PROGRESS IN MEETING 2005 SELF STUDY AND VISITING TEAM RECOMMENDATIONS
University of Puerto Rico at Cayey
MSCHE Periodic Review Report Steering Team

1

MSCHE Stand.	UPRC Ref. Table	Primary Responsibility	Status Description	Status Level	Comments Regarding Status	Self-Study 49 Recommendations (February 25, 2005)	Final report from evaluation team of MSCHE (May 12, 2005)	UPR's response to MSCHE regarding Final Report (May 23, 2005)	UPRC Monitoring Report (March 29, 2007)
1	1.1	Academic Senate	Completed	6	Approved Cert. SA 89-2005-06	Revise the Mission, Goals, and Objectives to integrate educational principles and practices that have recently been emphasized at UPRC, especially in connection with inter	That the institution ensure that the UPR Cayey mission statement, it's the mission, goals, and objectives guide all institutional programmatic and budgetary decision making processes. (1)	We provided sufficient examples…on how academic, administrative, fiscal and student support services are all mission-driven…Maybe the recommendation by the visiting team is intended to remind us that the new mission statement should continue guiding our decision making process.	As a result of a participative process, the UPRC reviewed its Mission and Goals Statement. …concluded with the approval by the Academic Senate of a new mission statement in May 2006with corresponding institutional objectives. (page 1)
2	1.2	Assessment and Institutional Research Office; Information System's Office	Nearly 50% of work has been done	3	Decisions have been made regarding data structures, and information to be migrated in terms of Enrollment, Degree Conferral, Admissions, and HR. The implementation of Oracle will weigh in as to how the DB will be developed. With the new structure approved for the Information Systems Office, it is projected that an Institucional Database Structure for the management of the AIR's Data in response to institutional needs will become a high priority, thus leading to more effective data-driven decision-making.	Complete the database structure that will articulate institutional research activities that are needed to fully implement the Institutional Assessment Plan.		*(was not mentioned)*	"(AIR)… has initiated the design of institutional database … thus increasing the assessment capabilities of all units on campus." (page 2)
2	1.2	Assessment and Institutional Research Office; Budget Office	Completed & Documented	6	With the establishment of the Assessment & Institutional Research Office procedures have been established to support more effective data-driven decision-making regarding both academic and personnel decisions, amongst others. With the 2007 Monitoring Report, the process through which decisions are made in relation to planning and assessment		UPRC needs to develop policies and procedures in which decisions on resource allocation are made in relation to planning and assessment. Academic and personnel decisions should be supported with documented evidence of the relationship to the mission, goals and objectives of the university.(3)	*(was not mentioned)*	2007 Monitoring report establishes the procedures for allocating resorcese according to the Institutional Strategic Plan.

PROGRESS IN MEETING 2005 SELF STUDY AND VISITING TEAM RECOMMENDATIONS
University of Puerto Rico at Cayey
MSCHE Periodic Review Report Steering Team

2

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2	1.3	Faculty Committee on Planning and Assessment	Completed	6	Approved Cert. SA 89-2005-06	Initiate a process to update the Strategic Plan with all the assessment results that have been gathered through the implementation of the operational plans.	The operational plan should make more explicit the relationship between the strategic plan and budget allocations. (2)	The Operational Plan is articulated precisely following the Strategic Plan and allows for resource and budget allocations as stated in Section 2.1 of the Self Study document.	"The UPRC achieved another major institutional milestone with the approval of the Strategic Plan 2006-20016 by the Academic Senate in November 2006." (page 1) The Monitoring Report also established the procedures for the annually allocating budget to institutional priorities.
2	1.3	Faculty Committee on Planning and Assessment	Completed	6	Approved Cert. SA 89-2005-06 and the 2007 Monitoring Report		The proposed new UPRC strategic plan be developed and implemented utilizing a new format for reporting annual accomplishments based on sound assessment practices. (3)		
2	1.3	Faculty Committee on Planning and Assessment	Completed	6	Approved Cert. SA 89-2005-06		Complete new Strategic Plan, using widespread faculty, staff, and student participation and input. (7)		
3	1.4	Planning Office	Will not be addressed at the Institutional Level	-1	A request was elevated to the Central Administration's Office of Planning and Development to update the Master Plan through the *Permanent Improvements Program* (i.e., Mejoras Permanentes) covered by the Board of Trustees Certification 66 (2008-2009). A five year plan will include infrastructure facilities including capital improvements. **(LETTER X)**	Develop and implement a new Master Plan.			

PROGRESS IN MEETING 2005 SELF STUDY AND VISITING TEAM RECOMMENDATIONS
University of Puerto Rico at Cayey
MSCHE Periodic Review Report Steering Team

3

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4	1.5	Assessment and Institutional Research Office (AIR)	Nearly 50% of work has been done	3	The UPRC relied on its approved model for the evaluation of Chancellor's & Deans (Academic Senate Certification 23, 2004-2005), which was postponed by virtue of Certification 43, 2007-2008, which requested that a Milestone Report be presented on behalf of the Chancellor indicated the degree to which the Plan presented to the community when aspiring the position was met, and requesting that the Assessment & Institutional Research Office revise the evaluation process and that as of 2009-2010 the Chancellor presented an annual assessment report, presenting the strengths and areas to improve in the implementation of the Institutional Strategic Plan. In October 2008 the Assessment and Institutional Research Office presented a model based on the Baldrige Quality Program's¿Are we making progress? Institutional leadership survey to the Academic Senate . The Model was approved by means of Certification # 20, 2008-2009 pending revisions; revisions to the instrument are still pending.	Develop specific procedures for assessing the level of satisfaction of all university constituencies with their governance structure.			

PROGRESS IN MEETING 2005 SELF STUDY AND VISITING TEAM RECOMMENDATIONS
University of Puerto Rico at Cayey
MSCHE Periodic Review Report Steering Team

4

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5	1.5	Assessment and Institutional Research Office (AIR)	Nearly 50% of work has been done	3	The UPRC relied on its approved model for the evaluation of Chancellor's & Deans (Academic Senate Certification 23, 2004-2005), which was postponed by virtue of Certiofication 43, 2007-2008, which requested that a Milestone Report be presented on behalf of the Chancellor indicated the degree to which the Plan presented to the community when aspiring the position was met, and requesting that the Assessment & Institutional Research Office revise the evaluation process and that as of 2009-2010 the Chancellor presented an annual assessment report, presenting the strengths and areas to improve in the implementation of the Institutional Strategic Plan. In October 2008 the Assessment and Institutional Research Office presented to the Academic Senate a model based on the Baldrige Quality Program's,¿Are we making progress? Institutional leadership survey. The Model was approved by means of Certification # 20, 2008-2009, and revisions to the instrument are still pending.	Continue the evaluation process of the Chancellor, Deans, and Department Chairs.	It is recommended that UPRC puts in place a procedure for evaluating administrators. (4)	A procedure for evaluating administrators already exists (Section 5.5 of the SSR).	
7	1.5	Assessment and Institutional Research Office (AIR)	Completed & Documented	6	In January 2007, the Assessment and Institutional Research Office, responding directly to the Chancellor, was established The UPRC. Workshops have been offerred, as well as continuous individual consultations, leading to the development and revision of mission and goals at the units, as well as programatic levels. Assessment instruments have been designed, administered and analyzed as a means for establishing baselines and identifying areas for improvement. At several units, this data has lead to decision making.	Continue to provide leadership, training, and administrative support to increase campus-wide involvement in assessment.	Consider assigning responsibility for assessment to one individual... who would then serve to coordinate assessment activities and provide support ti programs and units in conducting these activities. (7)		

PROGRESS IN MEETING 2005 SELF STUDY AND VISITING TEAM RECOMMENDATIONS
University of Puerto Rico at Cayey
MSCHE Periodic Review Report Steering Team

5

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7	1.5	Assessment and Institutional Research Office (AIR)	Advanced Status/Near Completion	4	Currently, the Institutional Assessment Plan (IAP) is undergoing a revision that includes new initiatives such as the Board of Trustees Certification # 43, 2006-07, on Periodic Program Revision as a guide for program assessment, the recent Strategic Plan, the new General Education Module Assessment Plan, and assessment initiatives at the Student Services and Administrative levels, amongst others. It also includes information gathered at the Program and Departmental Level on initiatives that are already underway.	Initiate a revision of the IPA to make necessary adjustments in content as well as implementation strategies.	Make explicit relationships among the Strategic Plan, Institutional Assessment Plan, and operational plans and take steps to ensure that the community atlarge understands these relationships. (7)		
7	1.5	Assessment and Institutional Research Office (AIR)	Completed & Documented	6	As recommended, this process **has begun and is underway**. In January 2007, the Assessment and Institutional Research Office, responding directly to the Chancellor, was established at the UPRC. Workshops have been offerred, as well as continuous individual consultations, leading to the development and revision of mission and goals at the units, as well as programatic levels. Assessment instruments have been designed, administered and analyzed as a means for establishing baselines and identifying areas for improvement. At several units, this data has lead to decision making (examples at the Deanship of Students & Deanship of Administrative Affairs). Currently, the Institutional Assessment Plan (IAP) is undergoing a revision that includes new initiatives such as the Board of Trustees Certification # 43, 2006-07, on Periodic Program Revision as a guide for program assessment, the recent Strategic Plan, the new General Education Module Assessment Plan, and assessment initiatives at the Student Services and Administrative levels, amongst others. It also includes information gathered at the Program and Departmental Level on initiatives that are already underway.		Begin process through which non-academic units develop outcomes-based assessment plans that include direct performance measures, develop a time schedule... (7)	.. has already begun this process...	

PROGRESS IN MEETING 2005 SELF STUDY AND VISITING TEAM RECOMMENDATIONS
University of Puerto Rico at Cayey
MSCHE Periodic Review Report Steering Team

6

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7	1.5	Assessment and Institutional Research Office (AIR)	Comleted & Documented	6	The linkages between Planning, Budgeting, and Assessment were established through the 2007 Monitoring Report to the MSCHE, which documents how the community at-large is made aware of these links. Also, annual orientations explaining how the Insitutional Priorities, and the alignment of the Strategic Plan with the Budget for the Fiscal year take place with the Student, Non Faculty, and Faculty sectors of the Campus Community.		Strengthen and make explicit linkages between planning, assessment, and the budget and take steps to ensure that the community at large understands these linkages... (7)		
8	1.5	Assessment and Institutional Research Office (AIR)	Completed & Documented	6	The Assessment and Institutional Research Office, continuously offers workshops along with individual consultations, leading to the development and revision of mission and goals at the units, as well as programatic levels. Assessment instruments have been designed, administered and analyzed as a means for establishing baselines and identifying areas for improvement. At several units, this data has lead to decision making. Assessment results, as well as those from Institutional Research are published through the office's web page, as well as through the Student Right to Know institutional site which is geared towards prospective students and stakeholders.	Continue to enhance assessment activities regarding student outcomes and to disseminate their results to prospective students.			
8	1.5	Assessment and Institutional Research Office (AIR)	Completed & Documented	6	Graduation requirements are periodically reviewed by virtue of Certification 43 of the Board of Trustees. One standard was agreed upon regarding the General Education Requirements by virtue Academic Senate Certification 78, 2008-2009, where all programs will have 45 credit hours of *Core General Education Courses,* 3 credit hours of an *Insterdisciplinary Seminar* (taken during freshmen year or the first semester of the sophomore year), and a *Capstone Eperience* where competencies developed for at least three habilities and one content area of the Gen. Ed. Model are to be integrated with specialization content knowledge, and student learning is assessed directly one last time.		Further study be conducted to examine the graduation requirements of all academic majors and determine if one standard total can be agreed upon. (8)		

PROGRESS IN MEETING 2005 SELF STUDY AND VISITING TEAM RECOMMENDATIONS
University of Puerto Rico at Cayey
MSCHE Periodic Review Report Steering Team

7

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14	1.5	Assessment and Institutional Research Office (AIR)	Completed & Documented	6	With the establishment of the Assessment and Institutional Research Office in January 2007 an official system for providing continuous administrative, acdemic, and institutional support for campus-wide involvement in assessment initiatives.	Continue to provide administrative support in order to increase campus-wide involvement in student learning assessment.			
1	1.5	Faculty Committee on Planning and Assessment	Completed & Documented	6	The Mission was revised and approved in 2006 <Cert. SA 89-2005-06>	Continue to develop institutional-level assessment practices campus-wide, as stated in the Institutional Assessment Plan, in order to provide useful data for revising the mission.	*(was not mentioned)*	*(was not mentioned)*	"In January 2007 the Assessment and Institutional Research Office (AIR) was created as a unit responding directly to the Chancellor's Office". (page 2)
3	1.6	Dean of Student Affairs	Nearly 50% of work has been done	3	Surveys to assess the satisfaction with infrastructure, bookstore and cafeteria services have been performed and results are used for decision-making. Both the Human Resources and Finance Offices have yet to work on their instruments, although the latter does have preliminary surveys. However, other effectiveness measures are also being contemplated as part of the assessment processes of these offices.	Implement annual surveys to assess the effectiveness and efficiency of the physical, human and financial support provided to the entire community.			
9	1.6	Dean of Student Affairs	Advanced Status/Near Completion	4	All offices have instruments for assessing service satisfaction, Placement, CEDE, Student Bodies Office, Cultural Activities, and the Athletics Department include narratives of how the use their assessment instruments; CEDE, Student Bodies Office, the Exchange Program have gathered data. Several offices have analyzed their data. Assessment projects are being developed as it is clearly understood that to assess the totality of the student services offices and all their activities is extremely ambitious.	Develop specific mechanisms for the ongoing assessment of student satisfaction with the services provided.	The evaluation of student services area... may be very ambitious.		

PROGRESS IN MEETING 2005 SELF STUDY AND VISITING TEAM RECOMMENDATIONS
University of Puerto Rico at Cayey
MSCHE Periodic Review Report Steering Team

8

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9	1.7	Dean of Student Affairs	Advanced Status/Near Completion	4	The Athletic Department has revised their Mission and Goals, and is revising assessment instruments. Data is also being used to identify those teams which are to be strengthened and areas in which there is little progress, in order to determine which teams are to be supported and strengthend, as well as which teams should cease to exist.	Complete assessment of the Athletic Program, taking into consideration input from student athletes, trainers and recruitment guides in order to revise norms and procedures	Completion of the review... will be very important... Recreational programs need to be expanded if funding were to be identified...external fundraising may need to be developed. (9)		
12	1.8	Dean of Academic Affairs	Completed & Documented	6	In November 2007, the New Model for General Education was approved by virtue of Certification 21 (2007-2008), where all programs will have 45 credit hours of Core General Education Courses, 3 credit hours of an Insterdisciplinary Seminar (taken during freshmen year or the first semester of the sophmore year), and a Capstone Eperience where competencies developed for at least three habilities and one content area of the Gen. Ed. Model are to be integrated with specialization content knowledge, and student learning is assessed directly one last time.	Continue disseminating the results from the General Education revision, in order to attract more faculty members to become involved in this important initiative.	That the "Project for the Transformation of general Education" be expanded and applied to all areas of concentration.... Assessment of the general education program is conducted... (12)		
12	1.8	Dean of Academic Affairs	Completed	6	Data from 2003-2008 was gathered to documento the historical background of the Gen Ed Model Development, and a 2008-2010 Work Plan for developing and implementing the new module was prepared. The scale developed by the MSCHE Steering Team to measure progress was used in order to identify those areas which have been completed and those which to be worked on.	Develop a work plan for the Faculty General Education Committee to articulate current and future plans for curriculum renovation in this important component.			

PROGRESS IN MEETING 2005 SELF STUDY AND VISITING TEAM RECOMMENDATIONS
University of Puerto Rico at Cayey
MSCHE Periodic Review Report Steering Team

9

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14	1.8	Dean of Academic Affairs	Completed	6	In May 2009 (Cert. 73; 2008-2009, Ac.Senate) the Implementation and Assessment Plan for the New General Education Model was approved, and its implementario began with the 2009 Freshmen Cohort. Standardized rubrics to assess student learning across all General Education courses are under development and project to be implemented as of August 2010. Formative Assessment within the Classroom is being documented through the Assessment Tool designed to summarize the course objective aligned to the General Education objectives, the formative assessment tools used, and how assessment results were used.	Continue the comprehensive assessment of general education courses, disseminate the results, and share successful assessment practices with other institutions.	Develop and implement a programmatic assessment plan for General Education that includes direct measures of student learning. (14)		

PROGRESS IN MEETING 2005 SELF STUDY AND VISITING TEAM RECOMMENDATIONS
University of Puerto Rico at Cayey
MSCHE Periodic Review Report Steering Team

10

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8	2.1	Dean of Students Affairs	Initiated (e.g., discussed, some initiatives, etc.)	1	The Bridge Program has been discussed and there have been initiatives such as the draft of a model prepared by CEDE. Despite the Deanship's statement that it is at level three, the conception of a Bridge Program lacks: (1)formal decisions regarding how to proceed, (2)integration of efforts and services, (3)identification and validation of what the true institutional problem is warranting a Bridge Program, as well as a sound foundation on which to design the model (i.e., data, literature, etc.). The Deanship must take on initiatives, using both qualitative data and quantitative data for the Assessment and Institutional Research Office in order to understand the nature of the retention problem beyond the sophmore and junior year.	Establish a bridge program for incoming students, to help them integrate into university life.	The University has attempted to monitor its first year retention rates in an effort to verify its assessment of student success. The University continues to evaluate its graduation rates. Further analysis will determine whether or not the University has been successful in its retention efforts. Further examination of attrition data needs to be undertaken. While studies have been focused primarily on first year persistence and the composition of the freshman class, additional study is warranted to comprehend the true impact of the University on its students.		
11	2.2	Dean of Academic Affairs	Nearly 50% of work has been done	3	As of 2006-2007 the use of the Dr. Pío López Museum as a pedagogical resource has been emphasized, in compliance with the recommendation of the 2005 MSCHE Self-Study and the American Association of Museums (AAM) Accreditation Program. Activities and Faculty Development Days aimed at promoting its collections, services, and pedagogical potential have taken place, leading to the establishment during Fall 2008-2009 of the Integration of the *Museum to the Academic Curriculum Committee* .	Identify specific strategies to further promote the contribution of the museum as a learning resource.			

PROGRESS IN MEETING 2005 SELF STUDY AND VISITING TEAM RECOMMENDATIONS
University of Puerto Rico at Cayey
MSCHE Periodic Review Report Steering Team

11

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12	2.3	Faculty Committee on General Education	Nearly 50% of work has been done	3	Initiatives are taking place to incorporate information literacy as part of the student learning outcomes of all General Education Core Course Syllabi. Courses currently forming part of the GenEd Model have been analyzed and identified as having included information literacy as a course objective or as an ability to be assessed in the course (**TABLE X**). All Interdisciplinary Seminar courses that form part of the General Education Model include information literacy as one of the required student learning outcomes.	Complete the integration of information literacy skills in all general education courses.			
9	2.4	DECEP	Nearly 50% of work has been done	3	Moodle is used as part of preparatory courses.	Incorporate the use of web-based technologies as teaching resources in preparatory courses.			
13	2.5	DECEP	Will not be addressed at the Institutional Level	-1	As of 2009-2010 it has been derermined that this reccommendation is not within the Scope of the Insitituional Priorities. It would require going through the program approval process stipulated in the Board of Trustee's Certification # 80 (2005-06).
The DECEP should be requested to develop and follow through on a Plan for it's offerings that responds to a Need's Assessment.	Offer formal certificate programs, through the DCEPS, based on current need of private and public agencies.			
14	2.6	Dean of Academic Affairs/Program Assessment Committee	Nearly 50% of work has been done	3	Currently guided by the Committee on Programmatic Assessment & the Assessment & Institutional Research Office, and in compliance with the Periodic Program Review certification, all programs are stating their objectives in terms of student learning outcomes. The most advanced in doing so are: Mathematics, Chemistry, Biology, Natural Sciences, Social Sciences Department, General and Mental Health Psychology Programs, all Pedagogy Programs, Office Administration and Business Administration programs.	Complete the revision of student learning outcomes in all academic programs.	All programs must state their goals and objectives in terms of student learning outcomes. (11)		

PROGRESS IN MEETING 2005 SELF STUDY AND VISITING TEAM RECOMMENDATIONS
University of Puerto Rico at Cayey
MSCHE Periodic Review Report Steering Team

12

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14	2.6	Dean of Academic Affairs/Program Assessment Committee	Completed & Documented	6	The Calendar for compliance with Certification 43 (2006-2007) of the Board of Trustees serves as a guide for identifying when programatic student learning outcomes are to be revised or updated.		Develop time schedule for academic programs to submit student learning outcomes-based assessment that include direct measures of student learning outcomes, and adhere to that schedule. (14)		
14	2.6	Dean of Academic Affairs/Program Assessment Committee	Completed & Documented	6	The Calendar for compliance with Certification 43 (2006-2007) of the Board of Trustees serves as a guide for identifying when programatic student learning outcomes are to be revised or updated.		Develop and implement a program review schedule for all academic programs, coordinating this schedule with required external certification or accreditation reviews as appropriate. (14)		
9	2.7	Dean of Students Affairs	Completed	6	A Referral system was created in 2005 and an annual report is prepared with the number of referrals that have been made. Annual Report has been provided as evidence of documentation.	Create a referral system for student orientation and support by Improving coordination among academic advisors, counselors and personnel from CEDE.			
9	2.8	Dean of Students Affairs	In progress	2	The procedure is written and dissemination has occurred. Articulation is still needed.	Develop a tracking system to monitor at-risk students in order to individualize support for their academic and personal needs.			
5	3.1	Chancellor/Human Resources Office	Nearly 50% of work has been done	3	Annually, two workshops are offered to administrative leaders. These workshops have included "Conflict Management" and "Coaching for Success". A formal plan is yet to be developed, and it's development, by means of a needs assessment, has been requested by the Steering Team to the Dean of Administration.	Establish formal professional development experiences for all its academic and administrative leaders, so that updated knowledge and administrative skills may help them discharge their duties more effectively.			

PROGRESS IN MEETING 2005 SELF STUDY AND VISITING TEAM RECOMMENDATIONS
University of Puerto Rico at Cayey
MSCHE Periodic Review Report Steering Team

13

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10	3.2	Dean of Academic Affairs	Nearly 50% of work has been done	3	Evidence sustaining that alternative methods has been considered and implemented is pending. Annually, the *Trends in faculty members with 12 or less credits, 13 to 18 credits, and greater than 18 credits* included in the Progress Report on the 2005 Evaluating Team's recommendations will be updated.	Evaluate and implement alternative methods of reducing the teaching overload, in a way that improves teaching quality and does not focus on downsizing the daytime student	UPRC should take immediate steps to reduce the number of faculty overloads. (10)		
10	3.2	Dean of Academic Affairs	Completed & Documented	6	Between 2005-2006 and 2009-2010 the UPRC has aimed at increasing class size without impairing the educational experience, and while keeping in tune with the Presidents Circular Letter 95-02 (Aug. 1995) establishing a maximum capacity of 30 students in conventional courses, and the Academic Senate's Certification # 41 (2008-2009) which established that the maximum capacity in in Basic English, Spanish and Math courses would be 25. More efficient use of section capacity has been implemented, with an increase in average lecture size of 23 students in 2005-2006 to 26 students in 2009-2010. Course offering has decreased (from 254 in 2005-2006 to 223 in 2009-2010); with the objective of maintaining a variety, without hindering the offer of courses that student need to adequately complete their degree. The direct impact to students is that we have been able to service more students in 2009-2010 (Aggregated Head Count = 17, 003) as compared to 2005-2006 (Aggregated Head Count = 15,726). Two major milestones occurred in 2008 when the capacity of Basic Spanish courses was increased to 30, by adding a writing workshop requirement (AdBrd Cert. 41), and in 2009 when the capacity of two Basic Math courses was increased to 30 (AdBrd Cert. 3).		UPRC should re-examine the issue of class size with an eye to increasing size without impairing the educational experience. (10)		

PROGRESS IN MEETING 2005 SELF STUDY AND VISITING TEAM RECOMMENDATIONS
University of Puerto Rico at Cayey
MSCHE Periodic Review Report Steering Team

14

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12	3.3	Dean of Academic Affairs	Completed & Documented	6	In 2005, the Academic Senate (74, 2004-05) approved the *Faculty Professional Development Plan*, which included: an annual cycle of 3 days per semester dedicated specifically to workshops and experiences in the areas of alternative curricular structures, integrative models for teaching and learning, and student learning assessment, amongst others; budget allocation to traveling for professional development experiences; sponsoring faculty development experiences throughout the academic year.	Offer additional faculty development on alternative curricular structures, integrative models for teaching and learning, and assessment of students learning in order to ad			
14	3.3	Dean of Academic Affairs	Completed & Documented	6	Faculty development workshops on Assessment have been included as part of the *Faculty Poressional Development Plan* which have included external as well as internal facilitators. The Assessment & Institutional Research Office has also sponsored multiple workshops and sessions on the topic, as well as individual consultations.	Continue faculty development on assessment techniques.	Consider bringing in an external consultant that can provide training workshops and expertise in the area of programmatic assessment. (14)		
3	4.1	OSI	Nearly 50% of work has been done	3	The UPR Cayey has shifted its software implementation strategy from a proprietary closed-source commercial licensing model to a free and open source software base. Initially, this transition has been implemented at the core data center level of the IT infrastructure, but the ultimate goal is to achieve full deployment and widespread use of free and open source software solutions campus-wide. This initiative has already produced significant cost savings for the institution and will continue to reduce operational and capital expenses as the deployment progresses.	Acquire or develop cost effective technological options, in order to minimize the increasing and recurring costs of maintaining access to technologies in both the administ	The University must develop a strategic plan for technology. (2)	Currently a Strategic Plan for technology is under development. The institution has technologically been empowered... (see Section 11.1 of SSR).	

PROGRESS IN MEETING 2005 SELF STUDY AND VISITING TEAM RECOMMENDATIONS
University of Puerto Rico at Cayey
MSCHE Periodic Review Report Steering Team

15

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3	4.1	OSI	Initiated (e.g., discussed, some initiatives, etc.)	2	The institution has yet to develop goals and objectives for teaching with technology, which will be the core of the Information Systems Office's Strategic Plan. To date, we have made significant progress in the infrastructure for teaching with technolgy having 48 smart boards, 52 computers allocated to our smart classrooms and labs, 48 infocus, 1 sympodium, and one classroom for microteaching.		The University must develop goals and objectives for teaching with technology, goals that recognize the serious equipment and infrastructure issues related to course sites – faculty who build media-rich courses need first-rate equipment, as do the students who access these courses. (2)		
3	4.1	OSI	Nearly 50% of work has been done	3	Currently all technology related policies are dictated by the Administrative Board's *Institutional Policies for the Acceptable Use of Information Technology in the UPR* (35, 2007-2008), which led us to discontinue the work of the ad hoc committee created in 2006-2007 for these purposes. Institutional policies related to replacement cycles, software support and acquisition are yet to be developed and will be included in the Techonlogical Strategic Plan to be developed by the newly created Information Systems Office..		UPRC must develop an array of technology-related policies, including those related to replacement cycles and software support and acquisition. (2) UPRC should take steps immediately to develop and implement a plan for the maintenance and replacement/updating of all campus computers. (11)		
3	4.1	OSI	Completed & Documented	6	There have been two main technology committees between 2006-2007 and 2009-10, one for the development of institutional policies on the use of technology and the latter serving as an advisory committee on technology. Currently all technology related policies are dictated by the Administrative Board's *Institutional Policies for the Acceptable Use of Information Technology in the UPR* (35, 2007-2008), which led us to discontinue the work of the ad hoc committee created for these purposes. In 2007-2008, the *Advisory Committee on Academic Computing* was reactivated as a means to incorporate more faculty participation in the development of technological strategies for improving teaching and other areas of technological impact.		The University should form a faculty advisory committee for computing. Such a committee might have representatives from each academic department. (2)	The university has two advisory boards for technology…. Therefore the Faculty Advisory Committee for computing is not necessary.	

PROGRESS IN MEETING 2005 SELF STUDY AND VISITING TEAM RECOMMENDATIONS
University of Puerto Rico at Cayey
MSCHE Periodic Review Report Steering Team

16

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3	4.1	OSI	Completed & Documented	6	In Februrary 2010 the Administrative Board approved the new structure for the nformation Systems Office reporting directing to the chancellor and achieving better utilization of human resources by merging the two existing technological units (Certification 58, 2009-2010).		The University should re-examine the reporting lines for academic and administrative computing with an eye to merging the two units under a chief information officer reporting at the chancellor level and achieving better utilization of human resources. (2)	Beginning July 1, 2005 a person will be appointed to occupy the position of Chief Information officer.	
3	4.2	Deanship of Administrative Affairs	Nearly 50% of work has been done	3	Several offices within the Deanship of Administrative Affairs have begun to use on-line systems as means to improve the effectiveness of administrative processes <eg. *University Financial Information System* and online access to salary vouchers>. Documents related to Human Resources issues, student grades, enrollment terms, and other areas are readily available online. The university as a whole has prioritized going paperless <including publications, notifications, etc.>.	Complete on-line access to administrative procedures through all offices and programs.			
3	4.3	Chancellor's Office	Completed & Documented	6	Three committees between 2008-2009 and 2009-10 (a group consisting of external and internal resources, a group consisting of the three deans, and a committee with 2 faculty, student, and administrative personnelrepresentatives) have been commissioned with the assignment of forseeing and analyzing the financial situation at the UPRC and have elaborated recommendations <including some related to overloads and release time> for a more efficient allocation and use of budget. Currently, these reports are being reviewed by the community and the administration.	Create a committee to foresee and analyze the financial situation of UPRC and to present possible recommendations and solutions that balance current income and expenses in light of the difficult budget scenario.	An in-depth analysis of the fixed budget be undertaken to identify areas where reductions can be made in the fixed budget allowing for a shift of resources to the operating budget. Areas that appear to have potential for shifting funds are overload and released time.	This is what we had in mind when we made the third recommendation on the SSR.	

PROGRESS IN MEETING 2005 SELF STUDY AND VISITING TEAM RECOMMENDATIONS
University of Puerto Rico at Cayey
MSCHE Periodic Review Report Steering Team

17

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3	4.4	Chancellor's Office	Completed/On going	3	2 external consultants have been recruited to provide support. The office still requires administrative personnel to more adequately: (1) document proposals submitted, approval status, and funds awarded on a timely basis, (2) offer consulting and followup on issues related to Post-Award, (3) oversee intramural practice proposals.	Strengthen the External Resources Office with trained personnel and additional funding to continue successful developments in grants and funding opportunities for the institution.			
11	4.5	Dean of Academic Affairs	Completed & Documented	6	The institutional recommendation was completed by means of the Title V Coop and the students' Technological Fee. To date, we have 48 smart boards, 52 computers allocated to our smart classrooms and labs, 48 infocus, 1 sympodium, and one classroom for microteaching. The institution has yet to develop a plan for the maintenance and replacement/updating of all computers.	Equip classrooms with multimedia presentation equipment.			
4	5.1	Academic Senate	Will not be addressed at the Institutional Level	-1	The institution has determined that this is not a possibility nor an institutional priority.	Study the possibility of offering academic credit for student participation in governance.			
4	5.2	Dean of Academic Affairs	Completed & Documented	6	The current organization in three areas is for informational purposes only, offering the Dean a more direct way to communicate with faculty members in smaller groups. Institutional development is done, on the other hand, at the departmental and program level and in corresponce with institutional priorities. The only process tied to this structure is the representation to the FIDI committee.	Study the adequacy of the current organization of all academic departments in three areas (arts, natural science and professional schools) .			
6	5.3	Chancellor	Completed & Documented	6	An institutional ethics committee has been appointed and meets on a regular basis.	Revise the composition and duties of its Institutional Ethics Committee, in order to develop a periodic assessment of integrity in institutional policies and procedures.			

PROGRESS IN MEETING 2005 SELF STUDY AND VISITING TEAM RECOMMENDATIONS
University of Puerto Rico at Cayey
MSCHE Periodic Review Report Steering Team

18

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9	5.4	Faculty Committee on Student Affairs	Advanced Status/Near Completion	4	The Faculty Committee on Student Affairs has been formed and has been meeting. Better coordination amongst all student suppport services is taking place as a result of continuous staff meetings <student dean and unit directors> leading to the development of an integrated strategic plan for the Deanship of Student Affairs, that is aligned with both the institutional and systemic plans. Assessment initiatives are underway, and their result will provide insight on the level of improvement.	Provide better coordination among all student support services through the faculty Committee on Student Affairs.			
6	6.1	Chancellor	Completed & Documented	6	Every year the Chancellor deploys a letter concerning the dissemination of integrity issues.	Improve timely dissemination of all polices regarding student grievances, research misconduct and other issues related to integrity. These should be explicitly stated in t	*(no recommendations)*		
6	6.2	Chancellor	Nearly 50% of work has been done	3	A committee for promotional materials has not been established, nevertheless and initiative to standardize institutional communications was taken into consideration. The development of our new institutional website is including institutional standards to guarantee the accuracy and consistency of information.	Establish procedures to review all promotional materials before publication – for compliance with institutional standards, accuracy and consistency of the information.			
6	6.3	Academic Senate	Will not be addressed at the Institutional Level	-1	Will be completed at the Systemic Level, as opposed to the institutional level. The students'code of ethics will be presented in the Student Policies developed by the UPR-AC, while the faculty code of ethics have been met through the establishment of the Research Integrity Officer and the Faculty Code on In tegrity and Academic Honesty.	Incorporate a Code of Ethics in the revised Student Regulations and also in the Internal Faculty Regulations.			

PROGRESS IN MEETING 2005 SELF STUDY AND VISITING TEAM RECOMMENDATIONS
University of Puerto Rico at Cayey
MSCHE Periodic Review Report Steering Team

19

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7	6.4	Dean of Academic Affairs/AIR	Nearly 50% of work has been done	3	The Programmatic Assessment Committee has implemented the dissemination of assessment efforts through meetings geared at sharing what has been done. There have also been colloquia and faculty development workshops on the matter. The AIR has also created a Web space for these purposes.	Disseminate outstanding efforts and promising practices in institutional assessment, especially through annual plenary sessions in which faculty and administration partici			
14	6.4	Dean of Academic Affairs/AIR	Nearly 50% of work has been done	3	Currently guided by the Committee on Programmatic Assessment & the Assessment & Institutional Research Office, and in compliance with the Periodic Program Review certification, all programs are stating their objectives in terms of student learning outcomes. The most advanced in doing so are: Mathematics, Chemistry, Biology, Natural Sciences, Social Sciences Department, General and Mental Health Psychology Programs, all Pedagogy Programs, Office Administration and Business Administration programs.	Recognize and disseminate outstanding efforts and promising practices in student learning assessment at all levels.	All programs should assess student learning relative to their goals and use the results of those assessments to improve student learning as well as the effectiveness of the academic program. (11)		
10		Academic Senate	Decisions Regarding how to proceed have been made/In Progress	2	The new faculty evaluation plan, as presented in the 2005 MSCHE Periodic Review Report, has not been approved, and has been an issue of great debate. The Academic Senate established a work plan, as requested by the MSCHEPRR Steering Team establishing that in 2009-2010, the new format for evaluating instructional faculty would be piloted, analyzed in 2010-2011, and projected to be evaluated for approval by 2011-2012.	Further reaffirm the positive aspects of implementing the proposed evaluation system for the faculty, through articulated and effective methods.	The faculty evaluation plan should be completed and implemented. (10)	The Senate should be in position to approve the new faculty evaluation model and procedures by fall 2006.	
10		Office of External Research; Chancellor's Office; Deanof Academic Affairs	Nearly 50% of work has been done	3	Research Academies, faculty development workshops, and individual consultations have been offered, along with the establishment of a incentive for publications $2,000 has been established as a means to engage faculty in submitting proposals to obtain external funds. Despite our efforts, Senior faculty are not engaged in proposal development and initiatives to establish research requirements for tenure-track junior faculty as a condition for achieving tenure are underway.	Continue to engage faculty in submitting proposals to obtain external funds, in order to maintain the high quality of their work in research and community service.			

PROGRESS IN MEETING 2005 SELF STUDY AND VISITING TEAM RECOMMENDATIONS
University of Puerto Rico at Cayey
MSCHE Periodic Review Report Steering Team

20

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11		Dean of Academic Affairs	Completed & Documented	6	The new General Education Model includes an Interdisciplinary course as a requirement for all freshmen as of August, 2009.	Continue to promote the development of interdisciplinary courses and courses with interdisciplinary approach.			
11		Dean of Academic Affairs	Advanced Status/Near Completion	4	As of the Graduating Class of 2009, all alumni all certified as having formal course experiences in research, community service and creation. The Honor's Program includes community service embedded courses, while in 2009 an Interdisciplinary Course in Community Service was implemented, in an alliance with the Cayey Menonite Hospital.	Continue promoting the integration of community service within courses.			
11		Dean of Academic Affairs				Continue to integrate librarians in the teaching process and academic tasks of the Departments.	Each academic department should appoint a faculty member to work directly with the library to develop collections... (11)		
2		Chancellor's Office	Decisions Regarding how to proceed have been made/In Progress	2	Administrative Staff positions are not being filled as a strategy to bring salaries and fringe benefits into a more acceptable level. A thorough analysis of compensations to administrative staff is underway in order to guarantee the most effective use of human resources.	MENTIONED	The University must bring salaries and benefits into a more acceptable/typical proportion with the operating budget. (2)	UPRC salaries and benefits are driven by system-wide collective bargaining...	
2		Chancellor's Office	Completed & Documented	6	The budget allocation process at the UPR Cayey for the last years relies entirely on institutional funds. External funds are used mainly for non-operational activities.		UPRC should develop a plan for funding from its own budget the continuation of all operational activities supported by grants/soft money. (2)	The administration is aware of the importance of external funding... adjustments have been made to foresee the continuation of relevant initiatives.	

PROGRESS IN MEETING 2005 SELF STUDY AND VISITING TEAM RECOMMENDATIONS
University of Puerto Rico at Cayey
MSCHE Periodic Review Report Steering Team

21

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5		Chancellor's Office	Completed & Documented	6	Regular Chancellor's Staff meetings take place that rely heavily on the input of discussions and decisions made at each deanship. Or reliance on data-driven decision making and documenting our activities has allowed us to sustain that decisions are made as a result of improved communication among administrative structures.	Continue to improve communication among all administrative structures.			
8		Admission's Office	Advanced Status/Near Completion	4	The Admission's Office was evaluated in **XXXX**. With the development of its assessment initiatives, the Admission's Office will continuously be reviewing its operations, while taking into consideration that only those students facing admission difficulties and with incomplete records are the ones that mainly vist the office.		There has not been an evaluation of the admissions office. (8)	Will take place next year.	
9		Dean of Students Affairs	Will not be addressed at the Institutional Level	-1	Addressed at the Systemic Level.		The student handbook needs to be reviewed and up-dated... it needs to incorporate all university policies ...(9)		
9		Dean of Administration	Completed & Documented	6	Both the Bookstore <N = 447> and Cafeteria <N =259> have been assessed through student satisfaction surveys. 40% stated that their general satisfaction with the bookstore was good, while 44% of students said the general services of the Cafeteria were good.		The Bookstore and Cafeteria must be cited as being inadequate to meet student needs and fail to support student academic experiences. Review of the contracts governing the services should be exercised as soon as possible. (9)		

PROGRESS IN MEETING 2005 SELF STUDY AND VISITING TEAM RECOMMENDATIONS
University of Puerto Rico at Cayey
MSCHE Periodic Review Report Steering Team

22

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9		Dean of Students Affairs	Advanced Status/Near Completion	4	The Student Center has undergone remodeling and continuous improvements. The game room and Student Body offices have yet to be completed. In January 2009 the adequacy of the Student Center in terms of physical resources was assessed <N = 33, mostly employees> , and the bathrooms were identified has the most problematic area warranting improvement.		Improvements need to be addressed in the Student Center facility. When compared to other campus buildings, it has basic needs that leave the impression that students are not as important as other members of the university community. (9)		
9		Dean of Students Affairs	Will not be addressed at the Institutional Level	-1	Developing an on-campus housing facility is not an institutional priority since we serve mostly students from the Cayey area, and It is not within the scope of our fiscal possibilities. We do have an Student Housing Office which offers alternatives on availabitly in the area, who works closely with student organizations, thus making information readily available to students.		New students need to have additional support through the orientation process in identifying housing within the community. If at some point in time the University was to determine it could support on-campus housing, it may need to explore commercial partners.(9)		

(-1) will not be addressed at the institutional level; (0) NOT Initiated;(1) Initiated (e.g., discussed, some initiatives, etc.); (2) Decisions regarding how to proceed have been made/In Progress; (3) Nearly 50% of work has been done ; (4) Advanced Status/Near Completion; (5) Completed, documentation required; (6) Completed & Documented