditation of academic programs, library, counseling and orientation services, the museum and journals.
- Complete and implement the new system of evaluation of faculty.
- Adapt the Plan of Permanent Improvements to the ecological policy and historical conservation.
- Evidence Institutional decisions based on the findings of assessment and evaluation.

Key Area V

Technological Enhancement

Critical Issues

Strengthen the areas of technology information systems

Directions

- Link students with creative use of technology tools both, in their formation and their concentration, providing effective accessibility to network and computer laboratories, sponsoring trainings, including alumni, if possible.
- Automate the proceedings and administrative transactions according to the quality of service and the maximization staff experiences.
- Aim at having all frequent transactions available online, from admissions and enrollment, to the adding and withdrawing from courses.
- Complete and maintain functional wireless access to the computer network from anywhere on campus.
- Encourage technology transfer and intellectual property within ethical, legal and moral standards.
- Optimize our institutional Web presence.

- Support the teaching of courses online or assisted by technology.
- Increase and maintain up-to-date technological equipment in the classrooms, laboratories, library, research centers, auditorium and theater.
- Continue support for the online inclusion of files, academic materials, archives, counseling services and library services.
- Maintain a robust technological infrastructure.
- Continue offering technology support to faculty and services through the Center for Training in Skills Informatics (CADI- Spanish acronym).

Key Area VI

Leadership in the community and cultural initiatives

Critical Issues

Link effectively with surrounding communities, the country and the Puerto Rican community abroad crafting the campus into an academic, cultural and service center

Directions

- Participate in the definition and search for alternatives to problems of social urgency in compliance with the fourth goal of the Mission of the UPR at Cayey and the objectives of the UPR.
- Promote the development of a sense of social responsibility and public service through service projects, curricular initiatives and the integration of goals to these areas in course syllabus.
- Promote the mainstreaming of community service to the curriculum and the experiences of the graduate, according to the 2002-03 Certification 49 of the Academic Senate.
- Develop more research centers and community support services.
- Strengthen and expand partnerships with industry, commerce, education, nonprofit organizations, and government, municipal and state agencies.
- Vigorously disseminate the extensive programs of artistic, scientific, professional and athletic activities, that also serves the community in general and make the UPR at Cayey a house of culture and center for diffusion of advances in science and the arts.
- Continue sponsoring social impact projects, particularly in community projects.
- Bolster the Dr. Pio Lopez Martinez Art Museum and the Victor M. Pons library as dynamic centers of enjoyment, studies and creation.
- Strengthen initiatives serving from students of Hispanic communities in the United States by participating in the Bilingual Initiative and encourage cooperation and exchange with Puerto Rican communities in the United States and other countries.
- Strengthen and disseminate more widely the courses offered by the Division of Continuing Education and Professional Studies (DECEP) to people who aspire professional achievements, change career or enrich their quality of life.
- Enhance and disseminate the values of the Puerto Rican culture.

Key Area VII

Internationalization

Critical Issue

Promote the internationalization based on an awareness of our national identity

Directions

- Stimulate an international perspective that recognizes the place of individuals in their community as well as in the curriculum and in the study of other cultural experiences and life.
- Enable students to develop in an international, multicultural and interdependent world.
- Promote conditions for students to study and participate in exchanges, volunteer positions, internships and other formative experiences in centers outside academics.
- Strengthen links with other academic and cultural institutions inside and outside Puerto Rico, to promote greater links with the international community.
- Promote a climate of encounter and exchange between scholars, researchers and investigators of the country and the world, through the sponsorship of meetings and conferences of international projection, with the active participation of our professors and students.
- Promote collaboration agreements between units of the system.
- Promote the international exchange of professors, artists and scholars.
- Promote a program of artistic, cultural, scientific, professional activities to promote a greater link with the international community.
- Participate in the international dissemination of knowledge by encouraging and supporting results, thus contributing internationally through the disclosure of the investigations and creative work of faculty and students.

Key Area VIII

Efficiency and beauty in both natural and built spaces

Critical Issue

Create and preserve ideal environments for teaching, research, services and cultural purposes, increasing the college community quality of life through exemplary environmental and best preserved historical practices.

Directions

- Promote the interest for the preservation and improvement of the environment.
- Ensure rigorous and sustained coordination between policies of design, construction and conservation of spaces with academic projects of excellence its infrastructure.

- Facilitate maintenance, preventive care, conservation, improvement of structures and physical facilities within the environment through a working calendar, identifying the allocation of resources and assuring optimal supervision.
- Intervene promptly and efficiently in those structures whose conditions represent a health or safety risk that hampers institutional objectives and tasks.
- Preserve and promote our historical heritage as custodians through the restoration, labeling and documentation of the vestiges of the Spanish Headquarters Infantry and Henry Barracks, within a historical and potential outlook.
- Take lead in the elaboration and implementation of policies and programs of ecological preservation, such as recycling, conservation, power savings and water reuse.
- Provide optimum quality spaces for teaching and learning, research, creative work, t recreation and sports, and provide professors and researchers of adequate individual office spaces.
- Provide spaces for cultural and artistic expressions to professors and students.
- Develop additional pedestrian spaces that encourage the interaction and a more comfortable and pleasant flow of people on campus, to stimulate thought, knowledge and reflection.
- Promote university architectural heritage tours, visiting parks, gardens, the Museum of Art Dr. Pio Lopez Martinez and Green Shadows Park (Parque de las Verdes Sombras).
- Implement a continued comprehensive plan of landscaping and forestation to create UPR at Cayey a green community and provide continuity to the declared statement of grounds "Agustin Stahl Botanical Garden" (December 8, 1976) and bird conservation.
- Preserve works of art according to established Certification 46 2003-04 the Academic Senate.
- Promote Green Shadow Park as a passive recreational area and a center that encourages appreciation and research on the Puerto Rican flora.
- Ensure that the physical facilities are free from architectural barriers.
- Ensure that the physical facilities are appropriate and guarantee safety.
- Promote the enjoyment and preservation of green spaces on campus.

Key Area IX

Administrative and Managerial Optimization

Critical Issue

Cultivate in all sectors of the university community, especially the administrative and executive, a commitment towards a comprehensive academic excellence project.

Directions

- Promote the assessment, evaluation and review of academic and administrative processes in view of the regulations, procedures and work organization to respond in an agile and flexible manner, to the academic project that gives meaning to our existence.
- Grant greater authority and responsibilities to departments, redirecting resources and responsibilities to the institution base: departments, programs and offices.
- Use technology to its optimum level to facilitate management processes and reduce the printed documentation and hard copy files, without neglecting the historic memory that ensures the continuity and the advancement of the institution.
- Foster continuous retraining of all members of the University community, including topics on health and occupational safety, ethics government law, among others.
- Develop a plan for evaluation of all staff and services.
- Adapt administrative functions with the profile of the University of the 21st Century and provide programs for retraining and bring up to date the description of the functions, leading to the implementation of an updated plan of classification of the UPR.
- Adapt the budget distribution to a work plan that recognizes the institutional priorities through a culture of evaluation of fiscal operations, its expenditure profiles and trends in the use of the budget to ensure that the primary functions of the university, its goals and objectives are provided with adequate resources.
- Recognize the merits in the university labor performances.

Key Area X

Strengthened institutional identity

Critical Issue

Strengthen the identity and institutional prestige through the exposition of all administrative initiatives of the institution to maintain close links with alumni, retirees and community at large

Directions

- Disseminate periodically institutional information that is collected and facilitate it to the university community.
- Design and implement a plan for collection of funds based on institutional priorities.
- Further promote the dissemination of university achievements in the national and regional media in the country.
- Continue efforts to maintain close links with former students.
- Expand and update professional courses and programs and inform the alumni.
- Update and expand the database of alumni of the UPR.
- Promote the integration of former students in the different activities offered by the institution.
- Encourage the participation of the university community in the academic and cultural agenda.
- Promote bonding of the alma mater to the university community.

Revised by Committee of Planning and Assessment of the Faculty
November 9, 2006

English revision by Prof. Gladys Ramos García
February 25th, 2011

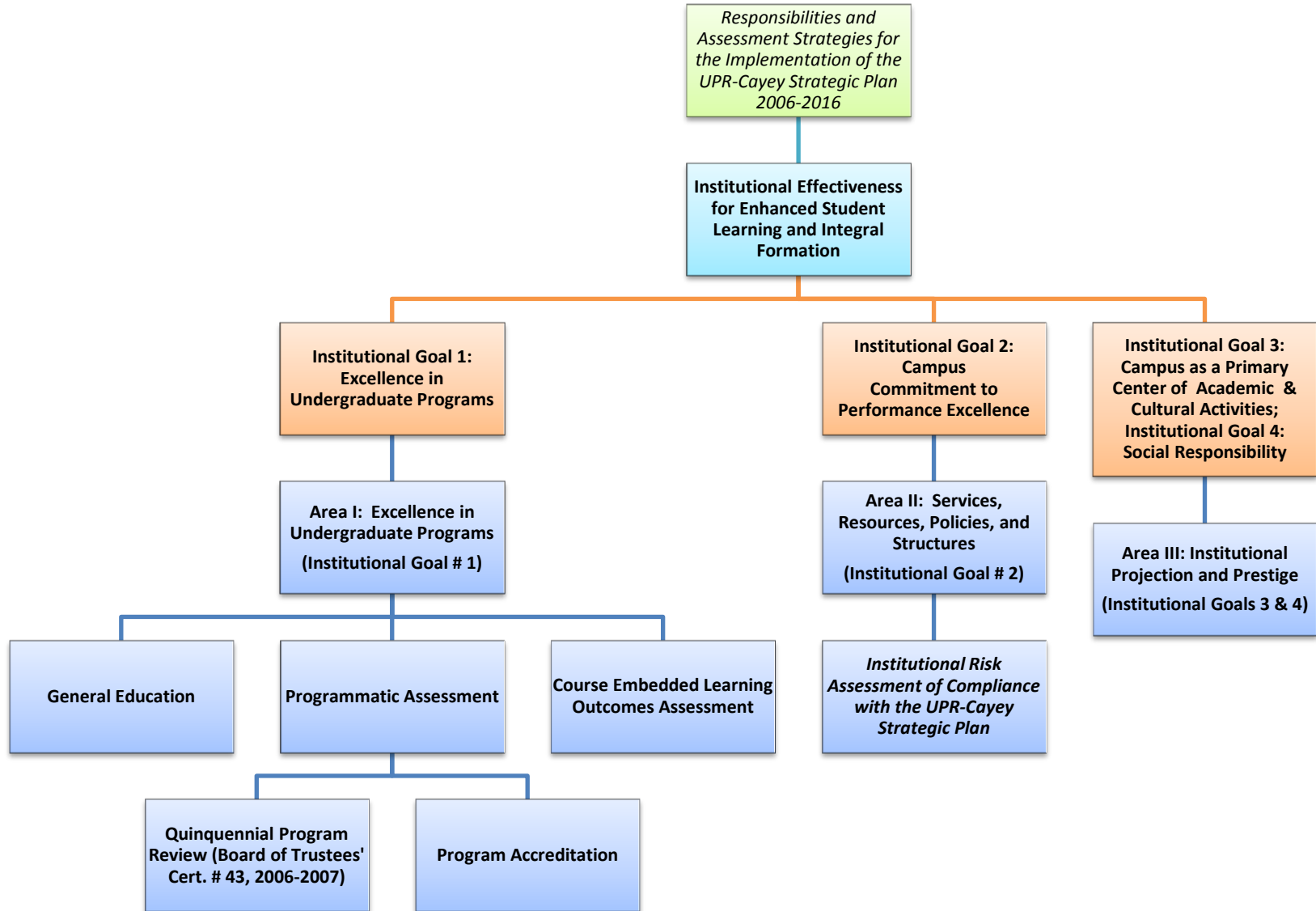
Appendix C: UPR-Cayey Institutional Assessment Roadmap

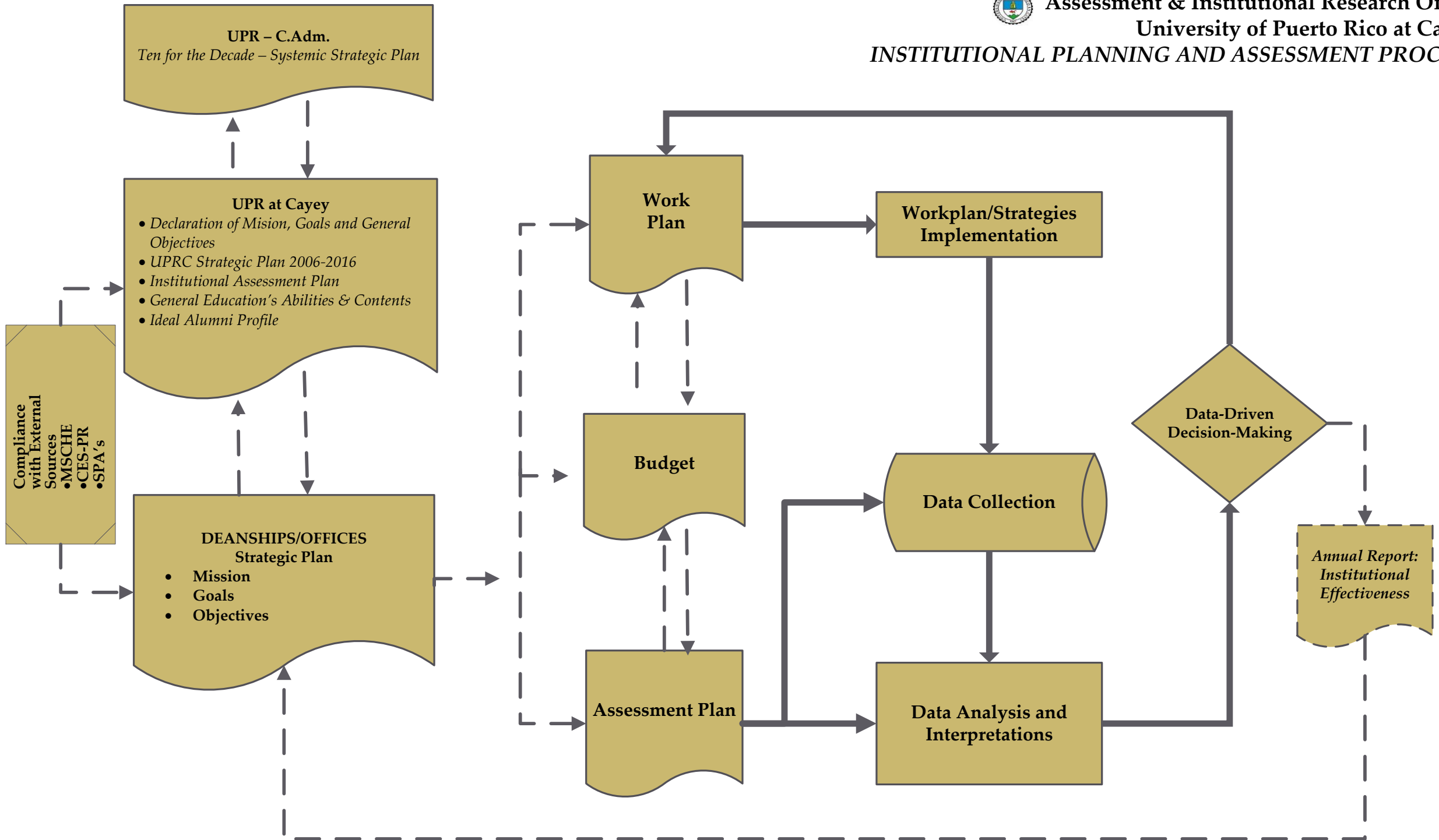


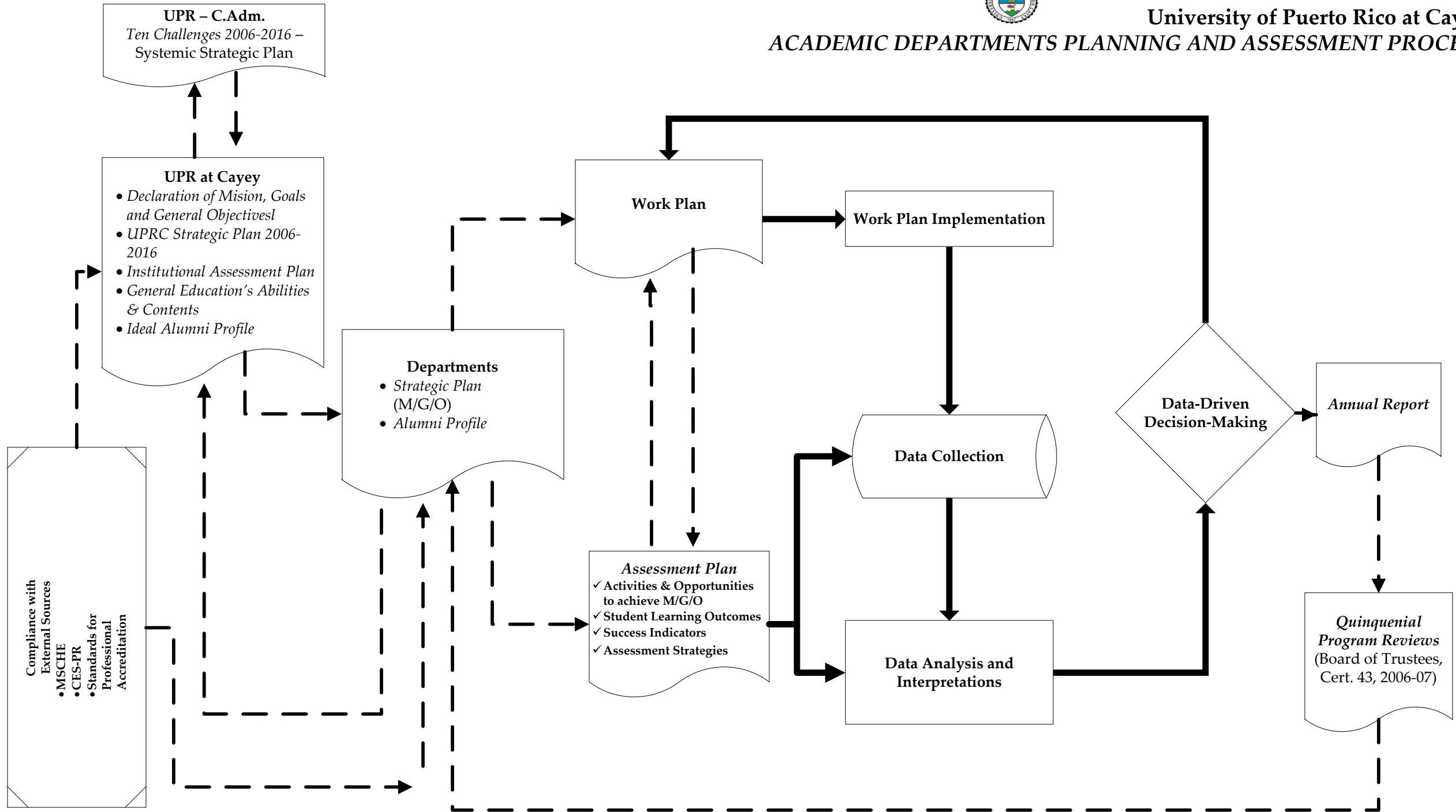
Institutional Assessment Roadmap: Graphical Guides for Implementing Institutional and Student Learning Assessment

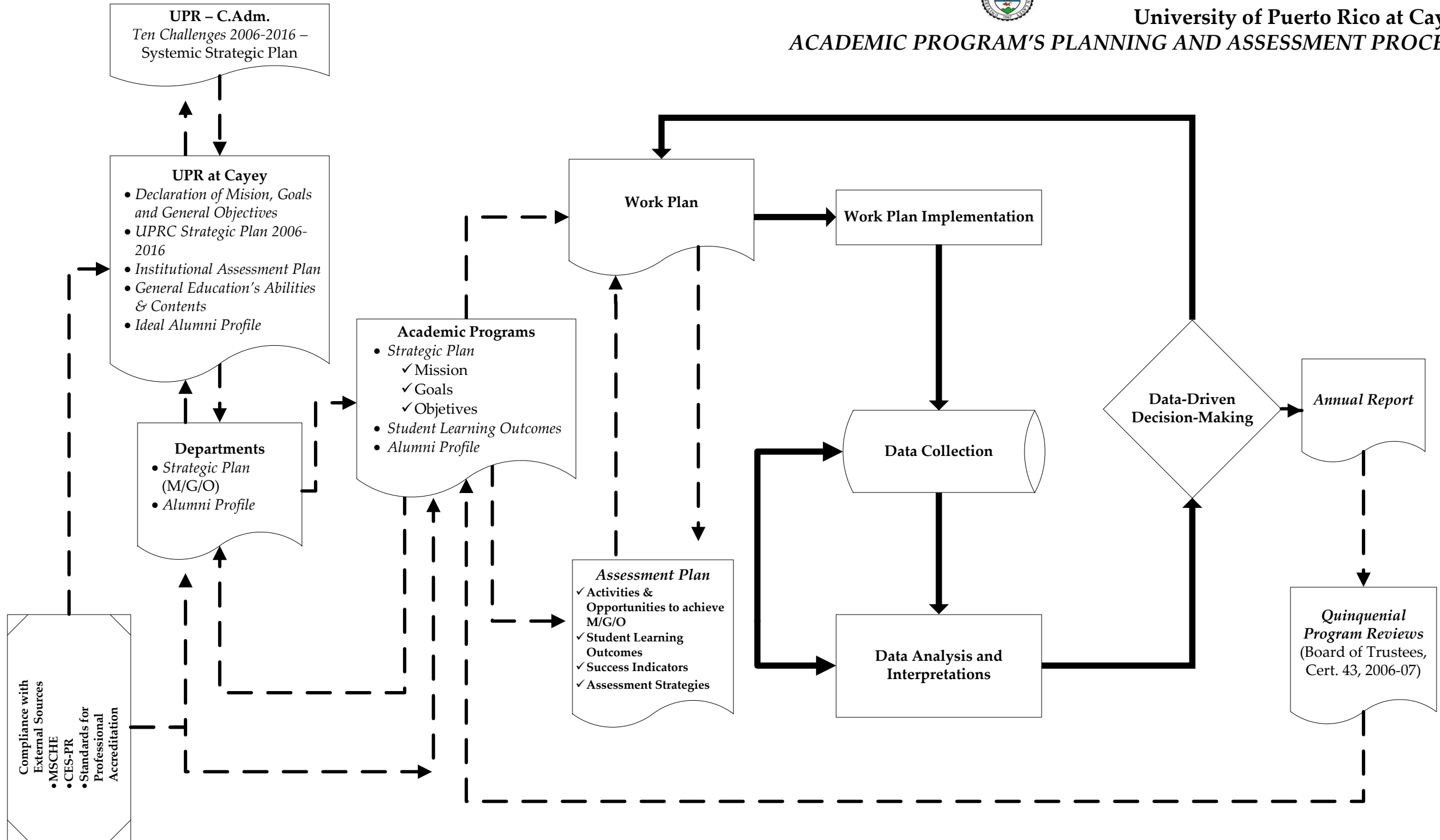
Prof. Irmannette Torres-Lugo
Assessment & Institutional Research Office (AIRO)
December 2010/Revised August 2011

Schematic Organization of the UPR-Cayey Institutional Assessment Plan

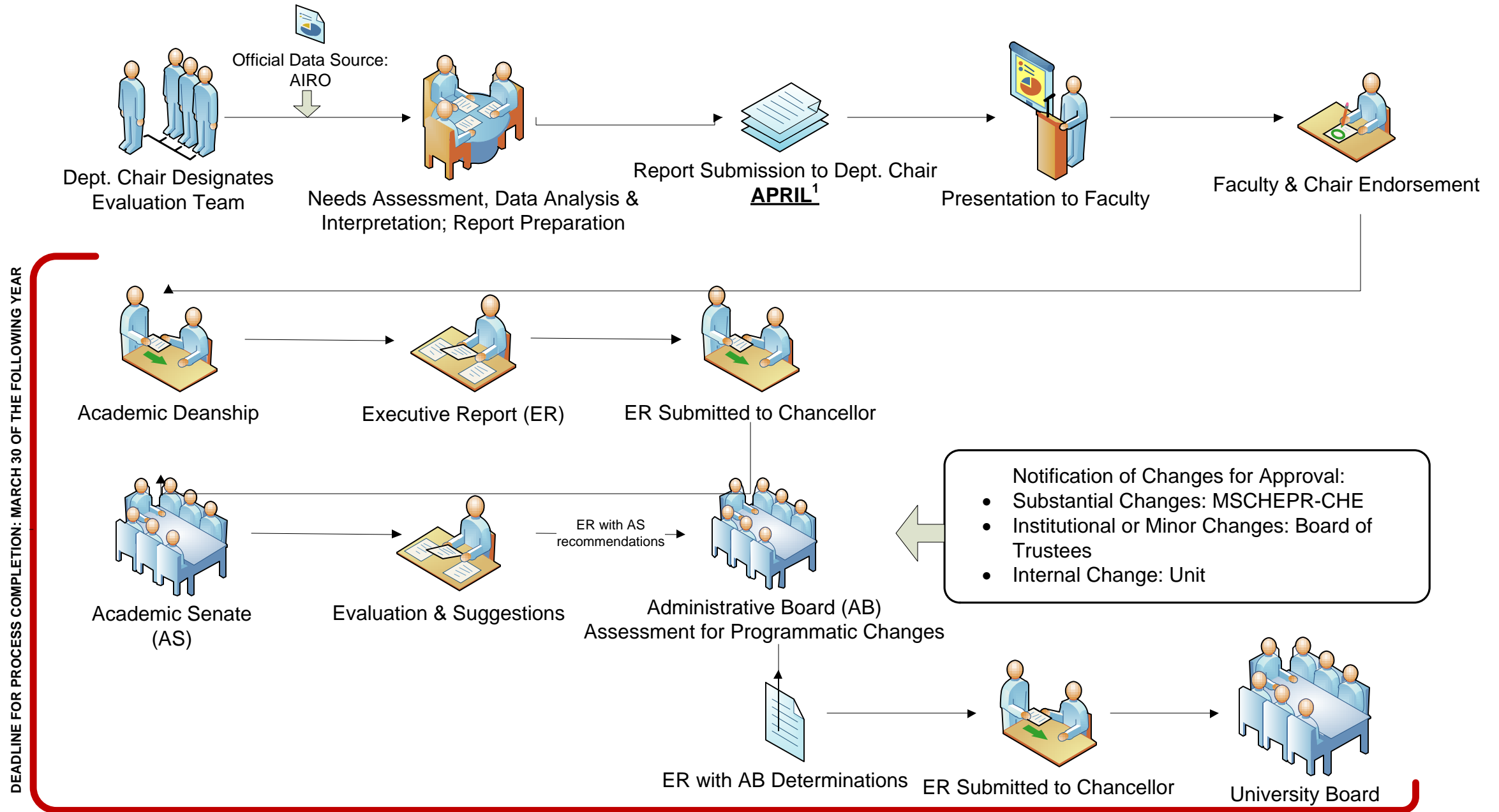








Quinquennial Programmatic Review Transmittal Process – Board of Trustees’ Certification 43 (2006-2007)



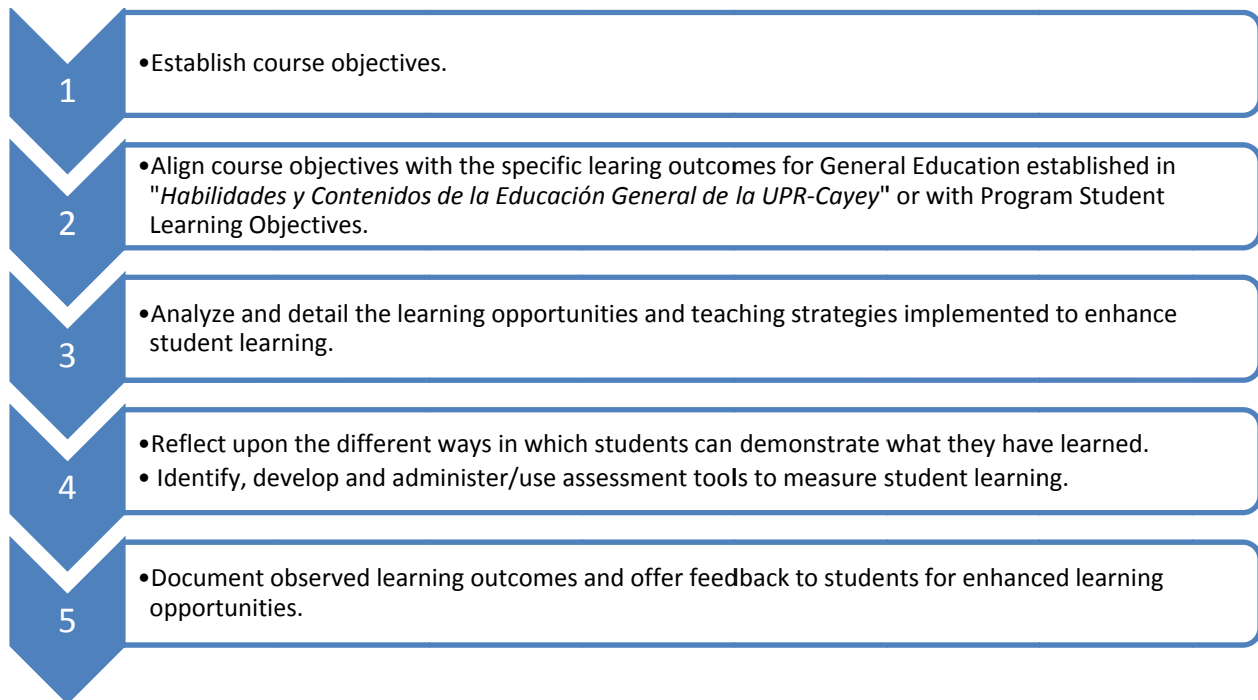
1. Report to be submitted in April of the Academic Year in which the program is to complete their Program Review in accordance with the *Decennial Evaluation Calendar*.



Assessment and Institutional Research Office
University of Puerto Rico at Cayey

General Guidelines for Student Learning and Course Assessment for Curricular Renewal

Phase I – Course Embedded Student Learning Assessment





Assessment and Institutional Research Office
University of Puerto Rico at Cayey

Phase II – Course Assessment for Curricular Renewal

- 1 • Reflect upon what where the possible underlying factors impacting student learning (i.e., HYPOTHESIS).
- 2 • Reflect upon the strengths and areas for improvement of the implemented instructional strategies.
- 3 • Reflect upon the achievements and areas for improvement in student learning.
- 4 • Reflect upon changes and strategies to be implemented the next time the course is offered.
- 5 • Identify actions to be taken at the programmatic and departmental level in order to address the challenges students present upon course completion.
- 6 • Implement decisions.

**Appendix D: Responsibilities and Assessment Strategies for the Implementation of the UPR
Cayey Strategic Plan 2006-2016**



University of Puerto Rico at Cayey
Responsibilities and Assessment Strategies: UPR-Cayey Strategic Plan 2006-2016

Operational Line	Action Sphere	Deanship	Office in-charge of coordination and leading the initiative	Key Area	Strategic Direction	Classification*	UPR-Cayey Strategic Plan 2006-2016										Suggested Assessment Strategies and Time Frame
							2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	
LO6 Communications	E14 Recruitment and Services	Deanship of Academic Affairs Deanship of Students' Affairs	Dean of Academic Affairs Admissions Office Talented Student's Program Upward Boudn Athletics Activities Office Bilingual Initiative Coordinator	1	1	S		x	x	x	x	x	x	x	x	x	Freshmen Survey - Annual Freshmen Profile Analysis (HS GPA, CEEB Scores, IGS) - Annual Freshmen Occupancy Assessment (Admission vs. Space Alloted) - Annual
LO3 Institutional Climate	E5 Integral Formation	Chancellor's Office Deanship of Academic Affairs Deanship of Students' Affairs	Assessment and Institutional Research Office (AIRO) Alumni Office Academic Departments Social and Cultural Activities Office	1	2	S					x	x	x	x	x	x	Enrollment and Student Profile Survey - Semester Graduating Class Survey - Annual Alumni Survey - As Determined by Departments National Survey of Student Engagement (NSSE; beginning 2013) - Annual
LO6 Communications	E14 Recruitment and Services	Deanship of Academic Affairs Deanship of Students' Affairs	Admissions Office Student Counseling Services (CEDE) Athletics Activities Office Student Support Center (CAE) Financial Aid Office	1	3	S		x	x	x	x	x	x	x	x	x	Freshmen Survey - Annual Unit Achievement Reports for offices under the Deanship of Academic Affairs and the Deanship of Students' Affairs - Annual
LO1 Academic Offering	E1 Programmatic Offering	Deanship of Academic Affairs	Dean of Academic Affairs Registrar's Office Extended University (UnEx)	1	4	S		x	x	x	x	x	x	x	x	x	Freshmen Survey - Annual Enrollment and Student Profile Survey - Semester Deanship of Academic Affairs Assessment of the Potential Institutional Demand - Annual

*Objective/Strategic Direction Classification: S - Strategic O - Operations; R - Reporting; C - Compliance



University of Puerto Rico at Cayey
 Responsibilities and Assessment Strategies: UPR-Cayey Strategic Plan 2006-2016

Operational Line	Action Sphere	Deanship	Office in-charge of coordination and leading the initiative	Key Area	Strategic Direction	Classification*	UPR-Cayey Strategic Plan 2006-2016	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Suggested Assessment Strategies and Time Frame
LO1 Academic Offering	E1 Programmatic Offering	Chancellor's Office Deanship of Academic Affairs Deanship of Students' Affairs	Dean of Academic Affairs Academic Departments CEDE AIRO	1	5	S	Apply measures that systematically have proven effective for improving academic achievement, following the Retention Plan, which includes revitalizing counseling and prevention of absenteeism and the repetition of courses.	x	x	x	x	x	x	x	x	x	x	Trends Analysis: Retention Rates - Annual Trends Analysis: Graduation Rates - Annual Trends Analysis: Grade Distribution - Annual Analysis of Interventions with At-Risk Students - Annual Institutional Research - Commissioned Studies Student Learning Outcomes Assessment Inventory - Semester
LO3 Institutional Climate	E5 Integral Formation	Deanship of Academic Affairs Deanship of Students' Affairs	Academic Departments CEDE	1	6	S	Strengthen academic counseling, vocational, professional and personal guidance in the departments.	x	x	x	x	x	x	x	x	x	x	CEDE Services Assessment - Annual Graduating Class Survey - Annual
LO3 Institutional Climate	E5 Integral Formation	Deanship of Students' Affairs	Placement Services Coordinator	1	7	O	Coordinate efforts to support the integration of the graduates into employments and graduate studies.	x	x	x	x	x	x	x	x	x	x	Placement Services Survey - Annual Placement Services Achievement Report - Annual Graduating Class Survey - Annual
LO3 Institutional Climate	E5 Integral Formation	Deanship of Students' Affairs	CEDE Medical Services Office Athletics Activities Office Quality of Life Office Exchange Program and International Studies	1	8	S	Provide and promote physical conditioning programs that judiciously lead the students towards various forms of artistic and body expression, and which can be extended to the entire university community.	x	x	x	x	x	x	x	x	x	x	Physical Fitness Program Offer Assessment - Annual Assessment of Adequacy of Physical Fitness Infrastructure (Gym, Running Track, etc.) - Annual

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University of Puerto Rico at Cayey
 Responsibilities and Assessment Strategies: UPR-Cayey Strategic Plan 2006-2016

Operational Line		Action Sphere		Deanship	Office in-charge of coordination and leading the initiative	Key Area	Strategic Direction	Classification*	UPR-Cayey Strategic Plan 2006-2016	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Suggested Assessment Strategies and Time Frame
LO6 Communications	E14 Recruitment and Services	Chancellor's Office Deanship of Academic Affairs Deanship of Students' Affairs Deanship of Administrative Affairs	Information System's Office (OSI) Registrar's Office Financial Aid Office Finance Office	1	9	S	Optimize online services giving access to students at various academic and administrative processes, such as pre-registration and registration.		x	x	x	x	x	x	x	x	x	x	x	Enrollment and Student Profile Survey - Semester Graduating Class Survey - Annual Assessment of services available online - Annual
LO3 Institutional Climate	E5 Integral Formation	Deanship of Students' Affairs	Student Organization's Office General Student Council	1	10	S	Encourage student participation in their representative agencies, in the deliberative bodies, in the evaluation of services, academic offerings and the formulation of alternatives, as a way to promote their identification with their alma mater and develop responsibility towards it.		x	x	x	x	x	x	x	x	x	x	x	Enrollment and Student Profile Survey - Semester Graduating Class Survey - Annual Analysis of Survey Participation Trends - Annual Analysis of Student Participation in Representative Bodies and Student Organizations - Annual Analysis of Student Participation in Institutional Committees - Annual
LO3 Institutional Climate	E5 Integral Formation	Deanship of Students' Affairs	Quality of Life Office Athletics Activities Office	1	11	S	Promote quality of life, development of healthy lifestyles and care as part of an integral comprehensive education.		x	x	x	x	x	x	x	x	x	x	x	Achievement Reports: Quality of Life Office and the Athletics Activities Office - Annual Graduating Class Survey - Annual
LO1 Academic Offering	E1 Programmatic Offering	Chancellor's Office Deanship of Academic Affairs	AIRO General Education (GenEd) Coordinator GenEd Committee	2	1	S	Continue the implementation of skills and content of the General Education component of the University of Puerto Rico at Cayey.		x	x	x									Programmatic Assessment of the New General Education Model - Semester/Annual Student Learning Outcomes Assessment Inventory - Semester

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University of Puerto Rico at Cayey
Responsibilities and Assessment Strategies: UPR-Cayey Strategic Plan 2006-2016

Operational Line	Action Sphere	Deanship	Office in-charge of coordination and leading the initiative	Key Area	Strategic Direction	Classification*	UPR-Cayey Strategic Plan 2006-2016										Suggested Assessment Strategies and Time Frame	
							2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		
LO1 Academic Offering	E1 Programmatic Offering	Deanship of Academic Affairs	Academic Departments	2	2	S		x	x	x								Quinquennial Programmatic Review (BT. Cert #43, 2006-2007) - According to Itinerary Graduating Class Survey - Annual
LO1 Academic Offering	E1 Programmatic Offering	Deanship of Academic Affairs	Academic Departments	2	3	O		x	x									Quinquennial Programmatic Review (BT. Cert #43, 2006-2007) - According to Itinerary Curriculum Committee Reports - Annual Syllabi Revision Analysis - Annual
LO1 Academic Offering	E1 Programmatic Offering	Chancellor's Office Deanship of Academic Affairs	Academic Senate Academic Departments	2	4	S		x	x	x	x	x	x	x	x	x	x	Assessment of Curricular Sequences Development - When Required (Note: placed on moratorium by the VPAA) Curricular Sequences' Effectiveness Assessment - When Required
LO1 Academic Offering	E2 Enrichment	Chancellor's Office Deanship of Academic Affairs Deanship of Students' Affairs	Chancellor's Office Dean of Academic Affairs RISE Program Exchange Program and International Studies Office	2	5	S		x	x	x	x	x	x	x	x	x	x	Student Participation in Exchange Program Trends Assessment - Annual National Student Exchange Program Satisfaction Survey - Annual Faculty Participation in Exchange Program Trends Assessment - Annual

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University of Puerto Rico at Cayey
Responsibilities and Assessment Strategies: UPR-Cayey Strategic Plan 2006-2016

Operational Line	Action Sphere	Deanship	Office in-charge of coordination and leading the initiative	Key Area	Strategic Direction	Classification*	UPR-Cayey Strategic Plan 2006-2016										Suggested Assessment Strategies and Time Frame	
							2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		
LO1 Academic Offering	E2 Enrichment	Chancellor's Office Deanship of Academic Affairs	Chancellor's Office Dean of Academic Affairs	2	6	S	Encourage the participation of forums, debates, exhibitions and other academic-curriculum activities and incorporate its discussion in courses.	x	x	x	x	x	x	x	x	x	x	Assessment of Faculty and Student Participation in Research Activities - Annual Academic Departments Achievement Reports - Annual External Resources' Office Research Participation Reports - Annual
LO1 Academic Offering	E2 Enrichment	Chancellor's Office Deanship of Academic Affairs	Academic Senate Academic Departments Honor's Studies Program	2	7	O	Develop the inclusion of the community service as part of the academic programs.	x	x	x								Community Service Participation Trends' Analysis - Annual Implementation of Certification stating that Community Service is part of the Academic Formation - Annual Assessment of Syllabi including Community Service, Research, and Creative Experiences as part of the Academic Formation - Annual
LO4 Bonds and Community Relations	E10 Philanthropy	Deanship of Academic Affairs	GenEd Committee	2	8	S	Integrate philanthropy into the curriculum.	x	x	x	x	x	x	x	x	x	x	Análisis of Courses Designed to Promote Philanthropy - Annual
LO5 Informatics	E13 Tools	Chancellor's Office Deanship of Academic Affairs	OSI Dean of Academic Affairs Library	2	9	O	Provide the necessary budgetary resources to maintain an adequate bibliography collection and based on the needs and the curriculum updates.	x	x	x	x	x	x	x	x	x	x	Library Achievements Report - Annual Library Satisfaction Survey - Annual Assessment of Available Library Resources - Annual
LO6 Communications	E14 Recruitment and Services	Chancellor's Office Deanship of Academic Affairs	OSI Dean of Academic Affairs	2	10	C	Update the general academic online curriculum catalog and provide links to the files of the courses.	x	x	x	x	x	x	x	x	x	x	Trends Analysis of Course Catalog Revisions - Annual Assessment of Syllabi Available Online - Annual

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University of Puerto Rico at Cayey
 Responsibilities and Assessment Strategies: UPR-Cayey Strategic Plan 2006-2016

Operational Line	Action Sphere	Deanship	Office in-charge of coordination and leading the initiative	Key Area	Strategic Direction	Classification*	UPR-Cayey Strategic Plan 2006-2016	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Suggested Assessment Strategies and Time Frame
LO7 Continuous Improvement and Budgeting	E17 Academic Processes	Chancellor's Office Deanship of Academic Affairs	AIRO GenEd Coordinator GenEd Committee Assessment Committees	2	11	S	Use assessment to promote academic achievement and disseminate the techniques used by professors, which have proven effective.	x	x	x	x	x	x	x	x	x	x	Student Learning Outcomes Assessment Inventory - Semester Participant Evaluation Forms in Professional Development Activities - Annual Availability of Assessment Resources at the AIRO Website - Annual Quinquennial Programmatic Review (BT. Cert #43, 2006-2007) - According to Itinerary
LO1 Academic Offering	E2 Enrichment	Deanship of Academic Affairs	Library Academic Departments Honor's Studies Program GenEd Committee	2	12	S	Train students in critical, ethical and creative use of diverse sources of information and research, from their very beginning in college.	x	x	x	x	x	x	x	x	x	x	Librarian's Information Literacy Development Program Assesment Report - Annual Student Learning Outcomes Assessment Inventory - Semester Academic Department's Achievement Reports - Annual
LO1 Academic Offering	E2 Enrichment	Deanship of Academic Affairs	GenEd Coordinator GenEd Committee	2	13	S	Elaborate a plan to strengthen and develop full appreciation of students native language and therefore, strengthen their cognitive capacities and their use in all subjects.	x	x	x								Student Learning Outcomes Assessment Inventory - Semester New General Education Programmatic Assessment Model - Semester/Annual
LO1 Academic Offering	E2 Enrichment	Deanship of Academic Affairs	Library Academic Departments Honor's Studies Program GenEd Committee	2	14	S	Continue the integration of research and information skills in the curriculum content.	x	x	x								Librarian's Information Literacy Development Program Assesment Report - Annual Student Learning Outcomes Assessment Inventory - Semester Academic Department's Achievement Reports - Annual

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University of Puerto Rico at Cayey
 Responsibilities and Assessment Strategies: UPR-Cayey Strategic Plan 2006-2016

Operational Line	Action Sphere	Deanship	Office in-charge of coordination and leading the initiative	Key Area	Strategic Direction	Classification*	UPR-Cayey Strategic Plan 2006-2016	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Suggested Assessment Strategies and Time Frame
LO1 Academic Offering	E3 Faculty Profiles	Deanship of Academic Affairs	Dean of Academic Affairs	3	1	O	Complete and implement the Policy of Sponsorship of the research and the creative work and update databases of the Institutional Fund for the Development of the Research and the Creation.	X	X									Assessment of FIDI Participation Trends - Annual Assessment of FIDI Budget Allocation - Annual Evidence of Completion of the Policy for Sponsoring Research and Creation - Annual
LO2 Research	E4 Research and Creative Endeavors	Chancellor's Office Dean of Academic Affairs	External Resources Office Dean of Academic Affairs	3	2	S	Create conditions to promote the research and creative work in all sectors.	X	X	X	X	X	X	X	X	X	X	Researcher's Needs Survey - As Needed Proposal Submission and Approval Trends Assessment - Annual Academic Departments Achievement Reports - Annual
LO2 Research	E4 Research and Creative Endeavors	Deanship of Academic Affairs	Dean of Academic Affairs Academic Departments GenEd Committee Howard Hughes Medical Institute Program PR-Louis Stoke Alliance for Minority Programs RISE Honor's Studies Program Interdisciplinary Research Institute (III)	3	3	S	Provide students with training experiences in research, creative work or community service once admitted, in the general education component as well as in their concentration in accordance with organizational goals and the "Profile of the Ideal Graduate".	X	X	X	X	X	X	X	X	X	X	Programmatic Assessment of the New General Education Model - Semester/Annual Assessment of Student Participation in Research, Community Service and Creative Activities - Annual
LO4 Bonds and Community Relations	E8 Agreements and Alliances	Chancellor's Office Deanship of Academic Affairs	Chancellor's Office External Resources Office Dean of Academic Affairs	3	4	S	Arrange collaborations and alliances within the UPR and with other academic institutions, industry, commerce, local government and abroad, to develop research projects.	X	X	X	X	X	X	X	X	X	X	Assessment of Alliances and Collaborative Projects Progress - Annual

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University of Puerto Rico at Cayey
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								2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016				
LO6 Communications	E15 Projection	Chancellor's Office Deanship of Academic Affairs	Chancellor's Office Dean of Academic Affairs	3	5	S	Sponsor the disclosure of the research and creative work carried in the UPR at Cayey.	x	x	x	x	x	x	x	x	x	x	x	x	x	Assessment of FIDI Participation Trends - Annual Proposal Submission and Approval Trends Assessment - Annual Academic Departments Achievement Reports - Annual
LO2 Research	E4 Research and Creative Endeavors	Chancellor's Office	External Resources Office	3	6	S	Sponsor the development of proposals to obtain external funding to support research and creative action and strengthen the External Resources Office to provide more technical and administrative support.	x	x	x	x	x	x	x	x	x	x	x	x	x	Proposal Submission and Approval Trends Assessment - Annual Academic Departments Achievement Reports - Annual Assessment of Funding Source Diversity to Strengthen Institutional Development - Annual
LO2 Research	E4 Research and Creative Endeavors	Chancellor's Office	Chancellor's Office	3	7	O	Expand the capacity of the External Resources Office to provide technical and administrative support. (Post award).	x	x	x	x	x	x	x	x	x	x	x	x	x	Compliance with Establishment of a Post-Award Component - Compliance Date
LO2 Research	E4 Research and Creative Endeavors	Chancellor's Office Deanship of Academic Affairs	Chancellor's Office Dean of Academic Affairs	3	8	S	Increase levels of publication of the students, in particular in peer reviewed journals.	x	x	x	x	x	x	x	x	x	x	x	x	x	Assessment of UPR-Cayey Constituent Publications - Annual

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University of Puerto Rico at Cayey
Responsibilities and Assessment Strategies: UPR-Cayey Strategic Plan 2006-2016

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										2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	
LO1 Academic Offering	E3 Faculty Profiles	Chancellor's Office Deanship of Academic Affairs	Administrative Board Academic Senate Academic Departments	3	9	C	Temper the Policies and procedures for the recruitment of teaching staff at the UPR-Cayey to the Board of Trustees' Certification 145 (2005-2006).		x	x										Compliance with Revising the Recruitment Policies and Procedures to the BT Certification # 145, 2005-2006 - Annual
LO4 Bonds and Community Relations	E8 Agreements and Alliances	Chancellor's Office Deanship of Academic Affairs Deanship of Students' Affairs	Chancellor's Office Dean of Academic Affairs Social and Cultural Activities Office	3	10	S	Promote the institutional objective of fostering the encounter and exchange between scholars, researchers and investigators of the country and the world, as well as dialogue between disciplines and between various sectors of the community.		x	x	x	x	x	x	x	x	x	x	x	Assessment of Faculty Exchange Participation - Annual Analysis of Opportunities Provided for Exchange of Ideas Among Faculty - Annual
LO2 Research	E4 Research and Creative Endeavors	Chancellor's Office Deanship of Academic Affairs	AIRO External Resources Office Dean of Academic Affairs	3	11	S	Advance and place knowledge at the service of the citizens of Puerto Rico.		x	x	x	x	x	x	x	x	x	x	x	Proposal Submission and Approval Trends Assessment - Annual Academic Departments Achievement Reports - Annual Assessment of Funding Source Diversity to Strengthen Institutional Development - Annual
LO2 Research	E4 Research and Creative Endeavors	Deanship of Academic Affairs	Dean of Academic Affairs	3	12	O	Apply the existing institutional copyright policy													Compliance with the Author Rights Institutional Policy - Annual



University of Puerto Rico at Cayey
 Responsibilities and Assessment Strategies: UPR-Cayey Strategic Plan 2006-2016

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LO2 Research	E4 Research and Creative Endeavors	Deanship of Academic Affairs		Dean of Academic Affairs Academic Departments GenEd Committee Howard Hughes Medical Institute Program PR-Louis Stoke Alliance for Minority Programs RISE Honor's Studies Program Interdisciplinary Research Institute (III)	3	13	S	Promote undergraduate research.	x	x	x	x	x	x	x	x	x	x	x	Undergraduate Research Participation Trends Analysis - Annual Assessment of Strategies Employed for Promoting Undergraduate Research - Annual Graduating Class Survey - Annual
LO7 Continuous Improvement and Budgeting	E16 Resource Management	Chancellor's Office		AIRO	4	1	O	Complete the institutional effectiveness assessment plan and its implantation.	x	x	x	x	x	x						Assessment Documentation - Annual Triennial Achievement and Challenges Report - Every Three Years
LO5 Informatics	E13 Tools	Chancellor's Office		AIRO	4	2	S	Establish a practice of continuous institutional disclosure of assessment results.	x	x	x	x	x	x	x	x	x	x	x	Analysis of Assessment Data Availability - Annual Evidence of Data-Driven Decision-Making - Annual
LO5 Informatics	E13 Tools	Chancellor's Office		AIRO OSI	4	3	O	Maintain up-to-date institutional data, research and assessment for decision making; make it accessible to the community.	x	x	x	x	x	x	x	x	x	x	x	Analysis of Assessment Data Availability - Annual Evidence of Data-Driven Decision-Making - Annual Data Validation Procedures at the AIRO - Annual

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University of Puerto Rico at Cayey
Responsibilities and Assessment Strategies: UPR-Cayey Strategic Plan 2006-2016

Operational Line	Action Sphere	Deanship	Office in-charge of coordination and leading the initiative	Key Area	Strategic Direction	Classification*	UPR-Cayey Strategic Plan 2006-2016	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Suggested Assessment Strategies and Time Frame
LO7 Continuous Improvement and Budgeting	E:16 Resource Management	Chancellor's Office Deanship of Academic Affairs Deanship of Students' Affairs Deanship of Administrative Affairs	AIRO Budget Office Dean of Academic Affairs Dean of Student Affairs Dean of Administrative Affairs	4	4	O	Align the planning and budget process and make it continuous.	x	x	x	x	x	x	x	x	x	x	Annual Planning, Budgeting and Assessment Document - Annual
LO7 Continuous Improvement and Budgeting	E:18 Policies and Regulations	Chancellor's Office	AIRO Faculty Committee on Planning and Assessment	4	5	O	Continuously review and evaluate Strategic and Operational Plan.	x	x	x	x	x	x	x	x	x	x	Analysis of Revisions to the Strategic Plan - As Needed
LO4 Bonds and Community Relations	E:10 Philanthropy	Chancellor's Office	Alumni and Development Office	4	6	S	Strengthen the endowment fund and other funds geared at institutional renewal.	x	x	x	x	x	x	x	x	x	x	Analysis of Fundraising Reports - Annual
LO4 Bonds and Community Relations	E:10 Philanthropy	Chancellor's Office	Alumni and Development Office External Resources Office	4	7	O	Strengthen the ability to obtain external funds for development, research and creative work.	x	x	x	x	x	x	x	x	x	x	Analysis of Fundraising Reports - Annual Analysis of Indirect Costs and Funding for Institutional Strengthening - Annual

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University of Puerto Rico at Cayey
Responsibilities and Assessment Strategies: UPR-Cayey Strategic Plan 2006-2016

Operational Line	Action Sphere	Deanship	Office in-charge of coordination and leading the initiative	Key Area	Strategic Direction	Classification*	UPR-Cayey Strategic Plan 2006-2016	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Suggested Assessment Strategies and Time Frame
LO7 Continuous Improvement and Budgeting	E17 Academic Processes	Chancellor's Office Deanship of Academic Affairs Deanship of Students' Affairs Deanship of Administrative Affairs	Museum Revista Cayey (Journal) Identidades (Journal) Kahlós (Journal) Dean of Academic Affairs CEDE	4	8	C	Obtain and maintain the accreditation of academic programs, library, counseling and orientation services, the museum and magazines.				x	x	x	x	x	x	x	Analysis of Programs and Services Susceptible to Accreditation vs. Programs and Services Accredited - Annual
LO7 Continuous Improvement and Budgeting	E16 Resource Management	Chancellor's Office	Academic Senate	4	9	O	Complete and implement the new system for faculty evaluation.	x	x	x	x	x	x					Analysis of trends in using faculty evaluations for personnel actions (i.e., tenure, promotion, etc.) - Annual
LO4 Bonds and Community Relations	E9 Community	Chancellor's Office Deanship of Administrative Affairs	Planning and Development Office Occupational Health, Security and Environmental Protection Office	4	10	O	Adapt the Master Improvements Plan to the ecological policy and historical conservation.	x	x	x	x	x	x	x	x	x	x	Assessment of the Master Improvements Plan Implementation Effectiveness - Annual

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University of Puerto Rico at Cayey
 Responsibilities and Assessment Strategies: UPR-Cayey Strategic Plan 2006-2016

Operational Line	Action Sphere	Deanship	Office in-charge of coordination and leading the initiative	Key Area	Strategic Direction	Classification*	UPR-Cayey Strategic Plan 2006-2016	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Suggested Assessment Strategies and Time Frame
LO7 Continuous Improvement and Budgeting	E16 Resource Management	Chancellor's Office Deanship of Academic Affairs Deanship of Students' Affairs Deanship of Administrative Affairs	Chancellor Deans Unit Directors Academic Department Heads	4	11	C	Sustain institutional decisions based on assessment findings and evaluation.	x	x	x	x	x	x	x	x	x	x	Analysis of Assessment Data Availability Evidence of Data-Driven Decision-Making - Annual
LO5 Informatics	E11 Technological Infrastructure	Chancellor's Office Deanship of Academic Affairs	OSI Dean of Academic Affairs Academic Departments	5	1	S	Link students with creative use of technology as tools both, in their general education formation and their area of specialization, providing effective access to network and computer laboratories, sponsoring trainings, and as far as possible, make these services available to alumni.	x	x	x	x	x	x	x	x	x	x	Student Learning Outcomes Assessment Inventory - Semester General Education Assessment Documentation - Annual Graduating Class Survey - Annual Availability of Technological Services for Alumni - Annual
LO5 Informatics	E12 Services	Chancellor's Office Deanship of Administrative Affairs	OSI Dean of Administrative Affairs	5	2	O	Computerize the proceedings and administrative transactions according to the quality of service and the maximization of the talents and energy of the staff.	x	x	x	x	x	x	x	x	x	x	Analysis of Online Services and Transactions - Annual Analysis of Satisfaction with Online Services and Transactions - Annual

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Operational Line	Action Sphere	Deanship	Office in-charge of coordination and leading the initiative	Key Area	Strategic Direction	Classification*	UPR-Cayey Strategic Plan 2006-2016	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Suggested Assessment Strategies and Time Frame
LO5 Informatics	E12 Services	Chancellor's Office Deanship of Academic Affairs Deanship of Students' Affairs Deanship of Administrative Affairs	Chancellor OSI Dean of Academic Affairs Dean of Students' Affairs Dean of Administrative Affairs	5	3	S	Aim at having all frequent transactions available online, from admissions and enrollment, to the adding and withdrawing from courses.	x	x	x	x	x	x	x	x	x	x	Analysis of Online Services and Transactions - Annual Analysis of Satisfaction with Online Services and Transactions - Annual
LO5 Informatics	E11 Technological Infrastructure	Chancellor's Office	OSI	5	4	O	Complete and maintain functional wireless access to the computer network from anywhere on campus.	x	x	x	x	x	x	x	x	x	x	Analysis of Wireless Infrastructure - Annual
LO2 Research	E4 Research and Creative Endeavors	Chancellor's Office Deanship of Academic Affairs	Chancellor Legal Advisor Dean of Academic Affairs	5	5	S	Encourage technology transfer and intellectual sense with ethical, legal and moral property marketing.	x	x	x	x	x	x	x	x	x	x	Analysis of UPR-Cayey Products Copyrighted - Annual

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Operational Line	Action Sphere	Deanship	Office in-charge of coordination and leading the initiative	Key Area	Strategic Direction	Classification*	UPR-Cayey Strategic Plan 2006-2016	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Suggested Assessment Strategies and Time Frame
LO5 Informatics	E11 Technological Infrastructure	Chancellor's Office Deanship of Academic Affairs Deanship of Students' Affairs Deanship of Administrative Affairs	Chancellor OSI Dean of Academic Affairs Dean of Students' Affairs Dean of Administrative Affairs	5	6	O	Optimize our institutional Web presence.	x	x	x	x	x	x	x	x	x	x	Analysis of the UPR-Cayey Website's Effectiveness - Annual
LO1 Academic Offering	E3 Faculty Profiles	Chancellor's Office Deanship of Academic Affairs	OSI Dean of Academic Affairs Academic Departments	5	7	S	Support the teaching of courses online or assisted by informatics.	x	x	x	x	x	x	x	x	x	x	Online Courses Trend Analysis - Annual Assessment of Faculty Perception Regarding Online Course Development - Annual Assessment of Strategies Employed for Assisting Online Course - Annual
LO5 Informatics	E11 Technological Infrastructure	Chancellor's Office Deanship of Academic Affairs	OSI Dean of Academic Affairs Academic Departments	5	8	O	Increase and maintain up-to-date technological equipment in the classrooms and laboratories, library, research centers, auditorium and theater.	x	x	x	x	x	x	x	x	x	x	Assessment of the Technological Infrastructure - Annual

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Responsibilities and Assessment Strategies: UPR-Cayey Strategic Plan 2006-2016

Operational Line	Action Sphere	Deanship	Office in-charge of coordination and leading the initiative	Key Area	Strategic Direction	Classification*	UPR-Cayey Strategic Plan 2006-2016	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Suggested Assessment Strategies and Time Frame
LO1 Academic Offering	E1 Programmatic Offering	Chancellor's Office Deanship of Academic Affairs Deanship of Students' Affairs	OSI Dean of Academic Affairs Academic Departments Library CEDE	5	9	O	Continue support for the inclusion of Online files, academic materials, archives, counseling services and library services.	x	x	x	x	x	x	x	x	x	x	Assessment of Academic Material Online - Semester
LO5 Informatics	E11 Technological Infrastructure	Chancellor's Office	OSI	5	10	O	Keep an up-to-date and robust technological infrastructure.	x	x	x	x	x	x	x	x	x	x	Assessment of the Technological Infrastructure - Annual
LO5 Informatics	E11 Technological Infrastructure	Chancellor's Office Deanship of Academic Affairs	OSI Dean of Academic Affairs Academic Departments	5	11	S	Continue offering technological support to faculty and services of the Center for Training in Skills Informatics (CADI).	x	x	x	x	x	x	x	x	x	x	Assessment of Faculty Perception Regarding Online Course Development - Annual Assessment of Strategies Employed for Assisting Online Course - Annual
LO4 Bonds and Community Relations	E9 Community	Chancellor's Office Deanship of Academic Affairs Deanship of Students' Affairs	COPREVI Honor's Studies Program III CEDE Student Organizations	6	1	S	Participate in the definition and search for alternatives to problems of social urgency in compliance with the fourth goal of the mission of the UPR at Cayey and the objectives of the UPR.	x	x	x	x	x	x	x	x	x	x	Achievement Reports: COPREVI, Honor's Studies Program, Institute of Interdisciplinary Studies (III), Student Counseling Center, Student Organizations - Annual

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Operational Line	Action Sphere	Deanship	Office in-charge of coordination and leading the initiative	Key Area	Strategic Direction	Classification*	UPR-Cayey Strategic Plan 2006-2016	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Suggested Assessment Strategies and Time Frame
LO1 Academic Offering	E2 Enrichment	Chancellor's Office Deanship of Academic Affairs Deanship of Students' Affairs	Chancellor Dean of Academic Affairs RISE Exchange Program and International Studies	6	2	S	Promote the development of a sense of social responsibility and public service through service projects, curricular initiatives and integration of goals to these effects in the files.	x	x	x	x	x	x	x	x	x	x	Assessment of the Inclusion of Community Service in Course Syllabi - Annual
LO1 Academic Offering	E2 Enrichment	Chancellor's Office Deanship of Academic Affairs	Academic Senate Academic Departments Honor's Studies Program	6	3	S	Promote the mainstreaming of community service to the curriculum and the experiences of the graduate, according to the Certification 49 (2002-03) of the Academic Senate.	x	x	x								Assessment of the Inclusion of Research, Community Service, and Creative Activities in Course Syllabi - Annual
LO4 Bonds and Community Relations	E8 Agreements and Alliances	Chancellor's Office Deanship of Academic Affairs	Chancellor Dean of Academic Affairs	6	4	S	Develop more research centers and community support services.	x	x	x	x	x	x	x	x	x	x	Research and Community Service Centers Assessment Reports (i.e., COPREVI, III, Honor's Studies Program, Ecological Center, Museum, DECEP, etc.) - Annual
LO4 Bonds and Community Relations	E8 Agreements and Alliances	Chancellor's Office Deanship of Academic Affairs	Chancellor External Resources Office Dean of Academic Affairs	6	5	S	Strengthen and expand partnerships with industry, commerce, education, nonprofit organizations, and government, municipal and state agencies.	x	x	x	x	x	x	x	x	x	x	Analysis of Trends for Establishing Alliances and Collaborations - Annual

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 Responsibilities and Assessment Strategies: UPR-Cayey Strategic Plan 2006-2016

Operational Line	Action Sphere	Deanship	Office in-charge of coordination and leading the initiative	Key Area	Strategic Direction	Classification*	UPR-Cayey Strategic Plan 2006-2016	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Suggested Assessment Strategies and Time Frame
LO3 Institutional Climate	E7 Cultural Outreach and Initiatives	Chancellor's Office Deanship of Academic Affairs Deanship of Students' Affairs	Museum Alumni and Development Office Dean of Academic Affairs Social and Cultural Activities Office	6	6	S	Energetically disseminate the extensive programs of artistic, scientific, professional and athletic activities, that also serves the community in general and make the UPR at Cayey a house of culture and center for diffusion of advances in science and the arts.	x	x	x	x	x	x	x	x	x	x	Assessment of Community Participation in Institutional Activities - Annual
LO4 Bonds and Community Relations	E9 Community	Chancellor's Office Deanship of Academic Affairs Deanship of Students' Affairs	Commission for the Prevention of Violence (COPREVI) Dean of Academic Affairs Dean of Student Affairs	6	7	O	Continue sponsoring social impact projects, particularly in community projects.	x	x	x	x	x	x	x	x	x	x	Assessment of Social Impact Project Trends - Annual
LO3 Institutional Climate	E7 Cultural Outreach and Initiatives	Chancellor's Office Deanship of Academic Affairs	Museum General Library	6	8	S	Boost the Dr. Pio Lopez Martinez Art Museum and the Victor M. Pons library as dynamic center of enjoyment, studies and creation.	x	x	x	x	x	x	x	x	x	x	Achievement Reports: General Library, Museum - Annual

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 Responsibilities and Assessment Strategies: UPR-Cayey Strategic Plan 2006-2016

Operational Line		Action Sphere	Deanship	Office in-charge of coordination and leading the initiative	Key Area	Strategic Direction	Classification*	UPR-Cayey Strategic Plan 2006-2016	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Suggested Assessment Strategies and Time Frame
LO4 Bonds and Community Relations	E8 Agreements and Alliances	Deanship of Students' Affairs	Exchange Program and International Studies Office	6	9	S	Strengthen initiatives serving from students of Hispanic communities in the United States participating in the Bilingual Initiative and encourage cooperation and exchange with Puerto Rican communities in the United States and other countries.	x	x	x	x	x	x	x	x	x	x	x	Student Participation in Exchange Program Trends Assessment - Annual National Student Exchange Program Satisfaction Survey - Annual Faculty Participation in Exchange Program Trends Assessment - Annual
LO1 Academic Offering	E1 Programmatic Offering	Deanship of Academic Affairs	Division of Continued Education and Professional Studies (DECEP)	6	10	S	Strengthen and disseminate more widely the courses offered the Division of Continuing Education and Professional Studies (DECEP) to people who aspire to enhance their professional development, change career, or enrich their quality of life.	x	x	x	x	x	x	x	x	x	x	x	Assessment of Enrollment and Programmatic Offerings Trends of the DECEP - Semester
LO2 Research	E4 Research and Creative Endeavors	Chancellor's Office Deanship of Academic Affairs Deanship of Students' Affairs	Museum GenEd Committee GenEd Coordinator Social and Cultural Activities Office	6	11	S	Enhance and disseminate the values of the Puerto Rican culture.	x	x	x	x	x	x	x	x	x	x	x	Graduating Class Survey - Annual Achievement Reports: Social and Cultural Activities Office, Museum - Annual Student Learning Outcomes Assessment Inventory - Semester

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Operational Line	Action Sphere	Deanship	Office in-charge of coordination and leading the initiative	Key Area	Strategic Direction	Classification*	UPR-Cayey Strategic Plan 2006-2016	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Suggested Assessment Strategies and Time Frame
LO1 Academic Offering	E2 Enrichment	Deanship of Academic Affairs Deanship of Students' Affairs	GenEd Committee GenEd Coordinator Academic Departments Dean of Students	7	1	S	Stimulate an international perspective that recognizes both humans place in their community in the curriculum and in the study of other cultural experiences and life.	x	x	x	x	x	x	x	x	x	x	General Education Assessment Report - Annual Quinquennial Programmatic Review (BT Cert. # 43, 2006-2007) - According to Itinerary
LO1 Academic Offering	E2 Enrichment	Deanship of Academic Affairs	GenEd Committee GenEd Coordinator Academic Departments	7	2	S	Enable students to develop in an international, multicultural and interdependent world.	x	x	x								General Education Assessment Report - Annual Quinquennial Programmatic Review (BT Cert. # 43, 2006-2007) - According to Itinerary
LO1 Academic Offering	E2 Enrichment	Deanship of Academic Affairs Deanship of Students' Affairs	Academic Departments RISE Exchange Program and International Studies Office	7	3	S	Promote conditions for students to study and participate in exchanges, volunteer positions, internships and other formative experiences in centers outside academics.	x	x	x	x	x	x	x	x	x	x	RISE Achievement Report - Annual General Education Assessment Report - Annual Quinquennial Programmatic Review (BT Cert. # 43, 2006-2007) - According to Itinerary
LO1 Academic Offering	E2 Enrichment	Deanship of Academic Affairs Deanship of Students' Affairs	Academic Departments RISE Exchange Program and International Studies Office	7	4	S	Strengthen links with other academic and cultural institutions inside and outside Puerto Rico, to promote greater links with the international community.	x	x	x	x	x	x	x	x	x	x	RISE Achievement Report - Annual General Education Assessment Report - Annual Quinquennial Programmatic Review (BT Cert. # 43, 2006-2007) - According to Itinerary Analysis of Trends for Establishing Alliances and Collaborations - Annual

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 Responsibilities and Assessment Strategies: UPR-Cayey Strategic Plan 2006-2016

Operational Line	Action Sphere	Deanship	Office in-charge of coordination and leading the initiative	Key Area	Strategic Direction	Classification*	UPR-Cayey Strategic Plan 2006-2016	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Suggested Assessment Strategies and Time Frame
LO1 Academic Offering	E2 Enrichment	Chancellor's Office Deanship of Academic Affairs Deanship of Students' Affairs	Chancellor Dean of Academic Affairs Academic Departments RISE Social and Cultural Activities Office	7	5	S	Promote a climate of encounter and exchange between scholars, researchers and creators of the country and the world, through the auspices of forums and congresses of call and international projection, with the active participation of our teachers and students.	x	x	x	x	x	x	x	x	x	x	Analysis of Forums and Congress Trends - Annual
LO1 Academic Offering	E1 Programmatic Offering	Chancellor's Office Deanship of Academic Affairs	Chancellor Dean of Academic Affairs	7	6	S	Promote collaboration agreements between units of the system.	x	x	x	x	x	x	x	x	x	x	Analysis of Trends for Establishing Alliances and Collaborations within the UPR System - Annual
LO1 Academic Offering	E3 Faculty Profiles	Chancellor's Office Dean of Academic Affairs	Chancellor Museum Dean of Academic Affairs	7	7	S	Promote the international exchange of professors, artists and scholars.	x	x	x	x	x	x	x	x	x	x	Analysis of Faculty Exchange Trends - Annual Analysis of Resident Artists, Professors and Academics - Annual
LO3 Institutional Climate	E7 Cultural Outreach and Initiatives	Deanship of Students' Affairs	Social and Cultural Activities Office	7	8	S	Promote a program of artistic, cultural, scientific, professional activities to promote a greater link with the international community.	x	x	x	x	x	x	x	x	x	x	Achievement Reports: Social and Cultural Activities Office, Athletics Activities Office - Annual

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Operational Line		Action Sphere		Deanship	Office in-charge of coordination and leading the initiative	Key Area	Strategic Direction	Classification*	UPR-Cayey Strategic Plan 2006-2016											Suggested Assessment Strategies and Time Frame								
									2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016										
LO2 Research	E4 Research and Creative Endeavors	Chancellor's Office Deanship of Academic Affairs	Chancellor Dean of Academic Affairs Honors' Studies Program RISE III	7	9	S	Participate in the international dissemination of knowledge by encouraging and supporting the exhibition and international disclosure of the investigations and creations of teachers and students.	x	x	x	x	x	x	x	x	x	x	x	Analysis of Trends in Sponsoring Student and Faculty Exposition of Science, Creative and Community Service Work - Annual									
LO3 Institutional Climate	E6 Spaces, Construction, and Conservation	Deanship of Administrative Affairs	Occupational Health, Security and Environmental Protection Office	8	1	S	Promote an interest for the preservation and improvement of the environment.	x	x	x	x	x	x	x	x	x	x	x	Achievement Reports: Occupational Health, Security and Environmental Protection Office - Annual Assessment of Activities Geared at Promoting Environmental Protection - Annual									
LO3 Institutional Climate	E6 Spaces, Construction, and Conservation	Chancellor's Office Deanship of Administrative Affairs	Planning and Development Office Occupational Health, Security and Environmental Protection Office Physical Resources Office	8	2	O	Ensure rigorous and sustained coordination between policies of design, construction and conservation of spaces with draft academic excellence and the services that serves as infrastructure.	x	x	x	x	x	x	x	x	x	x	x	Assessment of Compliance with the Planning and Development Office, Occupational Health, Security and Environmental Protection Office, and the Physical Resources Office's Work Plans - Quaterly									

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LO3 Institutional Climate	E6 Spaces, Construction, and Conservation	Chancellor's Office Deanship of Administrative Affairs	Planning and Development Office Occupational Health, Security and Environmental Protection Office Physical Resources Office	8	3	O	Facilitate the maintenance, preventive care, conservation and improvement of structures and facilities physical and environment through a calendar of detailed work, the allocation of resources and optimal supervision work.	x	x	x	x	x	x	x	x	x	x	Assessment of the Institution's Physical Infrastructure - Annual Assessment of Compliance with the Institution's Infrastructure Maintenance Plan - Annual
LO3 Institutional Climate	E6 Spaces, Construction, and Conservation	Chancellor's Office Deanship of Administrative Affairs	Planning and Development Office Occupational Health, Security and Environmental Protection Office Physical Resources Office	8	4	O	Intervene promptly and efficiency in those structures whose state carries the health and safety risks or obstructs institutional objectives and tasks.	x	x	x	x	x	x	x	x	x	x	Assessment of the Institution's Physical Infrastructure Assessment of Compliance with the Institution's Infrastructure Maintenance Plan - Quaterly
LO3 Institutional Climate	E6 Spaces, Construction, and Conservation	Chancellor's Office	Planning and Development Office Institutional Committee for Works of Arts, Documents, and Spaces	8	5	S	Preserve and promote built historical heritage that we are custodians through the restoration, labeling and documentation of the remains of the Spanish Headquarters Infantry and Henry Barraks, with historical sense and future vision.	x	x	x	x	x	x	x	x	x	x	Assessment of the Institution's Physical Infrastructure Assessment of Compliance with the Institution's Infrastructure Maintenance Plan - Quaterly

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LO4 Bonds and Community Relations	E9 Community	Deanship of Administrative Affairs	Occupational Health, Security and Environmental Protection Office	8	6	S	Take lead in the elaboration and implantation of policies and programs of ecological preservation, such as recycling, conservation, and power savings and reuse water.		x	x	x	x	x	x	x	x	x	x	x	Assessment of Effectiveness in the Development of Ecological Protection Policies and Programs - Annual
LO3 Institutional Climate	E6 Spaces, Construction, and Conservation	Chancellor's Office Deanship of Administrative Affairs	Planning and Development Office Occupational Health, Security and Environmental Protection Office Physical Resources Office	8	7	S	Provide quality spaces adequate for teaching and learning, research and the creation, the recreation and sport, and provide teachers and researchers of adequate individual office spaces.		x	x	x	x	x	x	x	x	x	x	x	Assessment of Effectiveness in Space Utilization - Quaterly
LO2 Research	E4 Research and Creative Endeavors	Chancellor's Office Deanship of Students' Affairs	Museum Social and Cultural Activities Office	8	8	S	Provide spaces for cultural and artistic expressions to teachers and students.		x	x	x	x	x	x	x	x	x	x	x	Analysis of Faculty and Student Artistic Exposition Trends - Annual
LO3 Institutional Climate	E6 Spaces, Construction, and Conservation	Chancellor's Office	Planning and Development Office Physical Resources Office	8	9	S	Develop a greater amount of pedestrian spaces that encourage the interaction of the university community, advancing to a circulation more comfortable and pleasant for the campus, and stimulate thought, study and the reflection.		x	x	x	x	x	x	x	x	x	x	x	Assessment of the Adequacy of Walkable Spaces - As required

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LO2 Research	E4 Research and Creative Endeavors	Chancellor's Office Deanship of Students' Affairs Deanship of Administrative Affairs	Museum Social and Cultural Activities Office Occupational Health, Security and Environmental Protection Office	8	10	S	Promote university architectural heritage tours, parks and gardens, the Museum of art Dr. Pio Lopez Martinez and Green Shadows Park.		x	x	x	x	x	x	x	x	x	x	x	Achievement Reports: Occupational Health, Security and Environmental Protection Office, Museum - Annual
LO3 Institutional Climate	E6 Spaces, Construction, and Conservation	Deanship of Administrative Affairs	Physical Resources Office Occupational Health, Security and Environmental Protection Office	8	11	O	Implement a comprehensive plan of landscaping and forestation that of continuity to the project to make UPR at Cayey a green community and continuity to the statement of grounds "Agustin Stahl Botanical Garden" (December 8, 1976) and bird reserve.		x	x	x	x	x	x	x	x	x	x	x	Achievement Reports: Occupational Health, Security and Environmental Protection Office - Annual Assessment of Compliance with the Institution's Infrastructure Maintenance Plan - Annual
LO2 Research	E4 Research and Creative Endeavors	Chancellor's Office	Institutional Committee for Works of Arts, Documents, and Spaces	8	12	O	Preserve works of art according to established certification 46 (2003-04) of the Academic Senate.		x	x	x	x	x	x	x	x	x	x	x	Institutional Committee for Works of Arts, Documents, and Spaces Reports - Annual
LO2 Research	E4 Research and Creative Endeavors	Deanship of Administrative Affairs	Occupational Health, Security and Environmental Protection Office	8	13	S	Promote Green Shadow Park as a passive recreation area and a center that encourages appreciation and research on Puerto Rican flora.		x	x	x	x	x	x	x	x	x	x	x	Achievement Reports: Occupational Health, Security and Environmental Protection Office - Annual

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LO3 Institutional Climate	E6 Spaces, Construction, and Conservation	Chancellor's Office Deanship of Administrative Affairs	Planning and Development Office Occupational Health, Security and Environmental Protection Office Physical Resources Office	8	14	C	Ensure that the physical facilities are free from architectural barriers.	x	x	x	x	x	x	x	x	x	x	x	x	Assessment of the Institution's Physical Infrastructure - Annual
LO3 Institutional Climate	E6 Spaces, Construction, and Conservation	Chancellor's Office Deanship of Administrative Affairs	Planning and Development Office Occupational Health, Security and Environmental Protection Office Physical Resources Office	8	15	C	Ensure that the physical facilities are the most appropriate and ensure the safety of the people that use.	x	x	x	x	x	x	x	x	x	x	x	x	Assessment of the Institution's Physical Infrastructure - Annual
LO2 Research	E4 Research and Creative Endeavors	Deanship of Administrative Affairs	Occupational Health, Security and Environmental Protection Office	8	16	S	Promote the enjoyment and preservation of green space on campus.	x	x	x	x	x	x	x	x	x	x	x	x	Achievement Reports: Occupational Health, Security and Environmental Protection Office - Annual Assessment of Activities Geared at Promoting Environmental Protection - Annual

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Responsibilities and Assessment Strategies: UPR-Cayey Strategic Plan 2006-2016

Operational Line	Action Sphere	Deanship	Office in-charge of coordination and leading the initiative	Key Area	Strategic Direction	Classification*	UPR-Cayey Strategic Plan 2006-2016	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Suggested Assessment Strategies and Time Frame
LO7 Continuous Improvement and Budgeting	E:16 Resource Management	Chancellor's Office Deanship of Academic Affairs Deanship of Students' Affairs Deanship of Administrative Affairs	AIRO Dean of Academic Affairs Dean of Students' Affairs Dean of Administrative Affairs	9	1	S	Promote assessment, evaluation and review of academic and administrative processes and schemes, the regulations, procedures and work organization to respond in an agile and flexible manner, to academic project that gives meaning to our existence.	x	x	x	x	x	x	x	x	x	x	Assessment of Data-Driven Decision-Making for Institutional Effectiveness and the Improvement of Student Learning - Annual Unit Achievement Reports - Annual Quinquennial Programmatic Review (BT Cert. # 43, 2006-2007) - According to Itinerary Triennial Institutional Achievements and Challenges Report - Every Three Years
LO7 Continuous Improvement and Budgeting	E:16 Resource Management	Chancellor's Office Deanship of Academic Affairs Deanship of Students' Affairs Deanship of Administrative Affairs	Chancellor Dean of Academic Affairs Dean of Students' Affairs Dean of Administrative Affairs	9	2	S	Give greater authority and responsibilities to departments, redirecting resources and responsibilities to the institution base: departments, programs and offices.	x	x	x	x	x	x	x	x	x	x	Assessment of Data-Driven Decision-Making for Institutional Effectiveness and the Improvement of Student Learning - Annual Unit Achievement Reports - Annual Quinquennial Programmatic Review (BT Cert. # 43, 2006-2007) - According to Itinerary Triennial Institutional Achievements and Challenges Report - Every Three Years
LO5 Informatics	E:12 Services	Chancellor's Office Deanship of Administrative Affairs	OSI Dean of Administrative Affairs	9	3	S	Use technology to the maximum to facilitate management processes and reduce the printed documentation and physical file, without neglecting the historic memory that ensures the continuity and the advancement.	x	x	x	x	x	x	x	x	x	x	Analysis of Online Services and Transactions - Annual Analysis of Satisfaction with Online Services and Transactions - Annual

*Objective/Strategic Direction Classification: S - Strategic O - Operations; R - Reporting; C - Compliance



University of Puerto Rico at Cayey
 Responsibilities and Assessment Strategies: UPR-Cayey Strategic Plan 2006-2016

Operational Line	Action Sphere	Deanship	Office in-charge of coordination and leading the initiative	Key Area	Strategic Direction	Classification*	UPR-Cayey Strategic Plan 2006-2016	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Suggested Assessment Strategies and Time Frame
LO5 Informatics	E13 Tools	Chancellor's Office Deanship of Academic Affairs	OSI Dean of Academic Affairs Academic Departments	9	4	S	Foster continuous retraining of all members of the University community, including health and occupational safety and ethics government law, among others.	x	x	x	x	x	x	x	x	x	x	Assessment of the Human Resource's Office Program for Professional Development - Annual
LO7 Continuous Improvement and Budgeting	E16 Resource Management	Chancellor's Office Deanship of Administrative Affairs	AIRO Human Resources Office	9	5	O	Develop a plan for evaluation of all staff and services.	x	x	x	x	x	x					Assessment Documentation - Annual Triennial Achievement and Challenges Report - Every Three Years
LO6 Communications	E15 Projection	Deanship of Administrative Affairs	Human Resources Office	9	6	O	Temper administrative functions with the profile of the University of the 21st Century programs for retraining and update the description of the functions, while providing professional development through the implementation of updated classification plans.	x	x	x	x	x	x	x	x	x	x	Assessment of the Human Resource's Office Program for Professional Development - Annual Evidence of Efficiency in Human Resource Allocation - Annual

*Objective/Strategic Direction Classification: S - Strategic O - Operations; R - Reporting; C - Compliance



University of Puerto Rico at Cayey
 Responsibilities and Assessment Strategies: UPR-Cayey Strategic Plan 2006-2016

Operational Line	Action Sphere	Deanship	Office in-charge of coordination and leading the initiative	Key Area	Strategic Direction	Classification*	UPR-Cayey Strategic Plan 2006-2016	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Suggested Assessment Strategies and Time Frame
LO7 Continuous Improvement and Budgeting	E16 Resource Management	Chancellor's Office Deanship of Academic Affairs Deanship of Students' Affairs Deanship of Administrative Affairs	AIRO Budget Office Dean of Academic Affairs Dean of Students' Affairs Dean of Administrative Affairs	9	7	C	Adapt the budget distribution to a work plan that recognizes the institutional priorities through a culture of evaluation of fiscal operations, its expenditure profiles and trends in the use of the budget to ensure that the primary functions of the university, its goals and objectives are provided with adequate resources.	x	x	x	x	x	x	x	x	x	x	Annual Planning, Budgeting and Assessment Document
LO2 Research	E4 Research and Creative Endeavors	Chancellor's Office Deanship of Academic Affairs Deanship of Students' Affairs Deanship of Administrative Affairs	Chancellor Dean of Academic Affairs Dean of Students' Affairs Dean of Administrative Affairs	9	8	S	Recognize merit in the university's endeavors	x	x	x	x	x	x	x	x	x	x	Assessment Documentation - Annual Triennial Achievement and Challenges Report - Every Three Years
LO2 Research	E4 Research and Creative Endeavors	Chancellor's Office	AIRO	10	1	O	Periodically disseminate institutional information that is collected and facilitate it to the university community.	x	x	x	x	x	x	x	x	x	x	Assessment Documentation - Annual Triennial Achievement and Challenges Report - Every Three Years

*Objective/Strategic Direction Classification: S - Strategic O - Operations; R - Reporting; C - Compliance



University of Puerto Rico at Cayey
 Responsibilities and Assessment Strategies: UPR-Cayey Strategic Plan 2006-2016

Operational Line	Action Sphere	Deanship	Office in-charge of coordination and leading the initiative	Key Area	Strategic Direction	Classification*	UPR-Cayey Strategic Plan 2006-2016	Suggested Assessment Strategies and Time Frame													
								2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016				
LO4 Bonds and Community Relations	E10 Philanthropy	Chancellor's Office	Alumni and Development Office	10	2	O	Design and implement a plan for fundraising based on organizational priorities.	x	x	x	x	x	x	x	x	x	x	x	x	x	Analysis of Fundraising Reports - Annual
LO6 Communications	E15 Projection	Deanship of Students' Affairs	Press Official	10	3	S	Further promote the dissemination of university achievements in the national and regional media in the country.	x	x	x	x	x	x	x	x	x	x	x	x	x	Evidence of Institutional Achievements in the Media - Annual
LO3 Institutional Climate	E5 Integral Formation	Chancellor's Office	Alumni and Development Office	10	4	S	Continue efforts to maintain close links with alumni.	x	x	x	x	x	x	x	x	x	x	x	x	x	Analysis of Fundraising Reports - Annual
LO1 Academic Offering	E1 Programmatic Offering	Chancellor's Office Deanship of Academic Affairs	Alumni and Development Office DECEP	10	5	S	Expand professional development courses and programs and to continue to inform the alumni.	x	x	x	x	x	x	x	x	x	x	x	x	x	Analysis of Alumni Participation in DECEP Program Offering - Semester

*Objective/Strategic Direction Classification: S - Strategic O - Operations; R - Reporting; C - Compliance



University of Puerto Rico at Cayey
Responsibilities and Assessment Strategies: UPR-Cayey Strategic Plan 2006-2016

Operational Line	Action Sphere	Deanship	Office in-charge of coordination and leading the initiative	Key Area	Strategic Direction	Classification*	UPR-Cayey Strategic Plan 2006-2016	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Suggested Assessment Strategies and Time Frame
LO5 Informatics	E12 Services	Chancellor's Office	Alumni and Development Office	10	6	O	Update and expand the UPR-Cayey database.	x	x	x	x	x	x	x	x	x	x	Validation of Alumni Contact Information - Monthly Analysis of Alumni Participation in Institutional Activities - Annual Analysis of Fundraising Reports - Annual
LO3 Institutional Climate	E5 Integral Formation	Chancellor's Office	Alumni and Development Office	10	7	S	Promote Alumni integration in the different activities offered by the institution.	x	x	x	x	x	x	x	x	x	x	Validation of Alumni Contact Information - Monthly Analysis of Alumni Participation in Institutional Activities - Quaterly Analysis of Fundraising Reports - - Annual
LO3 Institutional Climate	E5 Integral Formation	Chancellor's Office Deanship of Students' Affairs	Chancellor Social and Cultural Activities Office	10	8	S	Encourage the university community's participation in the institution's academic and cultural endeavors.	x	x	x	x	x	x	x	x	x	x	Graduating Class Survey - Annual Achievement Reports: Social and Cultural Activities Office, Museum - Annual Community Participation in Institutional Activities - Annual

*Objective/Strategic Direction Classification: S - Strategic O - Operations; R - Reporting; C - Compliance



University of Puerto Rico at Cayey
 Responsibilities and Assessment Strategies: UPR-Cayey Strategic Plan 2006-2016

Operational Line	Action Sphere	Deanship	Office in-charge of coordination and leading the initiative	Key Area	Strategic Direction	Classification*	UPR-Cayey Strategic Plan 2006-2016	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Suggested Assessment Strategies and Time Frame
LO3 Institutional Climate	E5 Integral Formation	Chancellor's Office Deanship of Academic Affairs Deanship of Students' Affairs Deanship of Administrative Affairs	Chancellor Alumni and Development Office Academic Departments Dean of Students' Affairs Social and Cultural Activities Office Dean of Administrative Affairs	10	9	S	Promote a sense of strengthened institutional identity with the Alma Mater.	x	x	x	x	x	x	x	x	x	x	Graduating Class Survey - Annual Achievement Reports: Social and Cultural Activities Office, Museum - Annual Community Participation in Institutional Activities - Annual

*Objective/Strategic Direction Classification: S - Strategic O - Operations; R - Reporting; C - Compliance

Appendix E: Key Assessment Areas and Indicators (Board of Trustees: 43, 2006-2007)



Assessment & Institutional Research Office
University of Puerto Rico at Cayey

KEY ASSESSMENT AREAS AND INDICATORS FOR PROGRAM REVIEWS
IN ACCORDANCE WITH UPR BOARD OF TRUSTEES' *Guide for the Assessment of Academic Programs in the UPR*
(CERTIFICATION 43; 2006-2007)

KEY AREAS	KEY INDICATORS
Mission, Goals, and Objectives (MGO)	Alignment with Institutional MGO Focus on Student Learning Outcomes Evidence on Meeting the MGO MGO revisions
Program Validation	Evidence documenting the country's need for the program Needs and expectations that warrant program continuity
Program Relevance	Program benchmarking against institutions within and outside the System Program's impact on other programs and departments Freshmen applicant and occupant trends
Curriculum	Compliance with MGO Adequacy of the number of credits required for program completion Evidence that syllabi are current Curricular revisions
Assessment of Program's Effectiveness	Student Learning Outcomes Assessment processes and strategies Relationship between Program's Assessment Plan and the IAP Data/Assessment driven decision making
Students	Recruitment strategies Admissions and retention Enrollment trends and projections Degrees awarded Grades analysis: Concentration, General Education, and Elective Courses Alumni Achievement
Faculty	Academic Profile (status, rank, degrees, experience, etc.) Faculty FTE to Student FTE Contribution to achieving MGO Research, creative work and community service trends Use of formative course-embedded assessment strategies Use of faculty evaluation results for improvement and development Recruitment strategies/profile
Student Support Services	Administrative personnel Adequacy of services

KEY AREAS	KEY INDICATORS
Learning and Information Resources	Adequacy of learning and information resources for meeting MGO Integration of learning and information resources to the curriculum
Community Relations	Integration topics related to the community's needs to teaching, research and community service projects Currency of Course Catalog and availability to the community Incorporation of students and staff in community service projects and internships
Program Operations and Effectiveness	Administrative profile and its adequacy towards meeting the MGO Adequacy of operational coordination Staff professional development plans Degree of staff participation in the decision making process
Fiscal Aspects	Linked budget, planning and assessment process Adequacy of allocated budget for meeting MGO External resources obtained for program enhancement
Infrastructure	Adequacy of infrastructure (classrooms, labs, equipment) for achieving MGO
Challenges and Opportunities	Derived from the Program Review Process.
Development Plans	Prioritized areas Activities and time-line Resources Achievement indicators.

Appendix F: Periodic Program Review Report Compliance Itinerary



University of Puerto Rico at Cayey
 Periodic Program Review Reports: Compliance Itinerary (Board of Trustees: 43, 2006-2007)
 First Cycle Beginning 2007-08

Degree Awarded	2000 CIP Code	UPR Information System Code	Created	Determined Periodic Review Report Date Academic Year	Comments	Submission to Program Faculty Date	Submission to Dean Academic Affairs' Date	Submission to Academic Senate Date	Submission to Administrative Board Date	Submission to University Board Date
Bachelor's of Arts in Pscyology	42.0101	1605	1978-1979	2007-08	Completed	30-Apr-08	1-Dec-08	15-Jan-09	15-Mar-10	30-Mar-09
Bachelor's of Arts in Community Psychology and Mental Health	42.9999	1613	1979-1980	2007-08	Completed	30-Apr-08	1-Dec-08	15-Jan-09	15-Mar-10	30-Mar-09
Associate's Degree in Technology and Office Administration	52.0408	2115	1981-1982	2007-08	Moratorium					
Bachelor's of Arts in Economy	45.0601	1603	1985-1986	2007-08	Moratorium					
Bachelor's of Arts in Elementary Education - Social Studies	13.1318	422	1970-1971	2007-08	Moratorium					
Bachelor's of Arts in Secondary Education - Social Sciences	13.1317	406	1973-1974	2007-08	Moratorium					
Bachelor's of Science in Chemistry	40.0501	1204	1969-1970	2011-12	Not Initiated	30-Apr-12	1-Dec-12	15-Jan-12	15-Mar-12	30-Mar-12
Bachelor's of Arts in Secondary Education - Physical Education	13.1314	409	1969-1970	2007-08	NCATE Accreditation SPA 2009 Visit 2010					
Bachelor's of Science in Biology	26.0101	1202	1969-1970	2008-09	Completed	30-Apr-09	1-Dec-09	15-Jan-10	15-Mar-10	30-Mar-10



University of Puerto Rico at Cayey
 Periodic Program Review Reports: Compliance Itinerary (Board of Trustees: 43, 2006-2007)
 First Cycle Beginning 2007-08

Degree Awarded	2000 CIP Code	UPR Information System Code	Created	Determined Periodic Review Report Date Academic Year	Comments	Submission to Program Faculty Date	Submission to Dean Academic Affairs' Date	Submission to Academic Senate Date	Submission to Administrative Board Date	Submission to University Board Date
Bachelor's of Science in Mathematics	27.0101	1205	1969-1970	2008-09	In Progress	30-Apr-09	1-Dec-09	15-Jan-10	15-Mar-10	30-Mar-10
Bachelor's of Arts in Hispanic Studies	16.0905	909	1969-1970	2008-09	Completed	30-Apr-09	1-Dec-09	15-Jan-10	15-Mar-10	30-Mar-10
Bachelor's of Technology and Office Administration - Office Administration	52.0401	321	1998-1999	2010-2011	Accreditation ACBSP Self Study Fall 2010					
Bachelor's of Technology and Office Administration - Office Systems	52.0401	322	1998-1999	2010-2011	Accreditation ACBSP Self Study Fall 2010					
Bachelor's of Arts in Elementary Education - Spanish	13.133	426	1970-1971	2008-09	NCATE Accreditation SPA Fall 2009 Visit Spring 2010					
Bachelor's of Arts in Elementary Education - Math	13.1311	424	1970-1971	2008-09	NCATE Accreditation SPA Fall 2009 Visit Spring 2010					
Bachelor's of Arts in Secondary - Spanish	13.133	415	1973-1974	2008-09	NCATE Accreditation Visit & Cert. 43 Report Submitted Spring 2010					
Bachelor's of Arts in Secondary Education - Math	13.1311	404	1982-1983	2008-09	NCATE Accreditation SPA Fall 2009 Visit Spring 2010					
Bachelor's of Arts in Sociology	45.1101	1606	1978-1979	2009-10	Not Initiated	30-Apr-11	1-Dec-12	15-Jan-12	15-Mar-12	30-Mar-12



University of Puerto Rico at Cayey
 Periodic Program Review Reports: Compliance Itinerary (Board of Trustees: 43, 2006-2007)
 First Cycle Beginning 2007-08

Degree Awarded	2000 CIP Code	UPR Information System Code	Created	Determined Periodic Review Report Date Academic Year	Comments	Submission to Program Faculty Date	Submission to Dean Academic Affairs' Date	Submission to Academic Senate Date	Submission to Administrative Board Date	Submission to University Board Date
Bachelor's of Arts in History	54.0101	906	1985-1986	2009-10	In Progress	30-Apr-11	1-Dec-11	15-Jan-12	15-Mar-12	30-Mar-12
Bachelor's of Arts in English	23.0101	907	1969-1970	2009-10	COMPLETED	SPRING 2011	SPRING 2011	15-Jan-12	15-Mar-12	30-Mar-12
Bachelor's of Busines Administration in Management	52.0299	305	1982-1983	2010-11	Accreditation ACBSP Self Study Fall 2010					
Bachelor's of Arts in Elementary Education - Special Education	13.1001	446	1970-1971	2009-10	NCATE Accreditation SPA Fall 2009 Visit Spring 2010					
Bachelor's of Arts in Elementary Education - English	13.1305	420	1970-1971	2009-10	NCATE Accreditation SPA Fall 2009 Visit Spring 2010					
Bachelor's of Arts in Secondary Education - English	13.1305	414	1978-1979	2009-10	NCATE Accreditation SPA Fall 2009 Visit Spring 2010					
Bachelor's of Arts in Secondary Education - History	13.1328	413	1985-1986	2009-10	NCATE Accreditation SPA Fall 2009 Visit Spring 2010					
Bachelor's of Science in Natural Sciences	30.1801	1201	1969-1970	2010-11	In Progress	30-Apr-11	1-Dec-11	15-Jan-12	15-Mar-12	30-Mar-12
Bachelor's of Arts in Social Sciences	45.0101	1602	1969-1970	2010-11	Not Initiated	30-Apr-11	1-Dec-11	15-Jan-12	15-Mar-12	30-Mar-12



University of Puerto Rico at Cayey
 Periodic Program Review Reports: Compliance Itinerary (Board of Trustees: 43, 2006-2007)
 First Cycle Beginning 2007-08

Degree Awarded	2000 CIP Code	UPR Information System Code	Created	Determined Periodic Review Report Date Academic Year	Comments	Submission to Program Faculty Date	Submission to Dean Academic Affairs' Date	Submission to Academic Senate Date	Submission to Administrative Board Date	Submission to University Board Date
Bachelor's of Arts in Secondary Education - Natural Sciences	13.1316	401	1970-1971	2010-11	NCATE Accreditation SPA Fall 2009 Visit Spring 2010					
Honor's Studies Program (ProEsH)				2012-2013	Included 2011-2012	30-Apr-13	1-Dec-13	15-Jan-14	15-Mar-14	15-Mar-15
Bachelor's of Arts in Humanities	24.0103	902	1969-1970	2010-11	In Progress	30-Apr-11	1-Dec-11	15-Jan-12	15-Mar-12	30-Mar-12
Bachelor's of Busines Administration in Accounting	52.0301	302	1982-1983	2010-11	Accreditation ACBSP Self Study Fall 2010					
Bachelor's of Busines Administration - General Program	52.0101	301	1978-1979	2010-11	Accreditation ACBSP Self Study Fall 2010					
Bachelor's of Arts in Elementary Education - Natural Sciences	13.1316	423	1970-1971	2010-11	NCATE Accreditation SPA Fall 2009 Visit Spring 2010					



University of Puerto Rico at Cayey
 Periodic Program Review Reports: Compliance Itinerary (Board of Trustees: 43, 2006-2007)
 Second Cycle Beginning 2013-14

Degree Awarded	2000 CIP Code	UPR Information System Code	Created	Determined Periodic Review Report Date Academic Year	Comments	Submission to Program Faculty Date	Submission to Dean Academic Affairs' Date	Submission to Academic Senate Date	Submission to Administrative Board Date	Submission to University Board Date
Bachelor's of Arts in Pscyhology	42.0101	1605	1978-1979	2013-2014		30-Apr-14	1-Dec-14	15-Jan-15	15-Mar-15	30-Mar-15
Bachelor's of Arts in Community Psychology and Mental Health	42.9999	1613	1979-1980	2013-2014		30-Apr-14	1-Dec-14	15-Jan-15	15-Mar-15	30-Mar-15
Associate's Degree in Technology and Office Administration	52.0408	2115	1981-1982	2013-2014	Moratorium					
Bachelor's of Arts in Economy	45.0601	1603	1985-1986	2013-2014	Moratorium					
Bachelor's of Arts in Elementary Education - Social Studies	13.1318	422	1970-1971	2013-2014	Moratorium					
Bachelor's of Arts in Secondary Education - Social Sciences	13.1317	406	1973-1974	2013-2014	Moratorium					
Bachelor's of Science in Chemistry	40.0501	1204	1969-1970	2017-2018		30-Apr-18	1-Dec-18	15-Jan-19	15-Mar-19	30-Mar-19
Bachelor's of Arts in Secondary Education - Physical Education	13.1314	409	1969-1970	2013-2014	NCATE Accreditation SPA 2009 Visit 2010					
Bachelor's of Science in Biology	26.0101	1202	1969-1970	2014-2015		30-Apr-15	1-Dec-15	15-Jan-16	15-Mar-16	30-Mar-16



University of Puerto Rico at Cayey
 Periodic Program Review Reports: Compliance Itinerary (Board of Trustees: 43, 2006-2007)
 Second Cycle Beginning 2013-14

Degree Awarded	2000 CIP Code	UPR Information System Code	Created	Determined Periodic Review Report Date Academic Year	Comments	Submission to Program Faculty Date	Submission to Dean Academic Affairs' Date	Submission to Academic Senate Date	Submission to Administrative Board Date	Submission to University Board Date
Bachelor's of Science in Mathematics	27.0101	1205	1969-1970	2014-2015		30-Apr-15	1-Dec-15	15-Jan-16	15-Mar-16	30-Mar-16
Bachelor's of Arts in Hispanic Studies	16.0905	909	1969-1970	2014-2015		30-Apr-15	1-Dec-15	15-Jan-16	15-Mar-16	30-Mar-16
Bachelor's of Technology and Office Administration - Office Administration	52.0401	321	1998-1999	2016-2017	Accreditation ACBSP Self Study Fall 2016					
Bachelor's of Technology and Office Administration - Office Systems	52.0401	322	1998-1999	2016-2017	Accreditation ACBSP Self Study Fall 2016					
Bachelor's of Arts in Elementary Education - Spanish	13.133	426	1970-1971	2014-2015	NCATE Accreditation SPA Fall 2014 Visit Spring 2015					
Bachelor's of Arts in Elementary Education - Math	13.1311	424	1970-1971	2014-2015	NCATE Accreditation SPA Fall 2014 Visit Spring 2015					
Bachelor's of Arts in Secondary - Spanish	13.133	415	1973-1974	2014-2015	NCATE Accreditation Visit & Cert. 43 Report Submitted Spring 2015					
Bachelor's of Arts in Secondary Education - Math	13.1311	404	1982-1983	2014-2015	NCATE Accreditation SPA Fall 2014 Visit Spring 2015					
Bachelor's of Arts in Sociology	45.1101	1606	1978-1979	2015-2016		30-Apr-16	1-Dec-16	15-Jan-17	15-Mar-17	30-Mar-17



University of Puerto Rico at Cayey
 Periodic Program Review Reports: Compliance Itinerary (Board of Trustees: 43, 2006-2007)
 Second Cycle Beginning 2013-14

Degree Awarded	2000 CIP Code	UPR Information System Code	Created	Determined Periodic Review Report Date Academic Year	Comments	Submission to Program Faculty Date	Submission to Dean Academic Affairs' Date	Submission to Academic Senate Date	Submission to Administrative Board Date	Submission to University Board Date
Bachelor's of Arts in History	54.0101	906	1985-1986	2015-2016		30-Apr-16	1-Dec-16	15-Jan-17	15-Mar-17	30-Mar-17
Bachelor's of Arts in English	23.0101	907	1969-1970	2015-2016		30-Apr-16	1-Dec-16	15-Jan-17	15-Mar-17	30-Mar-17
Bachelor's of Busines Administration in Management	52.0299	305	1982-1983	2016-2017	Accreditation ACBSP Self Study Fall 2016					
Bachelor's of Arts in Elementary Education - Special Education	13.1001	446	1970-1971	2015-2016	NCATE Accreditation SPA Fall 2015 Visit Spring 2016					
Bachelor's of Arts in Elementary Education - English	13.1305	420	1970-1971	2015-2016	NCATE Accreditation SPA Fall 2015 Visit Spring 2016					
Bachelor's of Arts in Secondary Education - English	13.1305	414	1978-1979	2015-2016	NCATE Accreditation SPA Fall 2015 Visit Spring 2016					
Bachelor's of Arts in Secondary Education - History	13.1328	413	1985-1986	2015-2016	NCATE Accreditation SPA Fall 2015 Visit Spring 2016					
Bachelor's of Science in Natural Sciences	30.1801	1201	1969-1970	2016-2017		30-Apr-17	1-Dec-17	15-Jan-18	15-Mar-18	30-Mar-18
Bachelor's of Arts in Social Sciences	45.0101	1602	1969-1970	2016-2017		30-Apr-17	1-Dec-17	15-Jan-18	15-Mar-18	30-Mar-18



University of Puerto Rico at Cayey
 Periodic Program Review Reports: Compliance Itinerary (Board of Trustees: 43, 2006-2007)
 Second Cycle Beginning 2013-14

Degree Awarded	2000 CIP Code	UPR Information System Code	Created	Determined Periodic Review Report Date Academic Year	Comments	Submission to Program Faculty Date	Submission to Dean Academic Affairs' Date	Submission to Academic Senate Date	Submission to Administrative Board Date	Submission to University Board Date
Bachelor's of Arts in Secondary Education - Natural Sciences	13.1316	401	1970-1971	2016-2017	NCATE Accreditation SPA Fall 2016 Visit Spring 2017					
Honor's Studies Program (ProEsH)				2018-2019		30-Apr-19	1-Dec-19	15-Jan-20	15-Mar-20	15-Mar-20
Bachelor's of Arts in Humanities	24.0103	902	1969-1970	2016-2017	In Progress	30-Apr-17	1-Dec-17	15-Jan-18	15-Mar-18	30-Mar-18
Bachelor's of Busines Administration in Accounting	52.0301	302	1982-1983	2016-2017	Accreditation ACBSP Self Study Fall 2016					
Bachelor's of Busines Administration - General Program	52.0101	301	1978-1979	2016-2017	Accreditation ACBSP Self Study Fall 2016					
Bachelor's of Arts in Elementary Education - Natural Sciences	13.1316	423	1970-1971	2016-2017	NCATE Accreditation SPA Fall 2016 Visit Spring 2017					

Appendix G: NCATE and ACBSP Assessment Related Findings and Commendations

UPR-Cayey 2009-2010 and 2010-2011

Supplementary Table: Specific Assessment-Related Findings and Commendations from the NCATE and ACBSP Visiting Teams

Agency	Team Report pg.	Findings/Commendations
ACBSP	3 (Systemic Findings)	The programs reviewed have well defined individual objectives, goals, and timetables for strategic planning.
ACBSP	3 (Systemic Findings)	There is an effective systematic process to define mission, vision, and values with consultation of faculty and other stakeholders.
ACBSP	3 (Systemic Findings)	Each program has a student support service program that has led to student satisfaction along with a documented retention plan.
ACBSP	4 (Systemic Findings)	The Institutional Assessment and the individual department (program) assessment committees have identified and begun use of data collection measures and processes for obtaining internal and external data in areas such as student course and faculty evaluations, institutional data reports, alumni surveys, employer surveys, employer evaluations of internship students, and standardized tests including the ETS Major Field Test.
ACBSP	4 (Systemic Findings)	Across the campuses visited, much work is being done that directly aligns with continuous quality improvement in curriculum development, assessment and student support. The academic community at each campus demonstrates through their work, their philosophies, and their achievements that the value of a culture of excellence has been embraced; and they have begun taking steps toward the advancement of this culture. For example, this culture of excellence is clear in terms of faculty teaching. The dedication of the respective faculty team on each campus combined with their dedication to supporting and mentoring students and helping them to succeed demonstrates effective leadership role modeling which is both recognized and appreciated by students
ACBSP	7 (Systemic Findings)	Each program has clearly defined short- and long-term action plans tied into the university system's strategic plan with tracking measures.
ACBSP	7 (Systemic Findings)	Each program has systematic processes in place to review program performance and capabilities through several assessments administered to students and alumni. Internship supervisors, and/or employers also provide data. There is regular review by institutional/department administrators and departmental committees.
ACBSP	16 (Systemic	Processes are in place to obtain Input from students/stakeholders for program evaluation and changes.

UPR-Cayey 2009-2010 and 2010-2011

Supplementary Table: Specific Assessment-Related Findings and Commendations from the NCATE and ACBSP Visiting Teams

Agency	Team Report pg.	Findings/Commendations
	Findings)	
ACBSP	16 (Systemic Findings)	Key business operation processes are established within each program, along with principal requirements, measures and evaluation procedures.
ACBSP	10 (UPR-Cayey Specific)	The Business Administration department has a solid assessment plan designed to structure their continuous quality improvement initiatives, and the plan is currently being executed. A separate assessment committee exists in the department, which also collaborates with the assessment committee for the Office Systems department to accomplish their respective assessment planning goals. The committee has provided evidence of its work in benchmarking to include the success rate of UPR Cayey accounting graduates in passing the CPA exam (18 percent pass the exam on the first try).
ACBSP	10 (UPR-Cayey Specific)	Pre and post test development systems have been completed for assessing student progress in the Business Administration program. This also provides the potential for benchmarking against student progress at other UPR campuses, which also employ this same test. The test is a collaborative venture with faculty on other UPR campuses.
ACBSP	11 (UPR-Cayey Specific)	The Office Systems department has a solid assessment plan designed to structure their continuous quality improvement initiatives, and the plan is currently being executed. A separate assessment committee exists in the department, which also collaborates with the assessment committee for the Business Administration department to accomplish their respective assessment planning goals.

UPR-Cayey 2009-2010 and 2010-2011

Supplementary Table: Specific Assessment-Related Findings and Commendations from the NCATE and ACBSP Visiting Teams

Agency	Team Report pg.	Findings/Commendations
NCATE	3	Candidates' knowledge, skills, and professional dispositions are developed and assessed through a sequence of experiences involving course-embedded and field-based activities in which they have opportunities to develop, reflect, and refine expected competencies. When applicable, state-specific tests, such as the Puerto Rico Teachers Certification Examination (PCMAS), are used to assess candidates' proficiencies. Outcome data are gathered through key assessments, which may include departmental exams, lesson plans, observation forms completed by supervisors and mentor teachers, research and community projects, Teacher Work Samples, and the PCMAS Survey and the Teacher Report Card Survey. When needed, remedial actions are taken by the faculty, program coordinators and/or unit administrators to help ensure that candidates develop appropriate competencies in meeting unit standards. Outcome data are summarized by the TPP director, the unit assessment committee, and program coordinators with assistance from the UPRC Assessment Institutional Research Office (AIRO). Available assessment results are shared among members of the unit for continual improvement.
NCATE	4	Five key sources provide quantitative evidence of content knowledge: performance on the Puerto Rico Teacher Certification Tests (PCMAS), the TPP's Teaching Unit, the Teacher Work Sample (TWS), grades in a collection of four core courses, and the Student Teaching Rubric. These key assessments are aligned with the 11 candidate proficiencies indicated in Table 3 in the IR and on the matrix describing how the evidence for candidates' proficiencies is achieved. Review of documents and interviews with faculty, school administrators, and alumni support the use of the evidence.
NCATE	11	The TPP Assessment Committee and AIRO review key and unit assessment procedures and rubrics to be sure they are fair, accurate, consistent and free of bias. The Assessment Committee and unit faculty participate in meetings to identify candidate proficiencies and ensure the assessments covered those proficiencies. The rubrics were revised to ensure consistency in timing, clarity of directions, and freedom from bias. Faculty worked with the rubrics to be sure they were scoring similarly. The unit evaluation uses data from the key assessments and the university wide evaluation process. Data collection, analysis and evaluation are currently conducted by the TPP and the AIRO respectively. To enhance coherency, accuracy, and efficiency of the unit's assessment system, the unit is in the process of designing and developing a web-based assessment system with the assistance of a vendor. Interviews on-site confirmed the effort.
NCATE	12	The unit faculty receives various data sets each semester from the TPP director, who also serves as the NCATE coordinator; the Assessment Committee, AIRO; and the dean of academic affairs. It is discussed in faculty

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Agency	Team Report pg.	Findings/Commendations
		meetings and changes made. A review of meeting minutes and interviews verify these discussions.
NCATE	12	The preparation of SPA reports and the results of national program reviews have also led to curriculum changes. Faculty members in English reported that the elective course in language and culture is now required for all secondary English majors in TPP and offered every semester. Similarly, the creation of a safety module for physical science candidates is another example based on the processes and results of national program review. Other changes reported in exhibit 2a.5 and verified onsite include revision of the academic advising system to be certain that candidates were being appropriately prepared for the key assessments and transition points. PCMAS data discussions led to changes in advising procedures for secondary education programs. Candidates now need to have the consent from the content area advisor to assure that they are ready for clinical practice. In addition, content professors now also serve as university supervisors for clinical practice. Assessment data from key assessments are shared with candidates and cooperating teachers when relevant. Interviews and review of exhibits verify the findings.
NCATE	13	As noted, there are ample examples of improvement based on data collected through formal and informal processes.
NCATE	13	The unit's assessment system is aligned with institutional, local, and national standards and is developed collaboratively by faculty from the unit and the institution with inputs from the school partners... Ample examples were provided regarding the use of data for improvement of candidate performance, program quality, and unit operations.
NCATE	14-15	Evidence and interviews further confirm that the unit routinely seeks feedback regarding school sites, teacher quality, and candidate performance. The unit and its school partners communicate regularly to support candidates' learning in both field experiences and clinical practice.
NCATE	19	A review of required course syllabi and interviews with candidates, graduates, and faculty confirmed that the unit has designed and implemented curriculum which provides candidates with knowledge of diversity and emphasizes the importance of helping all students learn.