2016 Self Study Report to the
Middle States Commission
on Higher Education

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The University of Puerto Rico at Cayey

2016 Self-Study Report to the Middle States Commission on Higher Education

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UPR-Cayey

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2016 UPR-Cayey Self Study
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Executive Summary

This Self Study covers all fourteen standards of excellence within six chapters. The discussion and findings of the study will evidence that UPR-Cayey has complied with the mission and goals and the 14 standards as described on the MSCHE Characteristics of Excellence in Higher Education; a document that has served as a rubric for this study. More Importantly, this study will provide key information and understanding that the UPR-Cayey community can use to promote institutional changes and revitalization in light of the challenges as a result, of the US Congress act that would place an Oversight Board to supervise government finances and administration.

Since the MSCHE reaffirmation of accreditation, the University of Puerto Rico (UPR) and the UPR-Cayey have gone through changes in leadership, institutional policies and financial resources. Yet, what is noteworthy is that Cayey has successfully continued to offer the high quality education and has continued to excel in its retention and graduation efforts in spite of the debt crisis the Commonwealth government is currently facing.

The MSCHE Self Study Steering Committee (SSC) was established in March 2014 and included faculty, students and staff members. The Self-Study Design was submitted to the MSCHE in June 2014, followed by the site visit by MSCHE Vice-President, Dr. Tito Guerrero. The final revised document was sent to MSCHE, July 2014.

Six different work groups were formed to finalized the self-study. Each group was responsible for revising, expanding and verifying the information. The groups included participation of the executive staff. A revised version of the self-study draft was then distributed to the entire university community during the first semester of 2016. Based on community input, a revised draft was placed online so additional comments could be placed directly on the online version.

The final report consists of an Introduction and six chapters, demonstrating that the institution is committed to its ongoing and sustained compliance with the Commission's 14 accreditation standards, as well as with the institution's Mission, Goals and Objectives. Each chapter contains findings and next steps. Findings serve as conclusions, while next steps provide suggestions and actions that result from the findings.   Each chapter provides information of the following standards:

> Chapter 1: Institutional Identity: Mission and Goals and Integrity (Standards 1 and 6)
>
> Chapter 2: Organizational Structure: Leadership and governance and administration (Standards 4 and 5)
>
> Chapter 3: Planning for Institutional Renewal: Planning, Resources allocation and Institutional Renewal, and Institutional Resources Administration (Standards 2 and 3)
>
> Chapter 4: The Academic Experience: Faculty, Educational Offering, General Education, and Related Educational Activities (Standards 10, 11, 12 and 13)
>
> Chapter 5: Student Life: Student Admission and Retention, and Student Support Services. (Standards 8 and 9)
>
> Chapter 6: Continued Improvement: Institutional Assessment and Assessment of Student Learning (Standard 7 and 14)

The self-study guided the UPR-Cayey community to reflect on its past effectiveness, and changes needed in order to continue to excel. The goal of the self-study was an honest, participatory, collaborative reflection and self-assessment tool related to all aspects of academic and administrative endeavors.

Introduction

Overview

The UPR-Cayey provides an affordable education to students that live within the central-southwestern geographical region of the island.   A Board of Trustees oversees the general functioning of the UPR system without interfering with campus governance affairs. Its administrative structure consists of a chancellor, deans, associate deans, academic directors and support office directors. 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 reaffirmation of accreditation on November 17, 2011.

The 2015 fall enrollment consisted of 3,707 undergraduate students, of which 826 were first-time degree-seeking students and 705 were sophomore students belonging to the 2014 Freshmen Cohort (a retention rate of 85%). The student body is 99% Hispanic, 65% female, and 75% Pell Grant recipients. The average graduation time is about five years.

UPR-Cayey academic programs, administrative activities, and planning processes are clearly defined and guided by what is set forth in the Institution's Mission and Goals. Its organizational structures respond to its Mission and Goals with clear lines of organization and authority, that are supported by a governance that takes into account the diversity of members that make up the university community.

The Institution is classified as a *Baccalaureate College of Arts & Sciences Focus* by the Carnegie Foundation (2016). This focus provides the fulfillment of its Mission and Goals in its commitment to provide a diverse, balanced and interdisciplinary curriculum. The UPR-Cayey offers 27 baccalaureate programs in five academic fields: Teacher Preparation Program (11 baccalaureate programs), Natural Sciences (4 baccalaureate programs), Social Sciences (4 baccalaureate programs), Humanities (4 baccalaureate programs) and Business Administration (4 baccalaureate programs).

The quality and rigor of its academic programs and student support offices are further evidenced by several accrediting agencies: The Teacher Preparation Program was accredited by the following: National Council for the Accreditation of Teacher Education (NCATE/CAEP) and the Standards of Professional Accreditation (SPA), Association for Childhood Education (ACEI), National Association for Sports and Physical Education (NASPE), National Science-Teachers Association (NSTA), Council for Exceptional Children (CEC), Teachers of English to Speakers of Other Languages (TESOL). The Business Administration and Office Technology and Administration Programs are accredited by the *Accreditation Council for Business Schools and Programs* (ACBSP). The General Library is recognized by the *Association for College and Research Libraries* (ACRL) and The Center for the Interdisciplinary Development of Students (CEDE) is accredited by the *International Association of Counseling Services* (IACS). Each academic program goes through an internal five-year self-study assessment report that includes evaluation of its performance indicators, to further assess quality, rigor, and relevance within the institution's Mission and Goals.

National Recognition of *Excellence in Science* awarded by the 2011 National Science Foundation Survey of Earned Doctorates, places UPR-Cayey among the top 41 United States baccalaureate institutions of Hispanic Science and Engineering doctorate recipients (2005-2010), among other recognitions.

The institution provides the student with opportunities that emphasize on interdisciplinary education, research experiences, and community service, as a means to strengthen teaching and learning, as stated in the UPR-Cayey Mission. The following programs provide opportunities that enrich the academic and cultural life of our students and the community at large: the Honors Program, Research Initiative Scientific Enhancement Program (RISE), Research Infrastructure for Minority Institutions (RIMI), Howard Hughes Program, the Institute of Interdisciplinary Research (IIR), NIH-BRIC (2005-2015), and NIH-IPERT (2016-2021) a first-rate Museum, the Division of Extension and Continuing Education, and the International Studies Program, the office of Cultural Activities, and the Athletic Program.

The admission process has resulted in a well-prepared student body of adequate size and composition with a first-time degree retention rate of 85% and a national average graduation rate of 44%. The students' achievements, retention, and graduation rates are not accidental; they are due to effective services provided by a team of qualified professionals.

To support the Institution in achieving its mission, the UPR-Cayey has a highly qualified professional staff of 211 full-time faculty members, including teaching and non-teaching faculty (i.e., Researchers, Librarians, Psychologists, and Counselors). The faculty is highly experienced and qualified, many with doctoral degrees from some of the most prestigious institutions in the world. The cultural diversity of the faculty is also strong; professors from India, France, Germany, Spain, Chile, Colombia, Cuba, and the mainland United States, among other countries. Their diverse qualifications reflect the interdisciplinary nature of teaching, research, creative projects, and services in the UPR-Cayey.

The faculty has a strong commitment to professional development and scholarly activities to carry out the academic agenda. For the continued professional growth of its faculty, the UPR-Cayey sponsors four *Professional Development Days* every academic year. To round out the composition of our university community, 345 non-instructional staff provides support to fulfill the mission and goals of our institution.

Self-Study Process

The MSCHE Self Study Steering Committee (SSC) was established in March 2014 and included faculty and staff members. Students were also included in the SSC and were selected by the UPR-Cayey Student Council. The Chancellor nominated all other members, although anyone interested in the community was able to join the SSC.

The Self-Study Design was submitted to the MSCHE in June 2014, followed by the site visit of the MSCHE Vice-President, Dr. Tito Guerrero. The final revised document was sent to MSCHE, July 2014.

Changes to the Self-Study Design Plan

Originally, the Self Study was due in Spring 2015. The date was later changed by the MSCHE, allowing UPR-Cayey more time to evaluate and discuss the original draft. New groups were created for this purpose as well as including editors who contributed to the narrative. The current draft is a reflection of this process.

Current Events in the Commonwealth of Puerto Rico

According to the Commonwealth of Puerto Rico Planning Board figures, the global recession began impacting the Island's economy in 2006. As a result, government appropriations have steadily declined. This, coupled with a reduced island population, produces an approximate 14 percent reduction in tax revenues, which further aggravates the central government's deficit. The government of the Commonwealth of Puerto Rico has issued several budget reforms that are expected to stabilize revenues in the next five years 2016 to 2020. Consequently, the UPR and UPR-Cayey budgets have reflected and will reflect a decline in state fund allocation during the coming years.

Budget reductions are not unique to the University of Puerto Rico system. Many state universities across the U.S. are currently facing the following: declining state subsidies for public higher education and limited ability to maintain increases in tuition and fees, which have risen over the last decade faster than the median family income.

Similarly, a report issued by State Higher Education Executive Officers concludes that state and local appropriations have been decreasing while enrollment and education costs have increased based on the Higher Education Cost Adjustment (HECA) and the combined effects of inflation and enrollment growth have reduced state and local government support for higher education.

The synergetic effect of the MSCHE and the UPR-Cayey planning, budgeting and assessment processes have allowed us to establish institutional priorities and the necessary adjustments to successfully carry out our Institution's mission and goals. Looking into the future, the UPR-Cayey will update and implement an aggressive and continuous risk- assessment plan in order to respond to foreseen changes.

General Findings

The 2016 Self-Study laid the foundation for the following general findings:

1. The Mission and Goals guide all UPR-Cayey academic programs, administrative activities, and planning processes. Its organizational structures respond to its mission and goals with clear lines of organization and authority. The ongoing revision process of the Mission and Goals document should produce an updated document reflecting the UPR-Cayey for the next decade. (Chapter 1)

2. The UPR-Cayey conducts its programs and activities involving the public and the constituents it serves in adherence to ethical standards. Academic freedom, intellectual freedom, and freedom of expression are central to the academic mission of UPR-Cayey (Chapter 1).

3. The UPR-Cayey has a well-defined collegial and participative governance structure, which allows for the prevalence of academic issues within the institutional agenda. Students, faculty and the administrative staff have ample opportunities to participate in leadership and governance at UPR-Cayey. In some instances, the Institution has included the Administrative Board in the ongoing decision-making process of the institution (Chapter 2).

4. The human, financial, technical and structural resources at UPR-Cayey are enough in order to fulfill the institution mission and goals (Chapters 2, 4 & 6).

5. The Institution has evidence of the continued assessment of its budget allocation processes during the last five years. To ensure continuing success, the UPR-Cayey will update its Risk Assessment Plan 2011-2012 in order to respond to expected constraints (Chapter 3).

6. The Institution possesses a highly qualified faculty and supporting staff in order to accomplish its mission. The Institution provides faculty with opportunities for professional development. The Institution actively supports and provides resources for faculty research (Chapter 4).

7. The General Education renovation process is being built on a sound, conceptual framework of abilities, contents and methodologies that have resulted from a consensus process over the past years. Course offerings at UPR-Cayey are aligned with the established academic agenda and are directed to incorporate research experiences, community service, interdisciplinary studies and the use of technology. The assessment results showed the need to increase the diversity of students' experiences by promoting the participation of faculty in the design and implementation of new courses. The UPR-Cayey student actively participates in out-of-class activities that complement their undergraduate experiences (Chapters 4 & 6).

8. Student admission, retention, and graduation rates have remained stable during the past years, due in part to a network of offices and initiatives that provided support to students (Chapter 5).

9. The Institution is committed to external evaluation and assessment of its academic programs and institutional effectiveness. The Institution assessment plan is mission-driven and allows for periodic evaluation of its effectiveness. In order to effectively plan, the institution must increase the role of the Assessment and Institutional Research Office (AIRO) in the decision-making process of the institution (Chapter 6).

CHAPTER 1: INSTITUTIONAL IDENTITY

Standard 1: Mission and Goals – The institution's mission clearly defines its purpose within the context of higher education and indicates whom the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness.

Standard 6: Integrity
In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

Introduction

The University of Puerto Rico at Cayey is committed to a well-rounded education of excellence through undergraduate programs in the preparation of teachers, and in the disciplines of Natural and Social Sciences, Humanities and Business Administration. It encompasses a unified vision of knowledge in which general education and professional specialization are viewed as complementary experiences in the formation of human beings. It offers an interdisciplinary and innovative education that integrates topics and experiences from various fields of knowledge, research and community service as part of the teaching and learning process, keeping in perspective the value of specialization. A global perspective is embraced all the while recognizing the individual's contribution to their community. These values support the guiding mission and goals and promote the institution's commitment to the highest possible ethics in university life.

This chapter evaluates the institution's mission and goals, while promoting integrity in all its academic, administrative and social endeavors.

A brief history of the Mission and Goals Statement

In 1967, the Council of Higher Education (CES) created the *Colegio Regional de Cayey*. Its initial Mission was described in Certification 57a (CES, 1979-1980) ([Exhibit 1.1](#)). In 1982, the Council granted Cayey fiscal autonomy thus separating the institution from the regional colleges system and changed the institution's name to *Colegio Universitario de Cayey* ([Exhibit 1.2](#)). In 1993, the UPR-Cayey Academic Senate approved a new Mission, Goals and Objectives Statement ([Exhibit 1.3](#)). By 1999, the institution became the *Universidad de Puerto Rico en Cayey* by mandate of the Board of Trustees (BT Certification 103, 1999-2000, [Exhibit 1.4](#)) and after extensive revision, discussion and analysis from all sectors of the community, the Academic Senate approved the current Mission and Goals Statement (AS Certification 89, 2005-2006, [Appendix A](#)).

MISSION AND GOALS

The Mission and Goals Statement is prominently present in institutional life, as it guides both long-term planning and daily academic and administrative decisions. Hard copies are displayed in numerous academic buildings and deanships, and it is available on the institutional webpage (http://www.cayey.upr.edu).

The preamble of the Mission celebrates the natural beauty and serenity of the campus as a nurturing environment for study and reflection, as well as for the development of human values. The mission statement then conveys the institution's commitment to the formation of well-rounded

individuals through an interdisciplinary and innovative education that integrates subjects and experiences in the fields of knowledge, research, creation, and community service.

The mission of the UPR-Cayey stems from its commitment to the fundamental values of the institution and from the mission of the University of Puerto Rico system as a public institution of higher education. The UPR-Cayey mission statement itemizes general objectives that emanate from its four institutional goals (as shown in Appendix A) resulting in a faculty with varied academic backgrounds providing a rich and diverse educational experience. This coupled with the natural beauty of UPR-Cayey's surroundings and campus, provides a friendly, and peaceful academic environment, which invites scholarship, reflection, and personal development.

Relevance of Mission and Goals on institutional planning and development. The Mission and Goals Statement has been the compass for the institution's development and strategic planning, as it constitutes a cohesive set of aims that portray and guide the University's position in the community, the region it serves, and the Nation. Governing bodies of the UPR-Cayey have used these goals and objectives as guidelines to develop plans and budgets, create and update programs and practices, and evaluate institutional effectiveness: an example being AS Certification 51, 2002-2003 (Exhibit 1.5). It is, in fact the basis for the development of the ten-year strategic plan that was also approved and implemented a decade ago, as a commitment to the mission's enforcement (AS Certification 16, 2006-2007, Appendix B). The Strategic Plan comprises ten key areas, each of which is aligned with the mission's goals as shown in Table 1.1 below:

Table 1.1. UPR-Cayey Campus- 2006-2016 Strategic Plan and Institutional Goals Alignment

Strategic Plan Key Areas	Goal 1	Goal 2	Goal 3	Goal 4
I Sustained Ties to Students	✓	✓		✓
II Current Academic Curriculum of Experimentation and Renewal	✓		✓	✓
III Research and Creative Work	✓		✓	
IV Planning, Evaluation and Assessment	✓	✓		
V Technological Enhancement	✓	✓		
VI Leadership in the Community and Cultural Initiatives	✓		✓	✓
VII Internationalization	✓	✓	✓	✓
VIII Efficiency and Beauty in Natural and Built Spaces	✓	✓		✓
IX Administrative and Managerial Optimization		✓		
X Strengthened Institutional Identity		✓	✓	

The Mission and Goals Statement establishes four core institutional goals:

1. To provide an undergraduate education of excellence.
2. To cultivate in all sectors of the university's community a commitment to excellence to the UPR-Cayey's academic mission, thus promoting a unified institutional purpose.
3. To make the UPR-Cayey one of the primary centers of academic and cultural activity in Puerto Rico.
4. To foster a sense of social responsibility based on respect for human beings and their natural environment.

Each institutional goal and its objectives are implemented through institutional programs, practices, initiatives and policies.

Goal 1. To provide an undergraduate education of excellence.

This goal promotes a diverse, innovative and interdisciplinary curriculum. The UPR-Cayey curriculum consists of 27 academic programs in Natural and Social Sciences, Education, Business Administration, and Humanities. The quality and rigor of its academic programs are evidenced by several accrediting agencies, as shown in Exhibit 1.6.

Excellence in Science is also nationally recognized by the inclusion of the UPR-Cayey 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 (Exhibit 1.7).

These diverse academic disciplines in turn coalesce into the General Education component, one of the hallmarks of the institution designed to fulfill yet another fundamental objective of goal #1: to provide students with a vision of the relationship between general education, degree specialty and the surrounding environment. As part of its internal by-laws, The UPR-Cayey is the only unit of the UPR that has an institutional General Education Committee with members appointed by each academic department. Furthermore, several academic certifications insure the quality and rigor of the curriculum, a continued assessment plan, an organizational chart that identifies roles and responsibilities, and defined goals and measurable objectives of the General Education component. In 2001, the Academic Senate approved a milestone document that has withstood the test of time: *Abilities and Contents of the General Education Component at the UPR-Cayey* (AS Certification 18, 2001-2002 (Appendix C).

The document provided the framework for the interrelation between General Education and academic curricula at the UPR-Cayey, and for the approval of the *New Model for General Education at the UPR-Cayey Campus* (AS Certification 21, 2007-2008, Appendix D). The model and its fundamental documents established specific learning outcomes, skills, and abilities that are to be developed by all students, which will be further discussed in Chapter 6. The General Education first five-year plan was successfully completed and assessed in 2014-2015. Among other findings, the assessment report recommended renaming the new model (mentioned above) as: *Interdisciplinary Model for General Education at UPR-Cayey* (AS Certification 15, 2015-2016, Appendix E), further emphasizing the model's commitment to an interdisciplinary curriculum. The General Education Model will be discussed in detail in Chapter 4.

The aim of Goal 1 is to provide "academic, research, exchange, creation, training, professional practice and service experiences" which has been thoroughly implemented. The UPR-Cayey Campus is the only unit of the system that mandates that all graduates participate in at least one research, creative or community service experience. All academic programs are required to assess their course syllabi for evidence of their curriculums' contributions to this initiative. Programs such as the *Interdisciplinary Research Institute* (III), the *Research Initiative for Scientific Enhancement* (RISE), the *Honors Program*, and the *Howard Hughes Medical Institute*, further support this academic requirement (Exhibit 1.9).

The *National Institute of Health* (NIH) awarded UPR-Cayey the 2015-2020 *Biomedical/Biobehavioral Research Administration Development* (BRAD) grant, which is aligned with the mission of the UPR-Cayey of promoting and fostering research as an interdisciplinary experience (Exhibit 1.10). Together with the *Building Research Infrastructure and Capacity* (BRIC), managed by the III, these grants promote and foster interdisciplinary research in social, environmental, and biomedical health issues, providing not only students, but faculty and staff, with training and experience opportunities, as well as tools for successful admission in graduate programs, and/or application for external grants.

The emergence of multiple new interdisciplinary courses and seminars also evidence the institution's commitment to research opportunities for students. Courses such as *Interdisciplinary Research Experiences for Students* (INTD 4116) provide students with undergraduate experiences in interdisciplinary research while gaining credit hours towards graduation requirements. During the fall semester of 2015, 111 students were enrolled in the course. *Special Topics in Interdisciplinary Research* (INTD 4996) allows students to participate in research on community health, geographic data, and the environment, among other topics. *Environmental Changes in Puerto Rico* (INTD 3027) and *Bioethics* (BIOL 4997) are also intended to provide an undergraduate experience in research. Students from all academic fields are currently participating in research at the UPR-Cayey. Out of 274 participants in these experiences during 2014-2015, 107 (39%) are majoring in Natural Sciences, 100 (36%) are majoring in Social Sciences, 62 (23%) are professional school majors and 5 (2%) are from other fields of study. The impact on students' academic graduate prospects has been significant.

From 2004 to 2015, 231 out of 291 students that participated in undergraduate research programs at the Institute of Interdisciplinary Research (IIR) applied to graduate school. Of the 231 that applied, 200 (85%) were admitted (see further information in Chapter 4). Other related activities, as evidenced in Chapter 5, such as the band, choir, student organizations, and community related associations serve to round out an undergraduate education of excellence. As a member (since 1973) of the Interuniversity Athletic League (LAI), the institution is also committed to an athletics program.

The implementation of the goal's objective of offering an innovative education through technology, the UPR-Cayey successfully participated in the *2015-2020 Department of Education Title V: Developing Hispanic Serving Institution [HSI] Program Grant Competition (*Exhibit 1.11*).* The plan includes four initiatives, one of which is the creation of 25 new online courses within the next five years. The institution's expected goal is to impact regional, country and statewide students in the context of the diverse and rapidly changing island demographics, as it is further explained in Chapter 5.

Finally, to further assess quality, rigor, and relevance within the institution's Mission and Goals, each academic program goes through a five-year self-study assessment report that includes evaluation of its performance indicators (Exhibit 1.8). The Academic Dean, the Academic Senate, and the Administrative Board are called upon to implement this assessment process (For further information about program assessments, see Chapter 6).

Goal 2. Campus commitment to performance excellence

The second goal emerges from the Mission's principle that education is a way of life, and that all members of the institution's community are, essentially, both learners and potential teachers. The goal thus promotes continuous professional development and continuing education of all its constituents. In compliance with one of its specific objectives, the Academic Senate approved a comprehensive *Plan for the Faculty's Professional Development* that mandates four *Professional Development Days* of seminars and workshops every academic year. (AS Certification 74, 2004-2005, Exhibit 1.12). In addition, the *Institutional Fund for Research Development* (FIDI) yearly grants financial support for faculty's research and publication projects (Exhibit 1.13). In spite of financial struggles, the UPR-Cayey has managed to continue granting sabbatical licenses for research and writing. Further discussion is available in Chapter 4.

The Employee Support Program (*Programa de Ayuda al Empleado*) was established in 2014 and offers psychological support and guidance to all employees in the areas of labor, physical, financial and emotional health. During the summer of 2015, the program provided support to 44 new cases of which 6 were faculty, 33 were staff members and 5 were employee family members. Moreover, of those seeking help, 24 were related to labor disputes, 17 to family issues and 2 to financial and

health problems. More than 250 employees participated of 21 trainings during the first semester 2015-2016. (Exhibit 1.14).

Students' support services include initiatives such as the *Center for Student Support* (CAE), which coordinates tutoring among peers (Exhibit 1.15). In addition, through the *Division of Continuing Education and Professional Studies* (DECEP), the institution offers non-credit preparatory summer courses to help new students who show a lack of basic skills in the areas of Math, English and Spanish to develop these. Other student support services such as the federally funded *Student Support Services* (TRIO-SSS) and *Upward Bound Programs* are meant to assist students with basic college requirements and encourage them to complete their education and attain their personal and vocational goals, by offering academic tutoring, assistance in completing financial aid applications and academic counseling, among other services. The Dean of Student Affairs also encourages and provides support to student organizations to further strengthen students' leadership skills and social responsibility commitment as is explained in Chapter 5.

Continued monitoring of the effectiveness of the teaching-learning process is not only enforced through the annual compilation of assessment outcome surveys conducted by the *General Education Committee*, but through seminars and workshops on the topic of educational assessment that have been, and continue to be, provided to faculty members. In addition, the UPR Governing Board mandates the periodic evaluation of all academic programs through: GB Certification 43, 2006-2007 (Appendix F).

The UPR-Cayey's commitment to agility and flexibility in academic and administrative processes, also embodied in this goal, has taken shape in the advancement of documents digitization policies and practices, as well as online enrollment processes.

Goal 3. Campus as a primary center of academic and cultural activities

The UPR-Cayey and its *Institute of Interdisciplinary Research* maintain strong links with academic and cultural institutions to promote exchange at a national and international level. The *Faculty Resource Network* (FRN) of New York University, *The Leadership Alliance*, and the *Fulbright U.S. Student Program* are some examples. The FRN provides professional development experiences to faculty members in Puerto Rico and in various other states and countries where they hold training institutes. Through *The Leadership Alliance*, the University encourages students to participate in undergraduate internships; the alliance also provides mentoring, graduate support, faculty development opportunities and research exchanges. The university also stimulates students to apply to the *Fulbright U.S. Student Program,* which offers research, study and teaching opportunities in over 140 countries to recent graduates and graduate students. The UPR-Cayey has also hosted several national conferences, such as the Institute of Statistics of Puerto Rico's *Population Studies Conference*, held in November 2013 (Exhibit 1.16), and the pre-event of the 2015 International Annual Meeting of the *Red de Actividad Física de las Américas* (RAPAFANA) (Exhibit 1.17). Also, and for more than 25 years, until 2012 the national *University Symposium on Sexual Education* (SUSSEX) was held on campus. This professional conference provided a much-needed space for discussion and exchange in the fields of sexual education and gender issues (Exhibit 1.18).

In addition, the UPR-Cayey is affiliated with the US Census Bureau through its *Center for Census Information* (CIC), a division of the III that gathers demographical information and provides consulting services to develop population-based studies. The university is also a member of the *Network of Affiliated Organizations to the State Data Center* (SDC) of Puerto Rico, through the Institute of Statistics of Puerto Rico. Together, these alliances empower community members and the general public, with reliable and accurate information produced by the U. S. Census Bureau.

Academic departments, as well as institutes and programs such as the III, Pro-Women, General Education, RISE, and the Honors Program, all offer annual colloquiums, seminars, and workshops. The faculty at UPR-Cayey also keeps the institution at the vanguard of academic fields by

participating in national and international conferences. These aspects of the institution's endeavors will be evidenced in Chapter 4.

By mandate of the Board of Trustees, beginning in 2000 all units of the UPR system changed the title of the continuing education office to *Division of Continuing Education and Professional Studies* (DECEP) (BD Certification 190, 2000-2001, Exhibit 1.19). Thus, the DECEP at Cayey promotes, guarantees, and perpetuates the institution's commitment to service and continued ties to alumni. To deliver on its mission of insertion into the current globalization of education, contributing to socio-economic and cultural development, the DECEP satisfies the needs of the community for short courses and professional certifications, such as personal trainer, sign language interpreter, college testing reviews, and many others (http://cayey.upr.edu/decep/).

Faculty and staff development is mandated by the *Office of Government Ethics, resulting in* policies, such as that all university personnel must participate in at least six hours of continued education activities per fiscal year (Exhibit 1.20).

Plenty of activities are developed to provide artistic, scientific, and professional experiences that complement academic programs and serve the community. The Master Lecture is a solemn ceremony celebrated at the beginning of each academic year, whereby the UPR-Cayey invites a distinguished specialist in a relevant field to deliver a speech to both the internal and external community (Exhibit 1.21). The UPR-Cayey also has a first-class museum, the Dr. Pío López Martínez Museum, which holds permanent and temporary exhibitions and is available to the public, free of charge. Its mission is to be a center of education, creation and dissemination of the arts, in particular Puerto Rican art and the work of artist Ramón Frade, a Cayey native (http://cayey.upr.edu/museo-dr-pio-lopez-martinez/). Also, the *Office of Cultural Activities* establishes a link between the institution and the greater area of Cayey by offering a wide and varied program of cultural, athletic and professional extracurricular activities to supplement the academic training of students (http://cayey.upr.edu/decanato-de-estudiantes/oficina-de-actividades-sociales-y-culturales/).

The UPR-Cayey is also engaged in developing students' artistic interests. The *Literary Circle* of the Hispanic Studies Department gathers students who are (or wish to become) writers in order to provide them with tools for the betterment of their work, as well as an annual magazine in which to start their publishing careers: *Tinta Nueva* (Exhibit 1.22). The UPR-Cayey publishes a peer-reviewed journal titled: *Revista Cayey* that includes the lliterary and critical work of renowned international writers (Exhibit 1.23). Annual literary contests, theater groups, workshops and theatrical structures (such as the *Casa de Histriones*) are meant to stimulate and reward student's creativity.

To satisfy its goal to disseminate Puerto Rican culture, the UPR-Cayey has an additional peer-reviewed journal that publishes articles on social, cultural, literary and artistic subjects on Puerto Rico or Puerto Ricans, called *Identities*. There are also literary and non-peer-reviewed scientific journals that address the issues outlined above, such as *Boletin Encuentros del Instituto* (journal of Institute of Interdisiciplinary Research, (Exhibit 1.24),*Cuadernos (Technical Report Series of the III), Cayey Students Write* (a thematic creative newsletter in electronic form since 2011, hosted by the English Department's student organization: Sigma Tau Delta, International English Honor Society (Exhibit 1.25), and *Epojé* (Humanities Department, Exhibit 1.26). In addition, UPR-Cayey hosts a database of the faculty's publications at http://cayey.upr.edu/publicacionesfacultad/

Among many other activities designed to develop knowledge in the community, the Victor M. Pons Library fulfills its mission to educate and actively participate in the process of teaching and learning at the UPR-Cayey. It promotes the integration, interpretation and critical management of educational resources and information technology. The *Antonio Martorell Documentary Archive* (ADAM) documents the works and materials of renowned Puerto Rican visual artist Antonio Martorell, in order to allow scholars and the general public to study and interpret the documents

therein preserved to disseminate general knowledge and analysis of his work (Exhibit 1.27). Several additional initiatives designed to extend education beyond the institution's gates are discussed under Goal 4, below.

Goal 4. Social responsibility

Numerous initiatives support the achievement of the UPR-Cayey's commitment to social responsibility. Service learning experiences for students have multiplied in recent years through the efforts of academic departments, institutional programs such as the *Institute for Interdisciplinary Research*, and the UPR system's policies. The *University Collective for the Access to the UPR-Cayey* (CUA) is a systemic program that promotes research and outreach activities that address the relationship between poverty and access to the University of Puerto Rico, and the UPR-Cayey recruits its students as a vital component of this service. The project, which began in September 2014, is carried out in six (6) UPR units (Exhibit 1.28). Additional discussion is available in Chapter 5. The UPR-Cayey has also hosted in its campus programs fully dedicated to community service.

The DECEP, which provides useful continuing education courses to the internal and external communities, also offers training programs to meet the needs of nearby private industries and government agencies. Departmental initiatives include the *Project for the Integration of New Students to Hispanic Studies* (PIEH), which during the 2014-15 academic year offered free academic and literary workshops to dozens of high school students from the greater area of Cayey, with the purpose of raising their creative and academic interests in the areas of Literature and Linguistics (Exhibit 1.29). The *Pro-Women* program focuses on advancing and promoting the rights of women through education, research and community service. This is achieved through conferences, seminars, research symposia and support for faculty who want to include gender studies in their curricula, thus strengthening students' appreciation and respect towards contributions by a diverse group of people (http://cayey.upr.edu/proyecto-de-estudios-de-la-mujer/).

In addition, the UPR-Cayey recently founded *Casa Universidad* (University House), a donated building in the center of Cayey (BT Certification 18, 2006-07) with which the institution aims to increase its off-campus role, as well as students' awareness of external community needs. The house provides a combination of services ranging from workshops on nutrition, home gardening, meditation and massage, to literacy. (Exhibits 1.30). In accordance with that purpose, in 2012 the Chancellor also signed a Collaboration Agreement with the municipality of Cayey, in order to strengthen bonds between the UPR-Cayey and its surroundings through the mutual support of community and university projects (including the construction of soccer fields) as well as to support the city's strategic plan "Cayey, Green City" (Exhibit 1.31). In 2014, the Chancellor signed another agreement with the city for the joint maintenance and use of the running track (Exhibit 1.32). Access to the gym, track and soccer fields is granted to members of the greater community of Cayey, and several other collaborative agreements with emerging cooperatives, government agencies and third sector entities also emanate from the institution's commitment to social responsibility. The UPR-Cayey is pledged to the fight against cancer, and every year, along with the American Cancer Society carries out charity events on its campus (Exhibit 1.33). The Victor M. Pons Library maintains an *Information Center of Philanthropic Funds* that connects charitable foundations to organizations and individuals interested in philanthropic activity (https://bibliotecauprc.wordpress.com/).

Environmental conservation and enhancement has also been a priority of the UPR-Cayey since its foundation, as its beautifully preserved natural grounds bear witness to. In addition to its Green Campus Recycling Program (Exhibit 1.34), since 2012 the UPR-Cayey has been holding agricultural fairs ("Mercados Agrícolas") at the *Green Shadows Park*, an educational project located behind the gym, whereby the UPR-Cayey provides environmental education to its students and the general public through several monthly activities and agricultural markets (Exhibit 1.35).

INTEGRITY

Institutional Leadership. The UPR-Cayey is a fundamental part of the Commonwealth of Puerto Rico's higher education system. As such, the Institution is committed to providing an affordable quality education. The responsibility of the UPR-Cayey's mission emphasizes: "The University is committed to turning words into actions" (Appendix A). Accordingly, the Institution is confident that it has been able to fulfill its responsibility to comply with the MSCHE standards of excellence, as well as with the expectations of the students, their parents, and Puerto Rico. A goal of the UPR-Cayey's mission is to foster justice and honor in the search for conflict resolution in the community. This ethical and moral concept, as described in Chapter 2, is constantly monitored at all levels of the shared government, and within the community at large by the Institutional Discipline Board, the Student Ombudsman Office, the Research Integrity Officer and the discipline committees established by the employee unions; they all participate in the resolutions, in a timely manner, of ethical grievances related to academic, research, and administrative misconduct. The Commonwealth of Puerto Rico Governmental Ethics Office also constantly monitors the Institution to verify its compliance with stringent procedures and protocols that ensure an ethical administration of the UPR-Cayey (Comptroller, Internal Audits). Recent and past evaluations have shown that the UPR-Cayey has complied with each of the parameters defined by law. (Audited reports are available for review).

Non-Faculty, Faculty, and Student Policies. The UPR-Cayey webpage contains the policies and procedures related to self-conduct, ethics, and the procedures to handle complaints and grievances within the Institution (BT Certification 45, 2006-2007, Exhibit 1.36 and BT Certification 32, 2005-2006, Exhibit 1.37). The Office of Human Resources ensures the new employees are provided the institutions policies and the updating of said policies. (Form F-96-3.2-9, Exhibit 1.38). Additionally, faculty, non-faculty and student policies are available for public scrutiny. (http://cayey.upr.edu/politicas-institucionales/)

The importance of integrity in all government endeavors is evidenced by the establishment of the Office of Governmental Ethics in July 24, 1985 as amended by Law Number 1, 2012. The fundamental mission of the Office of Governmental Ethics (OGE) is to promote and preserve integrity among government employees. By doing so, the office fosters strengthen and monitors the process of developing and promoting an ethical culture of excellence that each public servant should strive for. In order to accomplish its mission, each governmental employee is required to accumulate 20 hours of continued education related to integrity and ethics during a two-year period (Law Number 1, 2012, Exhibit 1.39).

The Institutional Ethics Committee at the UPR in Cayey is responsible for organizing and promoting seminars and workshops in order to comply with the Law. The committee includes the following members: the Director of Human Resources, Finance, and Security Offices, a member of the Technology office, and a faculty and a non-faculty member. Each year the committee proposes a work plan and at the end of the year, generates a report to the OGE (see Chapter 3). The Institution is currently in the 2014-2016 cycle.

Academic Freedom. Academic freedom is consistent with the institution's Mission and Goals. As stated in the Mission: The academic project of the UPR-Cayey requires University awareness of current issues, such as the improvement of the natural and social environments and the promotion of peace, and commitment to reason overcoming prejudice and respect for dissent. As faculty-administrator, the Institution's leadership fully supports academic freedom as demonstrated by some of the professional development activities about academic freedom, hosted by the Deanship of Academic Affairs (General Bylaws Articles 9,10, 11 y 32 (Appendix G) http://cayey.upr.edu/mdocs-posts/reglamento-general-de-la-universidad-de-puerto-rico-enmendado-hasta-el-10-de-diciembre-de-2016/)

Academic Integrity. The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR Students General Bylaws (BT Certification 34, 2016-2017, [Exhibit 1.40](#)) (https://docs.google.com/viewer?url=http://cayey.upr.edu/wp-content/uploads/sites/10/2017/01/RGE_28_Jul_2011.pdf) states that academic dishonesty includes, but is not limited to: fraudulent simulations; copying the whole or part of the academic work of another person; copying all or part of another person's answers to the questions of an oral or written exam by taking or getting someone else to take the exam on his/her behalf; as well as enabling and facilitating another person to perform the aforementioned behavior. The University policy for academic integrity is also published in syllabi distributed to students. Any of these behaviors will be subject to disciplinary procedures established by the UPR Students General Bylaws ([Appendix H](#)). (https://docs.google.com/viewer?url=http://cayey.upr.edu/wp-content/uploads/sites/10/2017/01/RGE_28_Jul_2011.pdf)

Research Integrity. Research integrity is of utmost importance in order to promote a climate of academic inquiry with a sound ethical basis. This is of particular importance due to the increase in research projects conducted by faculty members and plans to expand undergraduate research as part of the curriculum renewal process.

The United States Office of Public Health and Science (OPHS) within the Office of the Secretary of Health and Human Services regulations on Policies on Research Misconduct, requires that all institutions renew their research misconduct assurance by annually submitting a report to the Office of Research Integrity (ORI) on the allegations, inquiries and investigations the institution has handled. In order to comply with this regulation, the Chancellor appointed a Research Integrity Officer, who has the primary responsibility for the implementation of UPR's policies and procedures on research misconduct, for handling research misconduct claims and foreseeing all regulatory activities. No misconduct procedures have been carried out in the Institution in the last five years. (BT Certification 45, 2006-2007).

The UPR-Cayey also has an Institutional Review Board (IRB) (IRB 00004406, FWA00007679) to oversee all proposals that require human subjects for research purposes. The IRB complies with all the rules and regulations of the United States Department of Health and Human Services ([Exhibit 1.41](#)). This Board has six members, including a representative of the external community. Both faculty and student research projects are subject to evaluation of this board.

Student Grievances. The Student Ombudsman is responsible for resolving grievances related to student-faculty, student-non-faculty and student-institution in a timely matter. The main goal is to solve the grievance through a variety of formal and informal channels. A procedure to handle student grievances is described in GB Certification 119, 2014-2015 ([Exhibit 1.42](#)). The certification complies with the MSCHE Requirement of Affiliation and Federal Title IV Requirement Certification Statement, specifically in reference to how the institution expeditiously handles complaints within the Institution. Currently, the Internal Student Regulations Handbook is under review to define and clarify students' grievances protocol. ([Appendix I](#)) (http://www.upr.edu/cayey/wp-content/uploads/sites/10/2015/09/Reglamento-de-Estudiantes-UPR-Cayey.pdf). Complaints related to specific administrative areas such as financial aid or other student support services are handled directly by the corresponding office director. The Dean of Student Affairs acts as an appeals agent when students are not satisfied with corrective actions taken.

Data collected in the past, has indicated that the primary student complaint has to do with grades and scheduling of tests ([Exhibit 1.43](#)). The Institution also has other committees that deal with grievances; the Discipline Board and the Misconduct Investigation Committee. The members of the Discipline Board are elected as follows: two are chosen by the Academic Senate, one is appointed by the Chancellor, and two are named by the Student Council ([Appendix J](#)).

Also, student organizations in order to be certified by the institution are required to present, a statement on how their particular chapter will proceed in case of a code of ethics violation. All grievances and complaints are handled with strict confidentiality.

UPR-Cayey Grievances Policies.
Faculty and non-faculty complaints are handled according to the Commonwealth of Puerto Rico Law 426, November 7, 2000 and the Bylaws of the University of Puerto Rico. (Exhibit 1.44) (Appendix G) Disciplinary actions, when needed, are handled following the applicable bylaws and collective bargaining agreements. (Article 35 General Bylaws, Article 21 Collective Bargaining Agreement of the Workers Union 2014-2017, Article 105, 121 Collective Bargaining Agreements HEEND 2014-2017) Grievances about improper use of property and funds are informed anonymously by phone (787) 754-3030, ext. 1106 or toll-free number 1-(877) 771-3133. Grievances can also be informed by email, Querellas@ocpr.gov.pr or webpage, www.ocpr.gov.pr

As in all complaints coming from any of the campus constituents, the Chancellor handles any appeal or reconsideration of actions or decisions taken at the deanship level (See UPR General Bylaws, Appendix G). The UPR's President and the Governing Board will also consider appeals that cannot be resolved locally. On the other hand, complaints related to academic issues are to be handled first by the faculty involved, leaving the Academic Dean and the Chancellor for subsequent appeal steps.

UPR-Cayey Catalog. The UPR-Cayey Catalog is available online and updated periodically.
https://docs.google.com/viewer?url=http://cayey.upr.edu/wp-content/uploads/sites/10/2017/01/CATALOG-DHLEnglish.pdf Curriculum courses and electives are listed in the catalog allowing the student to plan their course load with their faculty advisor in order to achieve graduation within the allotted program requirements.

Integrity Evidenced as an Employer. UPR-Cayey provides equal opportunity in all areas of
education, hiring, and continued employment regardless of sex, race, marital status, creed, age, national origin, sexual orientation, the presence of any physical challenging disability, veteran status or religious preference. (Affirmative Action Policy http://cayey.upr.edu/politicas-institucionales/**)**, Certification 58 from the Board of Trustees, 2004-2005 (Exhibit 1.45), General Bylaws of the UPR Article 31 Appendix G).   In addition, it is committed to maintaining Affirmative Action policies, through which, specific additional efforts are made to recruit, hire, and promote employees from backgrounds that have been traditionally underrepresented. These efforts apply to all levels of the institution.

Recruitment policies and procedures for faculty are based solely on a merit basis and under strict non-discrimination criteria. This rigorous process includes the departmental need assessment, the presentation to the Academic Dean of the Department decision, the announcement of the position on the institutional website, in peer-reviewed journals, and local newspapers, the evaluation of the candidates, followed by recommendations for the hiring of faculty which are made, in first instance, by the corresponding Personnel Committees and endorsed by the Academic Dean and the Chancellor. (General Bylaws Article 43 (Appendix G), AS Certification 24, 2015-2016 (Exhibit 1.46). The tenure track process is a five-year evaluation procedure following the established procedures approved by the academic senate. (AS Certification 48, 2015-2016, Exhibit 1.47).

For non-instructional staff there are very detailed descriptions of the hiring procedures and criteria that are described and detailed in the collective negotiation agreements and General Bylaws (Article 75, Appendix G). The recruitment of personnel is widely disseminated via web-based mechanisms, through the Human Resources Office and in newspapers of general circulation. The published announcement includes the selection criteria that clearly describe the qualifications, knowledge, skills, abilities and experience required for the positions. All employees receive a copy of the UPR policies and regulations at the initial recruitment stage.

Findings

1. The UPR- Cayey has a unique model within the UPR based on four core institutional goals. This model includes: A diverse curriculum, research, creativity, community service, and the General Education abilities and content components. The four initiatives are aligned with the diverse and interdisciplinary approaches to education at the UPR-Cayey.

2. The UPR-Cayey complies with ethical standards set by the UPR and other external agencies. The UPR-Cayey is constantly monitored by internal (UPR) and external agencies. The evidence provided indicates a highly regulated system, at all levels, that failsafe the Institution from non-ethical activities.

3. In addition, in 2016 the UPR-Cayey was commended by the Office of the Comptroller of the Commonwealth of Puerto Rico for exceeding expectations in its compliance with best practices against corruption. (Appendix K)

NEXT STEPS

As a result of the self-study and in keeping with the institutional identity, mission, goals and integrity, the UPR-Cayey will:

1. Review the Mission and Goals document in order to assess its current relevance. The Institutional Planning and Assessment Committee will report its finding to the Academic Senate and to the Administrative Board for evaluation, in December 2017.

2. Develop the next UPR-Cayey Strategic Plan considering the recently approved system-wide UPR 2017-2022 Strategic Plan. The recently named chair of the Institutional Planning and Assessment Office along with the Institutional planning and Assessment Committee will present its proposal to the Academic Senate and to the Administrative Board for evaluation, during the 2017-2018 academic year.

3. UPR-Cayey has started its strategic planning cycle. Currently, a distance education committee is developing the strategic area of technological culture. The expectation is to present a draft of UPR-Cayey's strategic plan before the academic senate by May 2017.

CHAPTER 2: ORGANIZATIONAL STRUCTURE

Standard 4: Leadership and Governance – The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making.   The governance structure includes an active governing body with sufficient autonomy to ensure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Standard 5: Administration – The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

Introduction

Governance and Leadership are two key concepts crucial to understanding the decision-making process and policy development at any institution of Higher Education. This chapter sets out to describe the UPR system's governance structure and discuss how said structure operates in helping the system achieve sound operational academic and administrative practices while fostering a diverse system of autonomous campuses. The chapter also examines the UPR-Cayey's local governance and demonstrates how administratively it complies with its academic, research, and services policies and practices that are expressed in UPR-Cayey's Mission and Goals.

GOVERNING BODY

The Governing Board (GB) is the highest governing authority within the organizational and governance structure of the UPR. Its role is primarily fiduciary. The current governing board structure is composed of 13 members.   Nine of the members are named by the governor with the consent of the Puerto Rican Senate. These members are constituted by law under the following parameters: 1 member from the field of finance, 1 member representing community service initiatives on the island, five members who are alumni and who have gained prominence in areas such as the arts, sciences with the requirement that three of these five members be residents on the island. One of the five would also be a local resident with ties to the Puerto Rican communities abroad. To round out the GB body and involve the university community, students would occupy two seats with voice and vote on the board. The faculty would maintain its two seats as well. (http://juntagobierno.upr.edu/)

It is important to note that all members of the Governing Board are subject to the *Law of Governmental Ethics of the Commonwealth of Puerto Rico* (Law No.2, 1985, Exhibit 1.39). Furthermore, there are restrictive requirements placed on all potential members of the governing board. Restrictions include not being able to name members of the Puerto Rico legislature, nor any person who works for the government or other public corporations, with the exception of the UPR alumni and the Secretary of Education of Puerto Rico who serves on the Board in an ex-officio capacity. Restrictions also avoid naming employees of any private institution of higher education.

Governing Board Responsibilities. The Governing Board, through its policy-making role, is ultimately accountable for all macro structural components of the University system such as financial stability, academic excellence, and integrity, including accreditation; fiscal robustness, strategic planning, and assessment, among others. The Governing Board is vigilant as to the interest of all its components within the systemic context.

There are 24 responsibilities delineated by (Law No. 1, 1966, Exhibit 2.1), and the UPR General By-Laws (Appendix G).   The GB has these responsibilities readily available at http://juntagobierno.upr.edu/junta-de-gobierno/funciones/). As a result of these responsibilities, the

working agenda of this body is designed to promote compliance with the mission of developing academic and research activities for the benefit of the university community and society at large.

There are seven permanent committees responsible for overseeing key systemic areas: Academic, Research and Student Affairs; Appeals; Financial Affairs, Physical Infrastructure, and Retirement System; Audits; Development; Laws and Regulations; and Technology. In terms of communication with the campuses and broader university community, the Governing Board has a webpage (http://juntagobierno.upr.edu) where all the information regarding meetings, appointments, policies approved, and other relevant initiatives are posted. The Governing Board also shares approved certifications via the UPR System email to all community members (non-teaching, teaching, and students) where members simply click on the electronic link and gain ready access to the certifications.

Each year the members of the Governing Board elect a President, Vice President, and Secretary. These three positions also conform the Executive committee. The Board is administratively managed by an Executive Secretary, an employee of trust responsible for managing the Board's administrative efforts.

Recently, the government of Puerto Rico approved the law (Law #2-2017) that created the Puerto Rico Fiscal Agency and Financial Advisory Authority (AAFAF). The law comes into effect so that the government can delegate the handling of the fiscal situation to this sole agency. This agency is responsible for the fiscal plan that the government will have to submit to the Federal Oversight Committee that was established by the US Congress (Puerto Rico, Oversight, Management and Economic Stability Act) given the island's critical fiscal situation. The authority has the ability to intervene in all fiscal matters. As a result, the agency names a representative to each governing board of all public corporations including the UPR. Therefore, as of January 2017, the Governing Board has a representative with a voice and vote and that responds directly to AAFAF (http://www.aafaf.pr.gov/) .

The UPR President. The Governing Board appoints the UPR President. The GB decides and regulates the process of choosing a president within the different campuses and related offices. Traditionally, the GB constitutes a search committee and requires each campus to carry out a search process that involves student, faculty, employee and the external community's point of views. The campuses report their recommendations to the GB who in turn receive campus recommendations and interview prospective candidates.

According to University By-Laws, the UPR President is responsible for organizing the administrative structures in order to meet the Mission and Goals of the UPR System (Article 14, Section 14.4) (http://www.upr.edu/mision-y-vision-upr/) (see Figure 2.1). Currently, the President's Office is composed of three vice presidencies (Academic Affairs, Students, and Research and Technology).

Figure 2.1. *UPR Central Administration Organizational Chart*
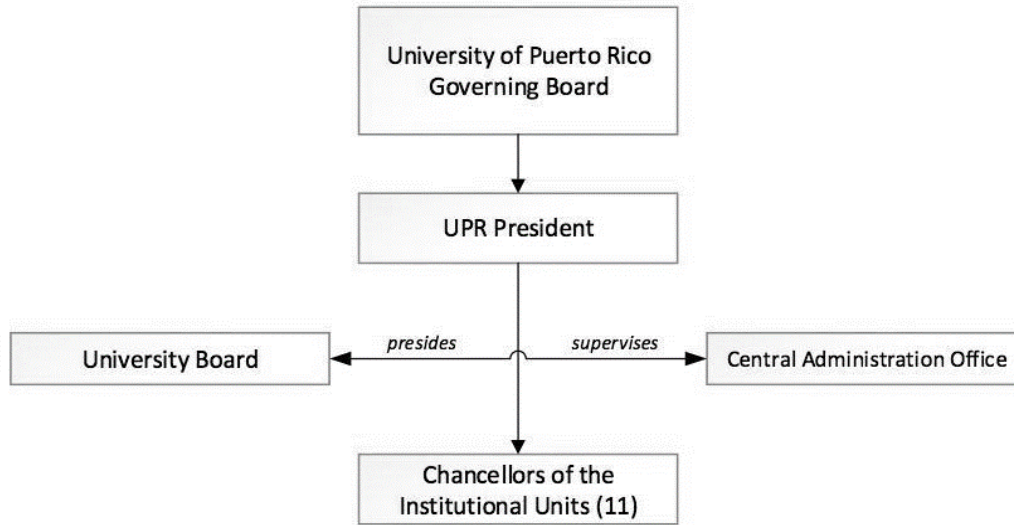
Aside from providing system-wide leadership and a key component of governance, the President's office also supervises, administers and coordinates three other areas. These are finance, planning and development, and the budget. Nevertheless, each campus is legally responsible by law for locally administering these areas. Furthermore, each campus possesses autonomy in areas such as faculty hiring, educational offerings, assessment, general education and student admissions, retention and support (See Chapters 4, 5, and 6).

Another key responsibility of the President is chairing the University Board. The University Board meetings serve as the encounter of those responsible for administering the University and its constituents. The President's role is particularly important since the University Board addresses vital systemic issues such as development and strategic planning as well as budget related topics. Finally, the President's role also includes being an *ex officio* member of all 11 UPR academic senates and administrative boards.

The President represents the UPR system at legislative hearings and public functions. In addition, the President is also responsible for mediating agreements and Memorandum of Understanding (MOU) with other institutions and organizations that are in the best interest of the UPR System.

While the system has experienced an administrative change in the presidency, UPR-Cayey has maintained its leadership since 2014 when the current Chancellor was named to the position, sustaining continuity in governance and administration.

The University Board. The University Board consists of 38 members: the President of the UPR System; the UPR System's Director of Finance; three additional officials appointed by the President and approved by the Governing Board; the chancellors of the 11 campuses; 11 academic senate faculty members elected yearly by each academic senate from among its members (*ex officio* senate members are ineligible); 11 student representatives, one from each institutional unit, elected annually by each unit student body in an open election. Thus, the University Board's monthly meeting allows for an open and honest interaction between all constituents of the University. (http://juntagobierno.upr.edu/junta-de-gobierno/)

The University Board's main responsibilities is to, first, guarantee that the University System complies with the approved strategic plan and, second, serves as an advisory board to the UPR

President in the areas of academics and research, administration, student support and finances. The University Board offers recommendations and approves initiatives brought to the body in the areas of academics, administration, and finances and once approved by the University Board these are subsequently considered by the Governing Board.

These clearly defined roles are what assure that the key systemic initiatives are implemented and assessed by both the President as well as the campus representatives on the University Board. This form of governance guarantees that the planning, implementation process and decision making is a participatory and representative one. Moreover, these functions are carefully balanced to respect the autonomy of individual units.

The UB manages the distribution of documentation from a password protected Course Management System (http://juntauniversitaria.upr.edu), allowing for ready access to all important documentation for members and ready access to approved certification by community members.

Governance at the Campus Level. The UPR-Cayey's basic organizational structure is characterized by ample participation opportunities for faculty, students and non-faculty personnel. UPR-Cayey administrative structure is very similar to that of the other seven undergraduate units of the UPR system and is illustrated in figure 2.2.

The UPR-Cayey Mission and Goals document guides all institutional activities. Accordingly, the UPR-Cayey 2006-2016 Strategic Plan (Appendix B) sets the stage for accomplishing the institutional mission, meanwhile defining and identifying priorities, emblematic projects, and critical assessment areas. This, in turn, has provided the framework for the Strategic Plan of all academic leaders thus far, maintaining continuity of institutional goals, as well as complying with federal requirements and accreditation standards at the institutional and programmatic level, mostly in times of transitions.

Figure 2.2. *UPR-Cayey Governance Structure*
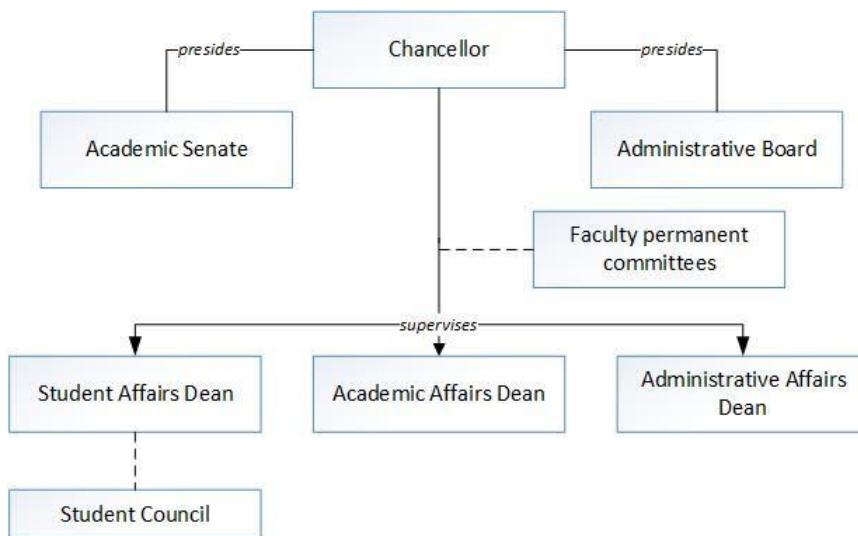
The Chancellor. As established by law, the Chancellor is the highest academic and administrative authority at the institutional level (Chief Executive Officer). The current Chancellor is Dr. Mario Medina Cabán, former associate academic dean and dean for academic technology and director of the Office for Technology in Teaching (http://cayey.upr.edu/mensaje-del-rector/). He holds a BA in Education from UPR-Rio Piedras in the area of English to Speakers of Spanish, a Master's degree from UPR-Rio Piedras in the area of English to Speakers of other languages, and a Ph.D. from Indiana University of Pennsylvania in English with a concentration in Rhetoric and Linguistics.

He is a full professor in the English department and has over 20 years teaching experience and 10 years administrative experience as associate dean, director, Title III director, and Coordinator of Multi-Language Computer Center.

Dr. Medina Caban was named by the Governing Board on July 2014 upon the recommendation of the former UPR President, Dr. Uroyoán Walker who, based on the UPR-Cayey consultation report submitted by the university community recommended to the Governing Board his designation as chancellor. Dr. Medina, as chancellor, serves at the discretion of the Governing Board.

The Chancellor's duties are delineated in Section 19.3 of the UPR General By-Laws as well as in Article 7 of the University Law (Appendix G). The responsibilities include the decisions and actions needed to support efficient management, maintain fiscal control, and improve services and processes to effectively allocate resources in rigorous compliance with institutional academic and administrative policies through coordinated, systematic, and sustained efforts.

Deans. Deans are appointed by the Chancellor and endorsed by the President. Yet, the Governing Board ultimately approves the appointment. Each candidate for Deanship follows a rigorous consultation process among faculty members, non-faculty, and students (Articles 20 and 37 of the UPR General By-Laws). The Organizational Chart for deanship clearly evidences the administrative responsibilities of Deans (See Appendix L).

Table 2.1. *Qualifications and Experience of Current Deans*

Dean	Qualifications	Leadership Experience
Dr. Raul Castro	Ph.D. in Chemistry	Interim Chancellor, Academic Dean and Associate Academic Dean
Prof. Belma Borrás	MBA and Certified Public Accountant (CPA)	Director of Accounting Department, Interim dean of business administration program, director of assessment program of school of business administration
Dr. Rochellie Martinez	Ed.D in Administration and Educational Supervision	Department chair, director of continuing education and as student counselor for a number of student organizations.

To successfully maintain continuity and stability, the UPR-Cayey has emphasized the selection of institutional leaders who possess the credentials and experience required for each position. Particular care has been given to the selection of personnel who in the past have occupied leadership positions within the shared government structure of the UPR-Cayey. It is also required that the candidate's strategic work plan be aligned with UPR-Cayey documents that are vital for achieving excellence in higher education. (See Dean's work plans, Appendix M)

Academic Senate. As established in the UPR General By-Laws and reiterated in the UPR-Cayey Academic Senate internal regulations (Appendix J), the Academic Senate (AS) is the official forum to discuss general topics that affect the function of the university and issues in which the AS has jurisdiction. The Senate tends to a number of matters from course and curricula content to

admission requirements. The Academic Senate at UPR-Cayey is composed of the University President, the Chancellor, the Deans and the Library director, who serve as ex-officio members, and a non-administrative representative from each academic department and two additional at-large faculty senators. In addition, a non-administrative representative from the Interdisciplinary Center for Student Development (psychologist and counselors), one docent member from the Library, and 6 students from the Student Council. The student ombudsperson has been added as an observer during the AS meetings (GB Certification 119, 2014-2015, Exhibit 1.42). The at-large senators are required to report during general faculty meetings.

The Chancellor presides over the Academic Senate at UPR-Cayey. The senate's standing committees tend to all key academic, faculty related and student support issues. The Academic Senate plays a crucial role in advising in policy development, academic program evaluation and accreditations, and in determining admissions and related matters considering among institutions budget (Exhibit 1.5). The certifications generated by the Academic Senate are made readily available to the entire community via the Academic Senates document management system (https://senadocayey.upr.edu/).The findings and certifications that result from the Senate's decisions and deliberation are disseminated widely and accessed on its website.

The Internal regulations of the UPR-Cayey Academic Senate, also places great emphasis on the declared responsibility of providing recommendations to the governing bodies such as the University Board and the Governing Board in matters of academic concern whether it be the creation of new schools, or dependencies, academic distinctions as well as changes to the General Bylaws. Hence, the direct interaction between the academic senate of UPR-Cayey and governing bodies regarding local and systemic academic matters is important to note and illustrates the autonomous nature of each campus.

As illustrated in Figure 2.4, decision making at UPR-Cayey follows clear lines of communication between the executive level administration and its constituents. Decisions and final actions are the consequence not only of a well-defined work plan aligned to a strategic plan but also the response and input of the other representative bodies who brings in to the discussion diverse perspectives. It is ultimately this well programmed level of constituent involvement that assures key decisions.

Figure 2.3. *Academic Decision Process*
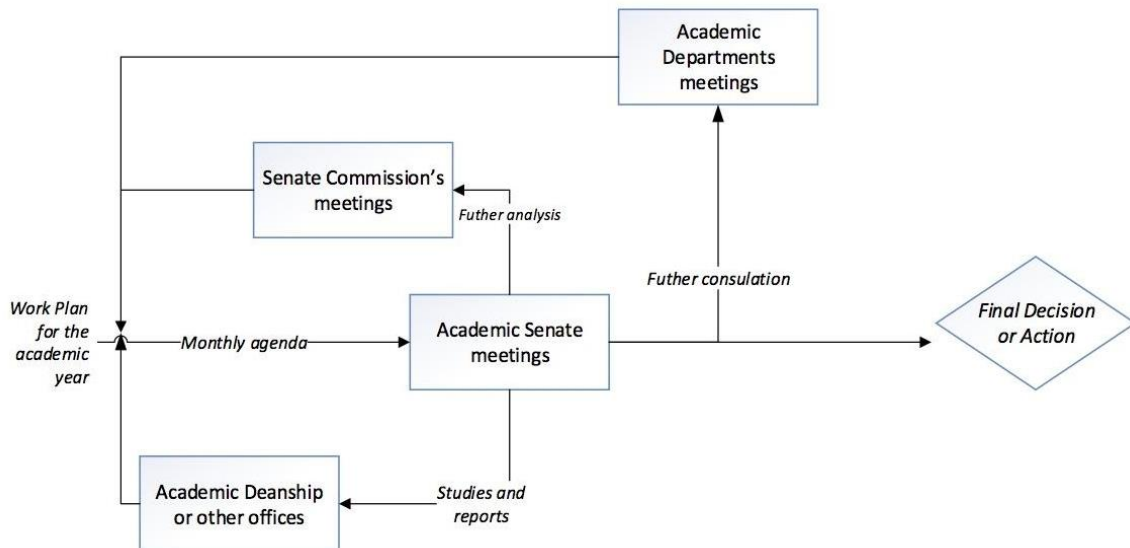
Administrative Board. The UPR-Cayey Administrative Board consists of the Chancellor; the three Deans (Academic Affairs, Student Affairs, and Administration Affairs); the Library director, four of the eleven academic department chairs (who alternate every two years); two senators elected from among the non-*ex officio* members of the Academic Senate; and a student elected annually by his or her peers in general elections.

Chaired by the Chancellor, the Administrative Board approves the budget distribution that the Chancellor submits to Central Administration. The Board grants tenure and promotions as recommended by the faculty bodies who in turn recommend such actions to the academic dean. It also evaluates and concedes leaves of absence, sabbaticals and financial aid requests. During Board meetings, all personnel actions, administrative decisions and budgetary matters are discussed and assessed.   Policies as well as regulations are certified and communicated to the community at large. Other important functions of the Administrative Board include establishing, through internal regulations, the structure and procedures for its operation in harmony with the University Law and the UPR General Bylaws. It advises the Chancellor in the performance of his duties elaborates projects and develops plans for this campus. It considers the evaluation of academic programs, the academic calendar, the student admittance quota, changes to the university organizational chart, and the changes to the organizational structure of the offices.

General Student Council (GSC).   The UPR-Cayey facilitates and encourages student participation in university matters so that the institution can better meet student needs and simultaneously develop leadership.   The General Student Council is the main student representative body on our campus. Furthermore, student participation is established in a representative manner via Article 10 of the University Law (Law 1, 1966, Exhibit 2.1) and incorporated into the UPR General Student Bylaws (Appendix H).

Students who partake in the student council at both the executive level as well as department representatives at UPR-Cayey have voice and vote in the department and faculty meetings, in the Academic Senate, Administrative Board, University Board, faculty, and institutional committees. Students also partake of general faculty meetings. Therefore, students are an important part of governance at both the system as well as the institutional level. Such engagement serves in developing leadership, better adjustments to student services as stated in the General Student Bylaws and evidenced in Chapter 5.

Institutional Policies. The UPR System of Governance is founded on an established order of rules and regulations according to Article 7 of the UPR General Bylaws. Hence, all of the policies, regulations, certifications and any other policy or practice must respond to said norm. The UPR General Bylaws, legal dispositions, Governing Board certifications, Presidential dispositions and decrees and University Board Certifications, inform all of UPR-Cayey's self-governance as well as its operation, administrative and academic tasks. The parameters are clearly established as to the norm that must be followed by the entire UPR-Cayey community.

Therefore, the norms, procedures, policies and resolutions that each local governing body approves follow the established hierarchy. Still, as stated in our Mission and Goals, UPR-Cayey strives for a democratic participation of its constituents and within our functional autonomy; UPR-Cayey encourages the participation of all of its constituents. The UPR-Cayey community receives approved certifications through electronic means and also has ready access to the academic senate certifications that are online. Thus, all community members are aware and have ready access to system-wide as well as institutional specific regulations, norms, dispositions and policy and practices.

Leadership in Finance and the Institution's Strategic Planning. The Chancellor's and the Deans' budget plans require collaboration from all sectors of the campus community. Reductions in non-essential operating expenses and the identification of additional funding sources are essential. To date, the institution has taken actions to increase revenues and reduce expenditures, particularly in salaries and benefits, while allowing the UPR-Cayey to confront the budget decline (*Budget presentation to Governing Board*, 2015-16, Appendix N). Since September 2010, the plan led the UPR-Cayey to its fiscal stability and to achieve ongoing and sustained compliance with MSCHE Standard 3. The plan, followed by the UPR-Cayey since 2010, included two primary dimensions: (1) Securing continuity of operations and institutional effectiveness with available resources and; (2) Maintaining and nurturing additional sources of funding to continue advancing institutional educational, research and service priorities, for which progress will be documented and evidenced in Chapter 3.

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 further reductions. Coupled with the advent of a Federal Fiscal Control Board (2016), the government of Puerto Rico and the President's Office has issued a set of cautionary measures that include the following: freezing all vacant non-faculty positions and reducing operating expenses such as travel, equipment and utilities in order to cope with financial constraints.   In addition, the UPR-Cayey administration implemented other internal measures to assure the continuity of all operations that support the institution's Mission, Goals, and Objectives. The actions taken by the leadership, documented and evidenced in Chapter 3, has benefited the UPR-Cayey in such a way, that the UPR-Cayey has been one of the few units within the UPR that has never ended the fiscal year with a deficit UPR-Cayey Strategic Plan aligned with the budget 2013-2014*, (*Appendix O).

Assessment of Leadership and Governance. At the systemic level, assessment of leadership and governance is mandated by law (Law no. 1, 1966, Section 3 (e) (7), Exhibit 2.1) and procedurally determined under Certification 50 (Board of Trustees, 2004-2005, Exhibit 2.3). According to the UPR General Bylaws, the Governing Board must evaluate the President and Chancellors within three years of their incumbency. The current Chancellor was appointed on June 2014 and the most recent assessment process calls for the chancellor to present an achievement report for each academic year.

The institution's deliberative and constituent bodies of the UPR-Cayey have assessed their roles regarding the institution's fulfillment of its mission and goals. The assessment of the Administrative Board and the Academic Senate policies and bylaws lead to the alignment with the most recent systemic regulations (Revision of Academic Senate Regulations, AS 2014, Appendix J; Revisions of the Administrative Board Bylaw, June 28, 2011, Appendix P).

ADMINISTRATION

As observed in Figure 2.2, UPR-Cayey operates under a three level administrative structure. The first level is comprised of the Chancellor and the advisory bodies that respond directly to the chancellor's Office. The Second level comprised the three deans who administer and are responsible for Academic, Administrative and Student affairs. All three deanships are responsible for basic administrative operations.   The third level included offices and organizational units of each deanship. (See Appendix L)

Academic Departments. To better understand administration at the UPR-Cayey, the focus in this standard looks at local governance. Academic departments, under the Dean of Academic Affairs are key in organizing and carrying out the academic activity at UPR-Cayey in addition to furthering self-governance processes. For this reason, department chairs play a crucial leadership as well as administrative role in guaranteeing faculty participation in all key academic decisions at the department level while also channeling administrative and academic concerns to other administrative and governance tiers. Each department chair is responsible for administrating and coordinating available financial and human resources to fulfill the academic offerings. In March 14, 2013, the Administrative Board approved a manual for department chairs (See Exhibit 2.4). This document not only serves as a guide to chairs but also includes the assessment procedure for department chairs and the scope of responsibilities chairs must meet.

Permanent committees at the department level include personnel and curriculum. Under Article 25.6 of the General Bylaws, departments may also create ad-hoc committees charged with specific tasks such as reaccreditation or assessment. Such committees are in place in each department.

According to UPR-Cayey's Faculty Regulations (Chapter 2, Article 8, Appendix Q), there are six-faculty committees at the institutional level. Each academic department has a representative on said committees. These committees are Curriculum, Personnel, General Education, Planning and Assessment and Faculty Agenda.

At UPR-Cayey, departments are grouped in three areas for planning and organizational purposes (Chapter 2, Article 5, Appendix Q). The academic departments of Biology, Chemistry, and Mathematics-Physics constitute the Natural Sciences Area; the English, Hispanic Studies, Humanities, and Social Sciences departments constitute the Area of Arts; librarians, counselors, psychologists, researchers as well as the Education, Business Administration constitute the Professional Schools Area.

Area meetings are held each semester and chaired by the academic dean. Departments are required to meet every month. All department meetings must include a senate report as well as address issues relating to academics, administrative concerns and any other topic that the faculty deems necessary. All of these interactions contribute to the decision making process. According to the Director's manual, there are seven standing committees. These are: personnel, curriculum, planning and assessment, learning resources, activities, General Education and accreditation (if applicable). Student representatives of each department have voice and vote in department matters.

Administrative Chairpersons. The Chairpersons are non-teaching personnel who may or may not be career personnel and who are in positions of trust. There are positions of trust at all levels of leadership at UPR-Cayey, these include Director of Budget, Finance, Human Resources, and other high-ranking positions that are similar to the categories previously mentioned. (As established in Section 71.3.2 of the UPR General Bylaws, Appendix G). The Chancellor appoints office directors after consulting with members of the particular dependency (UPR Bylaws Article 37 Section 37.3.2, Appendix G).

Non-Teaching Staff. The qualified non-instructional staffs at UPR-Cayey comply with the rules and regulations in great measure as a result of the Human Resources Office efforts. The office is responsible for ensuring employee compliance with local and system wide rules and regulations. In addition, administrative tasks such as extensions to probationary periods, leaves, and credit for previous experience in similar positions are essential to its daily tasks.

The *UPR General Bylaws*, Chapter VIII, Article 80 establishes the evaluation period for non-teaching staff. All non-teaching staff is evaluated twice, midway through the employment time and just before tenure consideration. Probationary periods vary but according to the General Bylaws, they can last no less than four months and no longer than a year. These evaluations are by regulation carried out by the employee's supervisor. Employees gain tenure if they receive a

positive evaluation and recommendation. Yet, the Administrative Board eventually ratifies said decisions. There is no further formal evaluation procedure established for non-teaching staff.

The UPR Central Administration as well as UPR-Cayey are committed to respecting the negotiated work conditions and continuously meet with the union representatives. While collective bargaining is coordinated by the President's office, all campuses abide by negotiated terms. There is an institutional committee that meets with a representative from the administration named directly by the chancellor. In addition, the union delegates hold monthly meetings with the director of human resources to attend to work conditions and any pressing matter. The Chancellor is committed to ensuring a democratic discussion with employees and has met and tended to union delegates and system level union leaders. Non-teaching staff, both those that provide administrative support and those performing maintenance services, are organized in labor associations that negotiate with the University. The collective bargaining process is coordinated by the President's office.

Non-teaching employees play an active role in university matters. The level of participation of university constituents shows substantial involvement of all community members in academic and administrative areas. The range of areas these committees cover runs from the institutional related topics to specific areas of university-wide life. Yet, the important observation is that at UPR-Cayey constituents are a critical and planned part of governance and administration.

Effective Communication. As stated in our Mission, Goals and Objectives, UPR-Cayey aims to be innovative and up to date with technological advances. For this reason, the administration utilizes a number of creative and innovative ways of communicating relevant matters to the university community (Table 2.2). Not only does the UPR-Cayey use forums, meetings, electronic distribution of material, distribution of printed material as well as posted information in student spaces, but social media also plays an important role informing the university community and receiving feedback from the university community and community at large. UPR-Cayey uses it's Facebook and Twitter accounts as an information hub and utilizes the analytic tools these social tools provide to measure its effectiveness (See *Analytics Analysis,* Exhibit 2.5). The Facebook account jumped from 2,500 likes in 2014 to more than 10,418 likes or followers in 2013. This use of social media is an integral part of the Chancellor's work plan. The Twitter account reached the amount of 3,500 followers in less than two years. It has automated both services so that all relevant and important information is placed on these media.

UPR-Cayey shares events, news, alliances, cultural initiatives as well as academic and student events. The registered traffic demonstrates not only the amount of people reached but the data also reflects that the information reaches its followers via organic means and not as a consequence of paid boosts. The Facebook pages channels all relevant academic, cultural as well as official notifications. It also serves to receive messages from the community at large.

For department level correspondence, the institutional email is used. The institution, as a whole, has moved to an entirely paperless communication. From administrative information to payment stubs all information regarding employees and administrative events are distributed via electronic means. Google Drive is the official medium for official documents and information that is developed for policy as well as administrative purposes. Department chairs, department secretaries, associate deans and deanship staff have ready access to the information they are managing and responsible for.

Table 2.2. *Channels of Communication*

Population	Media	Description and Location
Student	• Electronic Newsletter Electronic Media Huella Torito • Youtube Channel Torito WebTV • Twitter Accounts • Facebook Accounts • Institutional Email • Institutional Newsletter	• Electronic Newsletter distributed via email • Student centered programing covering series of topics and events • Cultural Activities Facebook Page • Student Organizations • Facebook Page • www.cayey.upr.edu • Chancellor's Page
Non-teaching staff	• Institutional Email • Institutional Electronic Newsletter	• UPR-Cayey Facebook Page • www.cayey.upr.edu • Chancellor's Page
Faculty	• Institutional Email • Google Drive	• UPR-Cayey Facebook Page www.cayey.upr.edu • Chancellor's Page

In the same manner, social media also serves for community members to voice concerns and express themselves freely. UPR-Cayey in its commitment to developing a critical and constructive environment as is stated in our mission and goals statement, the administration guarantees its constituents the right to free expression and congregation within organized and recognized groups that have complied with institutional codes as according to UPR General Bylaws and Students General Bylaws.

Findings

The University of Puerto Rico at Cayey prides itself in the accomplishment of a well-balanced shared governance structure through community participation. Therefore, findings are as follow:

1. The UPR-Cayey has benefited from the leadership and commitment of faculty, staff and students since the 2005 Self-Study Report. A strong leadership and a strong community has steered Cayey to fulfill its mission and goals even during times of turmoil.

2. There are clear policies and procedures for the selection of qualified faculty administrators. Administrative positions have been held by qualified and committed faculty of the UPR-Cayey representing the collective and diverse ideas within the community.

3. There is an effort to assess institutional effectiveness. The bylaws, policies, procedures and handbooks of the Academic Senate and Administrative Board were revised by the constituents in each level of shared government.

4. A shared government is fostered through all levels of the academic environment. There are ample opportunities for communication within the UPR-Cayey between the academic administrator, faculty, students and staff.

5. Academic administrators, faculty, students and staff uphold the idea of excellence of the daily administration of the campus.

6. There is an ongoing bilateral communication between the Governing Board and the Institution by personal and electronic means thus guaranteeing democratic participation of all university community sectors.

7. The number of governors on the Board has increased from 13 members to 14 as a result of the incorporation of the representative from the Authority for Financial Consultation and Fiscal Agency of Puerto Rico (AAFAF).

NEXT STEPS

As result of the self-study process, the UPR-Cayey will:

1. Continue to search for potential fundraising initiatives that may lessen the dependence on Central Administration budget allocation. (Further discussion is available in Chapter 3)

2. Support assessment initiatives (AS Certification 23, 2004-2005, Exhibit 2.6) as well as other documents such as the Institutional Leadership Survey presented to the Academic Senate, and the Achievements and Challenges Report of December 2008 and September 2009 and is committed to approving a more formative governance assessment model by April 2017.

3. Continue to assess current administrative processes and institutional practices that are also being considered by the University of Puerto Rico Governing Board. The report is due during the 2017-18 academic year.

CHAPTER 3: PLANNING FOR INSTITUTIONAL RENEWAL

Standard 2: Planning, Resource Allocation, and Institutional Renewal. The Institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve the mission and goals, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation to support the development and changes necessary to improve and to maintain institutional quality is likewise conducted and followed up.

Standard 3: Institutional Resources. Human, financial, technical, facilities and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, effective and efficient uses of the institution's resources are analyzed as part of the ongoing outcome assessment.

Introduction

The UPR-Cayey has been actively pursuing and assessing strategies with initiatives that have reduced the impact of the latest budget reductions and that in turn, will ease the impact of further reductions. These strategies have a direct impact on continued planning for institutional renewal and adequate management of resources. The Self-Study process has been a great tool for discussion that has yielded contributions from all sectors of the community to identify priorities and new initiatives in order to fulfill its mission and goals. This chapter will provide evidence of the UPR-Cayey's commitment to planning and assessment to ensure the best fiscal practices and continue to comply with the guidelines set forth by the laws that govern the UPR system.

UPR Audited Budget Statements. The UPR's financial statements are subject to an annual audit. Over the last ten years, the UPR independent auditors have been Ernst & Young. For financial reporting purposes, the University of Puerto Rico (UPR), as a whole, issues a single set of audited financial statements which includes its eleven (11) campuses: Río Piedras, Mayagüez, Medical Sciences, Cayey, Humacao, Ponce, Bayamón, Aguadilla, Arecibo, Carolina and Utuado; and the Central Administration. Therefore, this campus does not issue audited financial statements separately; the Institution's financial results are presented in the UPR's financial statements (Appendix R).

The UPR's financial statements are generally due by the ninth month following the year-end closure (since they are filed as part of the OMB-133A report). Over the past years, the University was unable to file the audited financial statements on a timely basis. The delays were due to several aspects, but mainly to the implementation of a new accounting system that did not include various relevant modules, making the accounting closing process cumbersome with interfaces coming in from outside systems. The 2014-2015 fiscal year is the last audited financial statement available.

The administrative and support structure of the UPR, consist of a Finance Office on each campus that is responsible for supervising all transactions related to procurement, accounts payable, account receivable, payments and payroll. Therefore, in this decentralized structure, the campus personnel are responsible for all the financial transactions in each campus. In an effort to improve efficiency, the UPR has invested approximately $82 million in an ERP system (Oracle e-Business). The modules already implemented include General Ledger, accounts payable and purchasing. Currently, the Accounts Receivable, Capital Assets, Payroll, Cash Management, and Billings, among others, are being implemented.

Internally, the Chancellor appoints an audit coordinator who is responsible for compliance with any corrective action plan and the progress of audit requests. Each campus of the UPR goes through the audit performed by the Puerto Rico Comptroller's Office and the internal auditors appointed by the UPR Governing Board. The Puerto Rico Comptroller's Office audits a selection of accounting periods to assess

the efficiency of the fiscal operations and administrative processes. The internal auditors periodically evaluate areas such as the consistency of budget allocation with existing policies and procedures related to procurement and pre-intervention (account payable), Procedures Manuals, procurement process and the record of contracts in the Puerto Rico Comptroller's Office.

PLANNING, RESOURCES, AND INSTITUTIONAL RENEWAL

Strategic Planning and Assessment Process. The institution's mission and goals, and the strategic plan are documents that serve as the framework for the administration's operational plan and provide the tools for the successful achievement of the UPR-Cayey mission. The UPR-Cayey's planning and assessment process ensure the guidance and effectiveness in the allocation and use of the institutional resources (Institutional *Budget Allocation Process,* Appendix S). The director of the Planning and Assessment and Institutional Research office along with the Institutional Planning and Assessment Committee (IPAC) is responsible for assessing and aligning the UPR-Cayey Strategic Plan 2006-2016. (Appendix B) with the UPR Strategic Plan 2017-2020 (http://www.upr.edu/plan-estrategico-upr-2017-2021/)

UPR-Cayey's current strategic Plan is aligned with the systemic UPR Strategic Plan *Ten for the Decade* (2006-2016) and sets the fundamental foundation for a dynamic process based on assessment and decision-making (Appendix T). The involvement of the IPAC in reviewing the ten-year cycle UPR-Cayey Strategic Plan document ensures active participation of members of each unit, administrative, academic program, and students. The committee's reviewed document is submitted to the Academic Senate and the Administrative Board to further increase the active participation of the entire community. The Chancellor is responsible for the dissemination and discussion of the plan's progress to the Academic Senate, the Administrative Board, and the community at large.

The Chancellor has named a new director for the Planning and Assessment and Institutional Research office. The main goal for the new director is to operationalize the community participation and the eventual elaboration of UPR-Cayey's revised strategic plan that should reflect the system priorities that were recently approved this past December (2016) with the UPR System Strategic Plan. The Strategic plan will be widely disclosed to all community members through staff meetings, electronic mails, faculty and non-faculty meetings, and the institutional web page. The process is expected to be finished by May 2017.

The Chancellor establishes his or her priorities for the academic year based on the UPR-Cayey strategic plan. The priorities are based on several goals, such as: to foster organizational and administrative efficiency, financial diversification, and to enhance academic, curricular and extracurricular initiatives. The priorities are based on: the assessment of administrative and student services, the assessment of the infrastructure maintenance plan, the update of the staff's professional development plan, the increase of efficiency by means of technology and the competitive grant application, the establishment of online courses by the DECEP, establishing university enterprises, enhancing alumni donations through activities, increasing the athletic program and the local online television station exposure and performance, and promoting the UPR-Cayey academic offering throughout the web, student fairs, and student organizations activities. The plan identifies the deanship responsible for achieving each priority. The Chancellor presents the plan to the Academic Senate and to the IPAC for further recommendations. The plan is assessed at the end of the academic year (See Chapter 6 for a full discussion on institutional assessment practices).

Successful management and budget allocation. The management of the allocated budget follows the UPR Bylaws (BT Certification 100, 2005-2006, Appendix U) and municipal, state, federal and institutional regulations. The diversity of bylaws and procedures also regulates the utilization of the external funds. The UPR-Cayey's budget allocation process is determined by planning and assessment results.

The UPR Governing Board determines budget allocations for each system unit upon the recommendation of the President and the University Board (Figure 3.1). The Central Administration Budget Office issues a general guideline for the distribution of resources and discusses the budgetary outlook with the chancellors and their respective budget directors.

The UPR-Cayey distributes its yearly budget based on annual strategic priorities, assessment results and institutional effectiveness of the previous year. All academic and administrative needs are discussed and submitted through each of the Deans to the Chancellor and translated in budget allocations to ensure fulfillment of institutional missions and goals and the improvement of academic and administrative operations as well. Figure 3.1 illustrates the interaction between budget and planning at the UPR-Cayey.

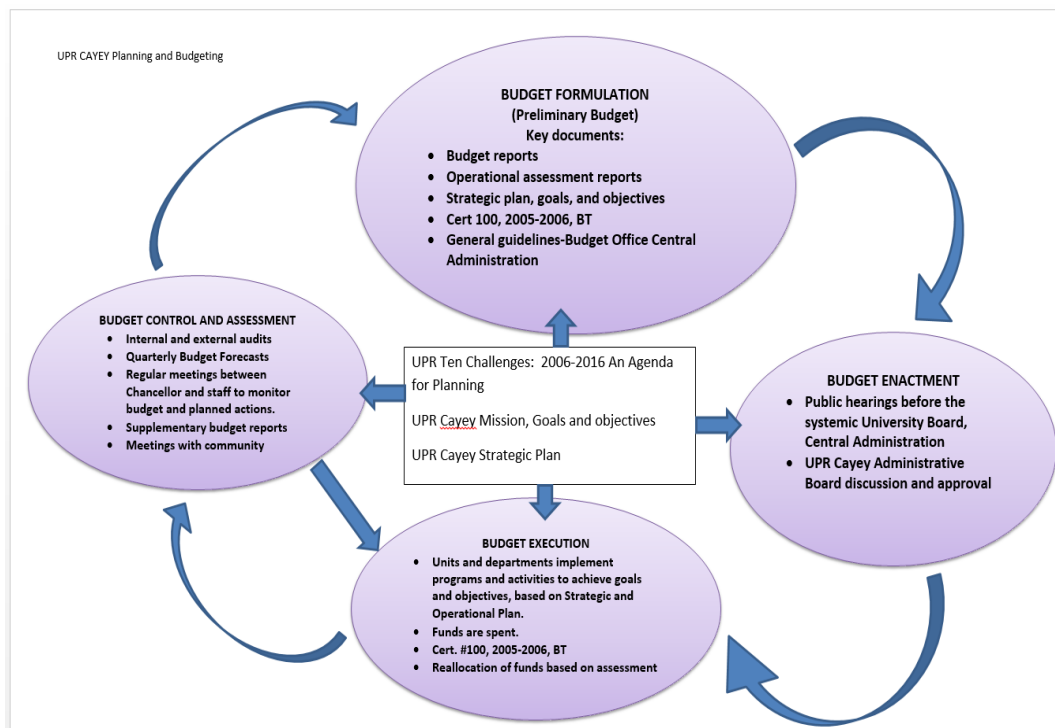Figure 3.1. *Successful management and budget allocation*

Figure 1

UPR-Cayey Budget Allocation Process. The preliminary UPR-Cayey budget is submitted to Central Administration for discussion and defense in public hearings before the University Board where the Chancellor summarizes the budget allocation based on the assessment results and strategic planning. Then, the preliminary budget is submitted to the UPR-Cayey Administrative Board for discussion and approval. The Budget director assesses the budget spending and submits a financial statement to Central Administration Budget Office, three times a year. The budget director's report is discussed in staff meetings with the Chancellor and Deans.

The meeting provides valuable information for decision-making and to determine budget allocations. Every month, or even with more frequency, the Chancellor discusses operational issues that include the monitoring of the budget and planned activities. Similarly, each Dean holds a meeting with their staff to discuss budget and planning activities, among others. The community is also informed about planning and budget allocations through a series of meetings with faculty at least 2 times a year. Reports submitted to the Academic Senate and Administrative Board is also part of the assessment process. The Timetable for the UPR-Cayey budget process is presented in Appendix V.

At the end of each academic year, the Chancellor, Deans and Budget Director prepare the annual budget based on the assessment of the operational Plan of each deanships office. The priority is to support specific development projects that are part of the deanship's action plan. Reductions in nonessential operating expenses and the identification of additional funding sources are also identified. Deanships priorities are

discussed and endorsed by the Chancellor. (Appendix N). The Academic Affairs Deanship Action Plan (Exhibit 3.1) has been followed during the last five years and has led to an ongoing and sustained compliance with MSCHE standards. The success of the plan required the collaboration from all sectors of the campus community.

The Chancellor and Deans have 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. These mechanisms have offered many opportunities for constituent input during decision-making processes as documented and evidenced (UPR-Cayey Monitoring Report, 2011).

The budget institutional priority is based on the number of students enrolled, the number of courses and sessions needed, and the number of faculty and non-instructional staff available. Also, the budget takes into account the institution infrastructure, institutional effectiveness indicators and services provided to students.

Figure 3.2 shows the 2011-2014 average budget spent in instruction by units. The UPR-Cayey is the third undergraduate unit within the UPR that spent the most toward instruction. Instruction is defined as faculty, staff, research, student support services, academic offering, utilities, and support for the educational environment. The figure also evidences the effectiveness of its budget assessment plan and the deliberate effort to provide the resources needed for the students. Institutional budget effectiveness is also reflected in that the UPR-Cayey is one of the top three undergraduate units with the highest graduation rate (48%).

Figure 3.2. *UPR-Cayey average budget spent in instruction 2011-2014*
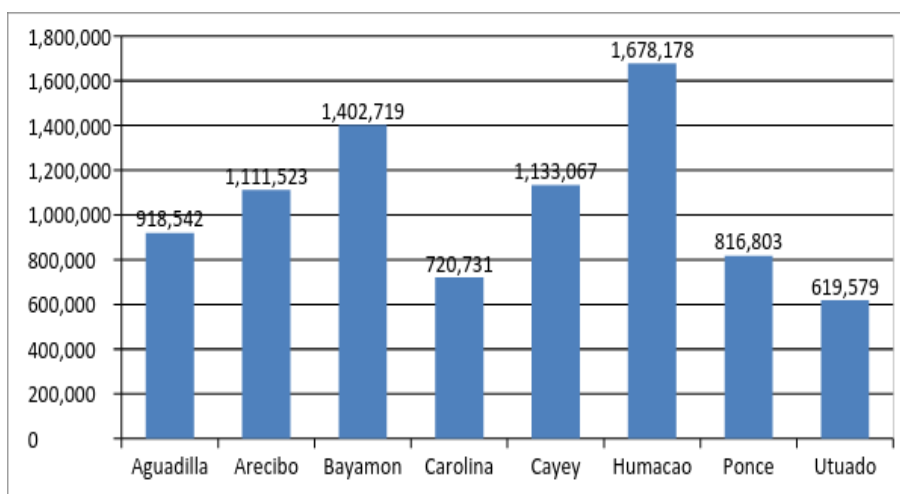
Infrastructure Renewal. The UPR-Cayey budget plan also take into consideration the institutional assessment of its infrastructure. Each year the institution submits proposal to the President's Office for approval and funding by the Governing Board. The institutional proposal takes into consideration the historical and ecological values of the structure. All academic and capital improvement projects for the institution arise from participatory processes. The Academic Senate, faculty, non-instructional staff and departmental meetings provide an opportunity for community members to voice their needs, discuss their projects, and express their views on the direction of institutional renewal and development. The Five-Year Infrastructure Improvement Plan is prepared based on the needs determined at these meetings. A list of the recent improvement projects completed, in progress, or planned, is included in Exhibit 3.2.

UPR-Cayey Budget Allocation Trends. The primary responsibility of governance is the annual development of a budget action plan align with the institutional planning, mission and goals. The plan must follows the calendar processes and regulations as established by the BT Certification 100, 2005-2006

(Appendix U). The Governing Board ultimately determines budget allocations for the System upon the recommendation of the President considering the recommendations of the University Board. In compliance with institutional processes, the Central Administration Budget Director develops a budget for each Unit.

Annually, approximately 3.81% of the systemic budget is allocated to the UPR-Cayey to accomplish its educational goals. (Figure 3.3) The budget allocation process developed at the UPR-Cayey in 2009 establishes that first priorities are identified based on prior year assessment results, followed by an analysis performed by each dean to establish measurable activities and assessment. Finally, the budget is allocated in order to accomplish activities in accordance with institutional priorities and strategies.

Figure 3.*3. Average State funds allocation to undergraduate unit (in thousands) 2011-2014*
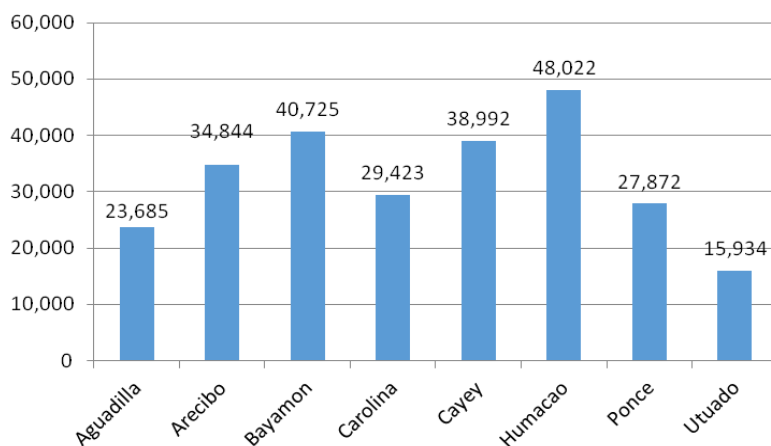
As seen in Figure 3.2, the UPR-Cayey is the third unit within the UPR with the highest funds allocated during the 2011 to 2014 period. When the average funds allocated to the UPR-Cayey are divided by the average number of enrolled students, the funds per student allocated to the UPR-Cayey is $10,600.

UPR Actions to Deal with Budget Constraints. Is the responsibility of the Governing Board to allocate the funds needed for the efficient management of the UPR. In doing so, since 2009, Directive R-0809-16 from the President of the UPR provided the UPR with a set of cautionary measures (*Medidas Cautelares*) (Appendix W) to deal with the economic recession that started in 2006. The expected outcome of the actions was to reduce the impact of a foreseeable reduction in the funds allocated to the UPR. The main actions included freezing all vacant administrative positions, and reducing operating expenses such as travel, paper usage and consumption, equipment, and utilities. Furthermore, in 2013, the current Governor of the Commonwealth of Puerto Rico instituted Directive OE-2013-003 that supported R-0809-16, as additional measures for austerity and budgetary precautions, which included all state agencies (Appendix X). Since then, the Governing Board of the UPR approved a set of guidelines that have a profound impact on the daily administration of the UPR. (See Table 3.1)

Table 3.1. *UPR Actions to Deal with Budget Constraints (Guidelines)* ([Exhibit 3.3](#))

Governing Board Certification	Summary
Num. 50 (2014-2015)	Set the institutional goal of increasing retention, graduation and an increase in the number of underrepresented students to the UPR. The certification provides measurable goals.
Num. 105 (2014-2015)	Set a regular UPR wage compensation table of services rendered by the faculty to the UPR. The certification included teaching and research wage compensation.
Num. 145 (2014-2015)	Overhaul of some institutional processes and practices to optimize efficiency.
Num. 148 (2014-2015)	Delay of the proposed tuition increase. The certification provided an additional year for discussion within the shared government structure.
Num. 168 (2014-2015)	Initiate discussion regarding the effectiveness of the student tuition exception protocol.
Num. 151, 153, 154, ad 155 (2014-2015)	All the certifications deal with the UPR pension plan. Include an increase in retirement age (from 55 to 58,), an increase in employee deduction (1% increase) and a 12% payroll deduction for new employees.
Num. 152 (2014-15)	The corresponding Unit will delay faculty promotion until the funds are identified. This is the seventh consecutive year of promotion delays.
Num. 157 (2014-15)	Update of the UPR internal audit protocols. The certification included a work plan.

UPR-Cayey Measures to Deal with Budget Constraints. In 2009, the UPR-Cayey's five-year budget projection (2010-2015) assumed a relatively regular budget allocation for each fiscal year. The assumption was based on the expected effectiveness of a set of cautionary measures issued by the President's Office, which included freezing all vacant administrative positions, and the reduction of operating expenses such as travel, paper consumption, equipment, and utilities. In addition, the UPR-Cayey implemented a set of measures to improve efficiency in the use of human and fiscal resources. The measures' goal was to assure the continuity of all operations that support the institution's Mission, Goals, and Objectives. The UPR-Cayey measures used in regards to budget constraints were as follow:

1. Task redistributions among administrative personnel
2. Restructuring of institutional processes
3. Making more efficient use of available technologies
4. Merging offices and programs with similar functions
5. An increase in the institution's investment in infrastructure using external funds
6. Reduction of electricity consumption and air conditioning efficiency
7. An increase in course capacity, among others.

UPR-CAYEY BUDGET ALLOCATION TRENDS AND OUTCOMES

The UPR-Cayey trends in the actual budget (Certified by the UPR-Cayey Administrative Board) and spent budget (Certified by the UPR-Cayey Budget Office) from fiscal years 2011 until 2015 are presented in Table 3.2. The increase in spent budget is due to funds transferred by the Central Administration to cover institutional projects, student support services, and funds generated by various internal sources to the UPR-Cayey, among others.

Table 3.2. *UPR-Cayey budgets 2011 to 2015*

Fiscal Year	Operating Budget (Actual) July 1st	Operating Budget (Spend) June 30th	Difference
2011-2012	$36,090,820	$38,274,398	$2,183,578
2012-2013	$35,124,262	$39,369,942	$4,245,680
2013-2014	$35,735,938	$39,632,772	$3,896,834
2014-2015	$37,166,960	$39,458,334	$2,291,374
2015-2016	$36,912,660	$36,655,660	($257,000)
Average	$36,206,128	$ 38,678,221	$2,472,093

Trends in external funding. Throughout the years, the UPR-Cayey maintained its operations without compromising academic and administrative operations/excellence and student support services and life. The UPR-Cayey has been able to keep a balanced budget and to maintain all institutional indicators relatively constantly supplementing budget with external funding. Table 3.3 show that UPR-Cayey trends in external funding 2011 to 2015.

Table 3.3. *Trends in external funding at the UPR-Cayey*

Fiscal Year	Actual Budget July 1st *	Other Allocations*	Research Grants	Other Grants or projects	Consolidated Budget June 30th
2011-2012	$36,090,820	2,183,578	882,176	2,612,764	41,769,339
2012-2013	$35,124,262	4,167,557	1,137,136	3,501,796	43,930,751
2013-2014	$35,735,938	3,815,393	610,447	3,272,631	43,434,409
2014-2015	$37,166,960	2,234,799	628,132	2,143,696	42,377,038
2015-2016	$36,912,660	(257,000)	580,867	1,676,619	38,913,147

*Data from Table 3.2

Table 3.4 shows the source and amount of funds granted to the institution during a period of five years as describe in table 3.3 (research grants and other grants or projects). The trend during those years reflects that the UPR-Cayey has been successful in acquiring training grants from NIH, Howard Hughes Medical Institute, NSF and US Department of Education.

Table 3.4. *External funding 2011 to 2015*

Source	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Federal	$ 2,367,314	$ 2,410,878	$ 1,664,212	$ 1,861,465	$ 1,267,910
State	574,917	1,489,722	1,416,130	56,252	60,901
Private	91,343	225,000	225,000	225,000	225,000
Institutional Enterprises	461,365	513,331	577,736	615,470	673,109
Total	$ 3,494,940	$ 4,638,932	$ 3,883,078	$ 2,758,188	$ 2,226,920

UPR-Cayey External Fund Outcomes. The Institution set forward a plan to increase the number of the successful grant applications, including an aggressive effort to increase the number of projects sponsored by federal and state agencies. As the result of the efforts to increase the number of successful proposals, for the next five years fiscal, 2016-2020, the NIH awarded $1,560,642 for the RISE Project and $2,575,090 the Innovative Programs to Enhance Research Training (IPERT) (R25) project, and NIH-BRAD 2015-2020). Also, the Puerto Rico Department of Education awarded $210,600 for the project Analysis and Data

in the Accountability Report of the Public Schools of Puerto Rico. Figure 3.9 shows the external funds projected for a period of the next five years.

Table 3.5. *External Funds Projected 2016-2020*

Source	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Federal	$ 1,752,512	$1,787,563	$ 1,823,314	$ 1,859,781	$ 1,896,976
State	271,501	276,931	282,470	288,119	293,881
Private	200,000	204,000	208,080	212,242	216,486
Institutional Enterprises	673,109	686,571	700,303	714,309	728,595
Total	$2,897,122	$ 2,955,065	$ 3,014,166	$ 3,074,450	$ 3,135,939

Current events

UPR and the Commonwealth of Puerto Rico

In January 18 2017, the Fiscal Control Board (Junta de Control Fiscal) submitted a letter to the Governor or Puerto Rico with recommendation on how to balance the Commonwealth of Puerto Rico budget. Within the recommendations, the Board included recommendations related to the University of Puerto Rico. These recommendations included:

> *The University of Puerto Rico is one of the island's most important and revered assets, known for its high-quality programs and commitment to access for all students. However, there is an opportunity to increase tuition and reduce costs without compromising UPR's mission of providing equal access to all student or its quality of education.*

> *The Government can realize approximately $0.3 billion in annual savings from reduced subsidies to UPR by:*

>> *Moving to means-based tuition via higher per class credit process, complemented by a more extensive use of federal government financial aid. Increasing the number of higher-paying international and mainland U.S. students, alumni gifts and federal grand funding, Right-sizing faculty and administrative staff, and reducing operating and maintenance costs.*

In January 20, 2017, The Governor of the Commonwealth of Puerto Rico replied the letter sent by the Fiscal Control Board emphasizing the compromise of the government with the UPR's mission of providing equal access to all student or its quality of education. Also, the governor proposed a number of measures for the continuing success of the UPR. The measures include:

> 1) *to re-structure the UPR system,*
> 2) *to modify the tuition cost based on the student's family income and*
> 3) *to stablish collaboration between the UPR and other state agencies. The measures are in addition of Article 21, of the Commonwealth of Puerto Rico Law 3 of 2017 that maintain the 2016-2017 financial support of the Commonwealth of Puerto Rico to the UPR budget constant until 2021.*

In January 26 2017, the Interim President of the UPR informed the university community of the steps the President and the Chancellors are taking to confront the seemly budget adjustments. The UPR steps includes:

> *A UPR Strategic Plan 2017-2022, that will guide the institution, the establishment of a UPR Foundation with the goal to increase external funding and re-structuring of the UPR system based on the collaborative effort of all the members of the community.*

The UPR-Cayey Action Plan. The UPR-Cayey prides itself in the accomplishment of balanced budgets even during times of fiscal constraint. To continue to excel in all the institutional indicators, the UPR-Cayey has taken the following actions to deal with future budget constraints.

1. Restructuring administrative offices, redistributing tasks, and revising executive positions. Several academic programs, and administrative offices have been restructured, and tasks have been redistributed to make more efficient use of personnel; the Assessment and Institutional Research Office has been restructured, with the following results: a more efficient way of budget allocation, based on assessment, continuity of a linked planning, budgeting, and assessment process, tasks from the elimination of positions identified as nonessential have been redistributed, thus reducing expenses for salaries and benefits.

2. Continuous monitoring of academic offerings. Course capacity established at the maximum level permitted for each class type without hindering academic excellence and student learning outcomes. Courses with occupancy of less than 75% are closed, except when the Registrar's Office certifies that students graduating during that particular academic session are enrolled. Assessment of students' academic course petition serves as the basis for semester course scheduling. 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 provides an opportunity for establishing a variety of tuition fees.

3. Amendment of Faculty Compensations Practice courses over 30 students (AB Certification 37, 2014-2015 Exhibit 3.5)

4. Programmatic Assessment, following the Institutional Assessment Roadmap and guidelines established by the BT Certification 43, 2006-07, Appendix F), of all programs whose potential demand for admission is inferior to its capacity. This provides the Academic Senate documented evidence to make recommendations to the Administrative Board for action to be taken regarding programmatic and institutional effectiveness. To date, the baccalaureates of Arts in Economics, Elementary Education major in Social Studies, Office Technology and Administration, Secondary Education in History, 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.

5. Establishment of MSCHE recommendations for achieving financial stability.

6. Establishing a Risk Assessment Plan that includes the above strategies.

7. Meetings with different community sectors, including labor unions, students, and other community representatives to discuss the institution's financial situation and gather input for improvements

Increase Resources by Means of External Funding. Reducing administrative costs, leading to a surplus of the Extended University (UnEx) and the Continuing Education and Professional Studies Division (DECEP) as self-sustainable programs, and transforming them into potential sources of added income by the following actions:

1. Offering elective courses that are not required for degree completion, but rather serve as related educational experience.

2. Promoting the submission of proposals through the DECEP that impact the public school system, and offer professional development experiences to teachers, while providing additional sources of funding to UPR-Cayey.

3. Offering college level courses to high school honor students, thus promoting and increasing admission to the UPR-Cayey.

Trends in institutional income from research proposals and the Intramural Practice Plan have been assessed, and practices are currently underway that has led to the following actions:

1. Identification of areas with the largest return on investment (ROI) in which proposal submission should be prioritized and stimulated.

2. Development of an internal policy for the redistribution of funds for release time obtained through research grants to the institution's operational fund.

3. Revision of the University Intramural Practice Plan Policy so that the institution can recuperate its investment in these proposals while gaining an added income for operational funds.

4. Revision of the internal distribution of claimed Facilities and Administrative Cost for research proposals to strengthen the institution's operational fund.

Strengthening of the External Resources Office through the following:

1. Developing an information system for managing proposal-related information more efficiently and integrating post-award operations and services.

2. The Alumni and Development Office has been restructured so that it has a greater presence in students' lives upon their admission to the UPR-Cayey and through their transition to alumni by establishing a closer relationship to the Deanship of Student Affairs.

3. The Chancellor's Synergistic Model for Securing External Funding which included strengthening the interrelationship between the UPR-Cayey and regional municipalities, government agencies, and the private industry in order to identify areas in which the UPR-Cayey can act as a service provide.

Current events

As stated in chapter 2, The US Congress approved the Puerto Rico Oversight, Act which resulted in the establishment of the Oversight Board with ample power over all of the financial and fiscal practices of the government. This board began its function on December 2016.

On January 18 2017, the Oversight Board submitted a letter to the Governor or Puerto Rico with recommendation on how to balance the Commonwealth of Puerto Rico budget. Within the recommendations, the Board included recommendations related to the University of Puerto Rico. These recommendations included:

The Government reduce subsidies to UPR by approximately $0.3 billion:

Moving to means-based tuition via higher per class credit process, complemented by a more extensive use of federal government financial aid.

Increasing the number of higher-paying international and mainland U.S. students, alumni gifts and federal grand funding,

Right-sizing faculty and administrative staff, and reducing operating and maintenance costs.

The Governor responded to the Oversight Board and proposed the following measures:
   1) Restructure the UPR system. No specific proposal was provided.

2) Implement a tuition cost based on the student's family income
3) Establish collaboration between the UPR and other state agencies so that the UPR can provide paid services that are normally paid to private companies. The measures are in addition to Article 21, of the Commonwealth of Puerto Rico Law 3 of 2017 that sets a fixed annual allotment of 800,000 dollars until 2021.

STANDARD 3: INSTITUTIONAL RESOURCES

Human Resources. In 2015, a total of 206 faculty members, and 345 non-instructional staff served in diverse roles to support learning-related activities for the 3,707 students in the first semester of the 2015-16 academic year. The faculty equals 37% of all UPR-Cayey employees and tends to approximately 700 sections of courses per semester with an average of 23 students per section. (See Chapter 4 for a full discussion). The regular course load for faculty is 12 credits per semester, and the student-faculty ratio (FTE) is 18:1. As mentioned in Section 2.2, the university's student carrying capacity has decreased in the past years to match the actual human and physical resources available.

Infrastructure. The UPR-Cayey has 167 acres of land and eight main buildings. Buildings like the Miguel Meléndez Muñoz and Carlos Iñiguez were built in the 1930's as part of the U.S. military base, Henry Barracks, and therefore have a historical value to Cayey and Puerto Rico (UPR-Cayey Campus Map). The grounds in front of the campus were once a golf course, the only one in the center of the island. Today, the grounds are one of the biggest distinctions of the UPR-Cayey for its beauty and ecological value, likewise as a resource for the enhancement of the academic experience and student life by serving as an outdoor curricular and extra-curricular activity center—some faculty use it to meet with students in their courses, or use its biodiversity to address subject matter in Botany, Taxonomy, or to teach courses from diverse disciplines; it contains the institution's women's and men's varsity soccer field, serves as the university's cross-country field, which also serves as the Inter-University Athletic League cross-country championship site, as well as the national cross-country championship site (due to its being the first International Amateur Athletic Federation (I.A.A.F.) certified course on the island; outdoor intramural recreational center—but not just for the university, but for the external community as well.

The Arturo Morales Carrión, the Miguel Meléndez Muñoz, the New Science Building and the Carlos Iñiguez buildings hold a total of 79 classrooms. The classrooms are assigned to each academic department based on the enrollment and class schedules. An assessment of the daily usage of classrooms is used for reassigning classrooms to each academic department. The Miguel Meléndez Muñoz building contains all of the science classrooms and the majority of the research facilities in science. The New Natural Sciences (NNS) building houses 20 state-of-the-art science laboratories and 3 classrooms. As a consequence of the inauguration of the NNS, space in the Miguel Meléndez Muñoz became available, thus increasing the research capacity for professors as well as students who are actively involved in a variety of research initiatives such as RISE, Howard Hughes, and Bioinformatics research.

The Victor M. Pons Library is a five-story building containing both general and specialized collections and two computer centers. An investment of almost $500,000 was made to improve the air conditioning system and the humidity control of the library, resulting in better maintenance of the bibliographic resources. The Pío Lopez Art Museum is a unique museum, highly praised island-wide, that houses valuable historical collections and provides students of all ages with opportunities to engage with and study art. It has a permanent art collection from the nineteenth and twentieth century from the outstanding Cayey artist Ramón Frade, as well as other important collections of "Carteles" (posters), exhibitions and art pieces. The Ramón Frade Theater has a capacity of 516 persons and sponsors a large number of rich cultural and academic activities for the UPR-Cayey community as well as for the external community. Until the inauguration of the Cayey Municipal Auditorium in 2014, the Ramon Frade Theater was the only auditorium available in the region. The institution also has two smaller theaters with a capacity for approximately 60 students each.

Overall, 42% of the total space in UPR-Cayey is currently dedicated to teaching, research and related academic activities. The non-assignable spaces include houses, hallways/corridors, stairs and stairwells, storage rooms, restrooms and other common spaces, and their large proportion (32%) is mainly due to the 33 housing facilities for professors and student athletes (61,735 square feet). Other houses are being used for special projects such as the Honors Program, the Institute for Interdisciplinary Research, and Title V. The UPR-Cayey has 875 parking spaces for students, faculty, and staff.

Evaluation of the current infrastructure helped to identify and prioritize future renewal initiatives. In 2016, the UPR-Cayey submitted a $7,000,000 proposal to Central Administration for maintenance of buildings, as well as maintenance of the parking area and on-campus faculty housing. The UPR-Cayey is expecting the approval and budget allocation by the Governing Board.

During the last decade, the projects already completed represent a total investment of $16,168,018.85, which includes the science building, the remodeling of the Chancellor's building, the sub-electrical station, and the museum. In partnership with the Municipality of Cayey, the UPR-Cayey is working toward the construction and upgrade of the sports facilities (2 soccer fields, and the track and field facilities), at an estimated cost of over $1,500,000.

Technology and Infrastructure. The improved technological expertise of the faculty has required a stronger pedagogical emphasis in managing this resource. The Office of Technology for Teaching (OTT) director is appointed with expertise in technological matters of network learning environments, pedagogical research, and software application experience. This has resulted in a much more concerted effort to support faculty to incorporate technology into their academic duties; the UPR-Cayey has installed an open-source course management system (Moodle).

Currently, UPR-Cayey has a highly segmented data traffic network permitting a secure, optimized flow of data information. The current network contains highly sophisticated networking switches and data flow of 1gbs between buildings, thus increasing data flow capacity 10 times over the course of a year. Administratively, this past summer (2016) the central administration completed the implementation of the oracle based University Financial Integrated System (UFIS). The Enterprise Resource Planning system had already implemented the Finance resource system in 2008 yet in 2016 it incorporated the human resource system. In addition, the central administration has also implemented a student information system that was initially developed at the UPR Mayagüez campus. This SIS system called NEXT manages all of the financial aid software as well as student admission using a relative database format.

Findings
The UPR-Cayey prides itself in the accomplishment of a balanced budget during recent years. Also, even during times of fiscal constraint, the UPR-Cayey has been able to maintain institutional effectiveness indicators through the years of fiscal constraints. Therefore, findings are as follows:

1. The UPR-Cayey has been able to maintain and sustain a fiscal policy consistent with its mission and goals.

2. The UPR-Cayey continuously assesses its budget and promptly takes actions that lead to a yearly balanced budget. Previous monitoring reports by the MSCHE commended the UPR-Cayey on how the institution handles the budget.

3. Institutional indicators have remained the same during the last five years. The UPR-Cayey has been able to maintain its admission, retention and graduation rates constant. Also, the institution has been able to successfully and continually assess the effectiveness of its academic programs (Further discussion in Chapter 5).

4. The UPR expects the Commonwealth's ability to finance the UPR deficits will be severely limited, but as a tradition of the State, it is anticipated that to fund the UPR.

5. The UPR-Cayey budget involves some challenges. It is apparent that nearly 90% of the institution's budget is allocated to salary and fringe benefits, leaving a reduced amount for operational expenses.

NEXT STEPS

Since 2006, the Commonwealth of Puerto Rico has experienced an economic recession that is expected to continue and that will be a great challenge to the University of Puerto Rico. As this chapter shows, the UPR-Cayey has been able to implement and sustain a budget action plan that has not affected student admission, retention, graduation, academic excellence, and learning outcomes.

As a result of the self-study process, the UPR-Cayey will:

1. Continue to monitor and assess the UPR-Cayey Action Plan based on the institution mission and goals, and the strategic plan. The Chancellor, the Academic Senate and the Administrative Board are expected to establish priorities for the budget alignment for the next 2017-2018 fiscal year.

2. Complement the action plan with an update version of the 2011-2012 Risk-Assessment Plan (http://www.upr.edu/cayey/wp-content/uploads/sites/10/2017/02/Programa-Evaluaci%C3%B3n-Riesgo-2011-2012-14-Rev.-24-de-agosto.pdf). It is expected that both plans will prepare the UPR-Cayey the upcoming budget restructuring. The plan is expected to be approved in January 2018.

3. Establish an effective administrative structure in accordance with GB Certification 135, 2014-2015, (Exhibit 3.4), The Administrative Board will lead a restructuring of the UPR-Cayey without affecting institutional effectiveness. The plan is expected to be approved in April 2018.

4. Prioritize the recruitment of qualify faculty with a proven track of successfully obtaining federal and local grants. The institution will review its current policies regarding the distributions of funds obtained by mean of external agencies.

5. Promote fundraising and fiscal autonomy from the Commonwealth of Puerto Rico by pursuing collaborative efforts with public and private organizations. The Office of External Funds, the DECEP, the IIR, and the Office of Alumni will coordinate the effort to increase external funds 10% each fiscal year.

6. Continue to implement a computerized maintenance program (eMaint) to keep University equipment operating at top performance and to diminish physical plant operating costs.

CHAPTER 4: ACADEMIC EXPERIENCE

Standard 10: Faculty – The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Standard 11: Educational Offerings – The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

Standard 12: General Education – The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

Standard 13: Related Educational Activities – Programs or activities characterized by particular content, focus, location, mode of delivery, or sponsorship meet institutional standards.

Introduction

To accomplish its mission, goals and objectives, The UPR-Cayey has a highly experienced and qualified, faculty responsible in great part for its educational offerings. These offerings show a balance that takes into account various levels of rigor, including academic, research (investigative work and publishing), creative work, and community service experiences, among others. In addition, the general education component focuses on content and abilities parting from an interdisciplinary approach, which seeks to prepare the student population by enriching their academic experience thus promoting a well-educated and knowledgeable citizen, consistent with the institution's Mission and Goals statement. Furthermore, UPR-Cayey offers students the opportunity to participate in a number of educational activities that support the academic, social, and cultural experience.

FACULTY

The UPR-Cayey has an adequate number of faculty members to fulfill its mission, goals and objectives. It includes a number of nationally and internationally renowned professors (See Table 4.1).

Table 4.1. *Faculty Profile by Contract Category*

ACADEMIC YEAR	TENURED	TENURED TRACK	NON TENURED TRACK		TOTAL
			FULL TIME	PART TIME	
2010-2011	139	5	32	24	200
2011-2012	131	5	36	33	205
2012-2013	126	7	38	40	211
2013-2014	125	8	44	36	213
2014-2015	119	14	52	32	217
2015-2016	108	20	50	33	211

While the amount of non-tenured faculty has been increasing over the past five years, UPR-Cayey has maintained a consistent and constant number of full time faculty needed to keep its educational offering.

Table 4.2. *Student to Faculty Ratio during the last 7 years*

Academic Year	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Student enrollment	3,830	3,631	3,550	3,696	3,816	3,687	3,707
Total faculty	211	200	205	211	213	217	211
Teaching faculty	191	170	171	180	183	186	180
SFR	20.1	21.4	20.8	20.5	20.9	19.8	20.6
Graduation rate	41	43	44	41	46	43	48
Number of graduates	488	435	413	483	528	512	526

What is very noteworthy is reflected in Table 4.2. Given the consistent student enrollment from 2009 to 2015 (3,700 student average per year), institutional effectiveness indicators such as Student-to-Faculty Ratio (SFR), have remained steady during the same period. If the entire faculty population (including non-teaching faculty i.e., librarians, counselors, and institutional researchers) is taken into account, SFR is approximately 18 students per faculty member. When the SFR is based solely on classroom faculty, the STR is 20 students per faculty member. Moreover, Table 4.3 provides ample evidence as to the quality of the faculty since graduation rates and the amount of graduates have both increased over this period. UPR-Cayey's graduation rate is currently the third highest on the island among private and public higher education institutions and in comparison to the national median for comparable institutions https://collegescorecard.ed.gov/school/?243151-University-of-Puerto-Rico-Cayey

Table 4.3. *Faculty Preparation*

Year	Ph.D, EdD	Masters	Others	Total
2010-2011	111	81	8	200
2011-2012	115	83	7	205
2012-2013	123	82	6	211
2013-2014	126	82	5	213
2014-2015	135	74	8	217
2015-2016	142	67	2	211

The number of teaching faculty (Fall 2015) is 185, with the following profile: 106 regular (88 tenured and 17 on tenure track), 46 full-time and 33 in part-time positions. UPR-Cayey has experienced dramatic changes in its faculty population over the last decade. In 2005, regular faculty was 81% and temporary positions accounted for the remaining 19%. As of 2015, regular faculty has declined to 57% and temporary professors now account for 43% of all teaching positions.

A key factor to this decline has been fiscal constraints, which have led to a decreased amount of tenured faculty, and the majority with the highest academic rank with 10 or more years of experience. One important fact encountered (according to 2015 data) is that there is a higher percentage of full professors and lower percent of auxiliary professors. This number should change given the recent hiring over the past two years that this Institution has aptly and efficiently budgeted and achieved considering fiscal constraints.

There has been a 28% increase in faculty who hold a doctoral degree or terminal degree from higher education institutions as required and established in Article 42 of the UPR General Bylaws and as stated

in the Academic Senate Policy: Certification 24 (Exhibit 1.46). This certification entails new institutional and departmental hiring requirements such as a needs assessment study, terminal degree requirement, and research experience. This senate policy assures a competitive faculty committed not only to teaching but research and mentoring as well, since a critical part of the policy requires the faculty candidate to publish as well as seek funding research opportunities and mentor students in research, community service and creative work.

Regarding diversity among the faculty, there is an average gender balance, where there are 50 % female professors to 50% male professors between the years of 2010-2015. There has been a stable practice of international scholars representing about 15% of total faculty.

Table 4.4. *UPR-Cayey Faculty Diversity*

Academic Year	Gender		International Faculty			Years of Academic Experience				Total
	F	M	Total	N	%	Less Than 10	11-19	20-29	More than 30	
2010-2011	102	98	200	30	15%	86	48	49	17	200
2011-2012	102	103	205	33	16%	90	52	46	17	205
2012-2013	103	108	211	32	15%	91	56	45	19	211
2013-2014	106	107	213	31	15%	84	57	44	28	213
2014-2015	112	105	217	33	15%	93	59	42	23	217
2015-2016	107	104	211	33	16%	95	52	43	21	211

Faculty Teaching Load. The average course load is between 12 and 15 credit hours for tenured and tenure-track faculty, whereas for non-tenured the average is above 15 hours. The academic departments with the highest academic loads are Biology, Mathematics-Physics and Social Sciences.

In some cases, as requested by the faculty member and considering institutional needs, a faculty can exceed 12 teaching credit hours, but it cannot exceed 21 credit hours as certified by the Administrative Board.

Recruitment and retention of well-qualified faculty. *T*he UPR-Cayey guarantees through its recruitment program that each tenured and non-tenured faculty is qualified to fulfill their duties and responsibilities.

Since 2005 during the last accreditation visit, the Academic Senate has been involved in the creation, improvement and implementation of Policies and Procedures regarding the recruitment of qualified faculty, specifically, the AS Certification 24, 2015-2016 (Appendix Z), known as "Policies and Procedures for the recruitment of Qualified Faculty at the UPR".

This specific policy is used to attract and recruit well-qualified faculty. This policy has been continuously revised and it includes a required annual faculty needs assessment report that is approved by the department tenured faculty. Furthermore, the policy includes a provision where in order to provide support and to comply with the terms and conditions stated in the contractual letter, there is an institutional support system committed to offering the following attractive advantages:

1. Competitive salaries among other higher education institutions in Puerto Rico
2. Full fringe benefit package
3. Incentives (institutional support for professional development, traveling, publication costs, among

others)
4. An articulated support system plan consisting of eight sections, as follows:
    1. Recruitment (AS Certification 24, 2015-16)
    2. Contract letter (AS Certification 24, 2015-16)
    3. Start-up Funds
    4. PDP and mentoring – III/BRAD
    5. Writing Groups
    6. Workshops and Seminars (III/NIH-BRIC/BRAD)
    7. Incentives and FIDI
    8. Revised evaluation procedures (AS Certification 48, 2015-16)

The new recruitment process has produced encouraging results. Nine out of 11 (82% of participants obtained external funding support to attend 12 summer training programs in prestigious centers or labs; 9 (82%) had 28 peer reviewed publications, submitted or published; all 11 new recruits (100%) offered 37 conferences in academic or international forums; 7 (74%) applied to 13 different grants in 2015-16; 5 (5%) obtained FIDI funds in 2015-16 of for 2016-17; 7 (74%) mentored more than 55 students in research (44 the first semester and 52, the second semester).

UPR-Cayey retains qualified faculty by applying two approaches, -evaluation procedures- using Senate's Certification 48, 2015-2016 (Appendix Z) and by incentive initiatives such as: Startup funds, FIDI funds, additional funds for professional development, publication costs, among others. In addition, AB Certification 34, 2014-2015, Exhibit 4.1 establishes the policy to offer an economic incentive to those professors who submit proposals and are granted external funding.

The Academic Affairs Deanship has the responsibility to ensure the appropriate professional support for the advancement and development of faculty to comply with our goals and objectives. A system that is divided into three (3) phases is implemented where Phase 1 includes the orientation for new recruitment, Phase 2 is geared to all faculties, and Phase 3 is a phase based on competitiveness for those who demonstrate a further development and interest in research areas.

Table 4.5 provides insight of the institutional support for the advancement and development of faculty at UPR-Cayey.

Table 4.5. Tenured track *Faculty Institutional Support*

PHASE 1 Orientation	PHASE 2 Professional Development and Educational Projects	PHASE 3 Other Support
Institutional Overview	Professional Development Faculty	Sabbatical leaves
Policies	Workshops and seminars	Release time
Evaluation Review Process	Travel to conferences/seminars	FRN Collaborations

The UPR General Bylaws Article 45 (Appendix G), describes the evaluation criteria for both tenured and non-tenured faculty. The Academic Senate at UPR-Cayey approved Certification 48 (AS Certification 48 2015-2016) (Appendix Z), which determines the institutional faculty evaluation process as a result of the assessment made of policies and procedures to ensure the recruitment of qualified professionals to support the institution's programs. This process has demonstrated to be pertinent and adequate to ensure that UPR-Cayey has a qualified faculty in all academic areas of our tenured and non-tenured track faculty. Close to 98 percent of the tenured track and non-tenured track faculty score within a Category I (Excellent) and Category II (Good) in the evaluation process. These scores include the evaluation of faculty chair, department personnel committee and the student (Table 4.6).

Table 4.6. *Qualified Tenure and Non-Tenured Track Faculty*

Academic Year	Cat. I Excellent (4.0-3.6)	Cat.2 Good (3.59-3.00)	Cat. 3 Regular (2.99-2.40)	Cat. 4 Deficient (2.39-)	Total	1 y 2	3 y 4
2012-2013	248	47	15	2	312	94.6%	5.4%
2013-2014	260	39	4	3	306	97.7%	2.3%
2014-2015	244	58	7	0	309	97.7%	2.3%

Faculty Evaluation Outcomes 2012-2014. Tenured faculty is evaluated through procedures that consider both faculty and institutional expectations. Non-tenured faculty is evaluated each academic year by their department peers (personnel committee) department chair and by students using evaluation procedures that emphasize class rigor and learning strategies in the classroom. This evaluation takes place on a yearly basis. Further assessment by the Institutional Personnel Committee, measures and compares each department evaluation against the Institution's recruitment expectations. The UPR-Cayey Academic Senate assesses periodically, the policies and procedures in order to comply with changing Institutional expectations and needs. As stated above, since 2013-2014 the contractual letter also forms part of the evaluation process yet, it became officially an integral part of the evaluation process in 2015-2016 (Appendix Y)

Tenured track faculty is evaluated for a term of 5 years, until they are granted a final tenured position. In cases of tenured faculty, they are evaluated for purposes of promotion until they reach the highest rank, Full Professor.

The promotion procedures are described in the UPR Bylaws and the UPR-Cayey (APPENDIX Z) as mentioned above. Each year the Human Resources Office qualifies faculty for promotion according to the rank and time served in the faculty member's current rank. According to the General UPR Bylaws, faculty is ranked as Assistant, Associate and Full Professor. After three years in service, Assistant professors qualify for promotion to Associate Professor. Associate professors qualify for promotion to Full professor after five years in the rank. Each year, The UPR-Cayey Administrative Board sets the required score for promotion within each rank (AB Certification 19, 2016-2017, Exhibit 4.2). At present, in 2016, all the promotions have been granted with an adequate distribution and assignment of the budget for these purposes. However, for the last 6 years, due to budget constraints and cautionary measures the promotions were not granted at the moment of the evaluations and recommendations.

The strong commitment of the UPR-Cayey faculty and its productivity is evidenced by their involvement with the accreditation processes in different areas, such as Business Administration- ACPSB, Pedagogy Department-NCATE, the library-ACRL and the Counseling office. Faculty also undergoes, curriculum revision, mentoring, coaching to students conducting research, and for student organizations.

Faculty productivity is also evidenced through the creation of new courses, proposal submission, books, papers, and articles published and the number of conferences and presentations in national and international symposiums or conventions. (http://cayey.upr.edu/publicacionesfacultad/)

EDUCATIONAL OFFERINGS

In accordance to the institution's educational mission and Goals, the educational offerings must respond to the current social, economic and cultural needs of its constituency and the institution's academic offerings

adhere to the rigor and principles appropriate to its higher education mission. UPR-Cayey offers 27 baccalaureate programs in five academic fields: Education (11 baccalaureate programs), Natural Sciences (4 baccalaureate programs), Social Sciences (4 baccalaureate programs), Humanities (4 baccalaureate programs) and Business Administration (4 baccalaureate programs).

Since the previous Self-Study of 2005, the institution has achieved the professional accreditation of 12 academic programs: 3 in elementary education, 1 in special education, 4 in secondary education, and 4 in business administration. Among the requirements for these accreditations are programs rigorous revisions and demonstrating that each accredited program yields highly prepared students in the different academic fields (Exhibit 1.6).

Those programs that have no professional accreditation are revised using Certification 43 (Board of Trustees 2006-2007) where the applicability and efficiency is measured and demonstrated in terms of demands, graduation and retention rates. The Academic Senate, Administrative Board, and the University Board evaluate these reports.

Since 2009, eight programs have been revised as established by BT Certificate 43, 2006-07 (see Chapter 6 for detailed discussion). Last year (2015-16) the Academic Senate evaluated a comparative assessment of all of our 27 programs in terms of graduation rates, retention, admission, number of graduates, and future plans for those that exhibited an index of lower effectiveness.

The library's role in complementing the educational offer is critical and as evidenced, relevant and successful. The library's Collection Development Policy ensures through a series of procedures the updating of collections and their correspondence to present-day social, economic and cultural issues. Educational offerings are strongly supported by the library's collection and databases: (https://bibliotecauprc.wordpress.com/bases-de-datos-1/). In addition, the library's collection includes subjects that respond to the needs of the general education courses as well as to those programs with more offerings and student's enrollment (Exhibit 4.3).

CURRICULAR INITIATIVES

The strong academic preparation of its faculty coupled with initiatives of curriculum innovation has allowed the UPR-Cayey to fulfill its mission of a diverse, balanced and interdisciplinary curriculum, that offers its students variety, flexibility, intellectual stimulation and introduces them to the social problems, global and local issues affecting them. As a result, Carnegie classifications has reflected these changes since UPR-Cayey has moved from being classified as a *Liberal Arts College* in 2005 to a *Baccalaureate College of Diverse Fields* (2010), to its recent classification (2015) a *Baccalaureate College of Arts & Sciences Focus.*

All curricular decisions and initiatives respond to the UPR-Cayey mission and goals statement of developing an integral, autonomous critical and sensitive student who believes in excellence as a lifelong norm and is ready to become a successful contributor to society and the work force. For this reason, during the last five years (2011-2015), 62 new courses have been developed by various academic departments, which have increased the academic offering. The UPR-Cayey has developed several minors in order to diversify our educational offerings.   The minors that are pending approval by the Central Administration are: Mathematics, Theater, History, and Visual Arts. In addition, the professional certification in Physical Education is pending approval (Recreation, Sports Training and Personal Training).

Research and Community Service. Research and community service are two core areas of the UPR-Cayey mission statement and are in great measure mediated by our faculty. First, the faculty exemplifies what we expect from our students by the amount of conferences, peer reviewed publications and proposals that have been submitted. Students are readily exposed to these accomplishments through our social media. Yet a much more direct impact is seen in the area of community service since our faculty offer

specialized courses that not only address community service theory but also contains a practical component. Such courses are offered in the Education Department, the Honor Study's Program, the Institute of Interdisciplinary Research and the General Education Component. Some examples of these courses are: INTD 3407, INTD 4116, and PREH 4996.

Honor Studies Program. The Honor Studies Program at the UPR-Cayey from its foundation in 1993 encourages comprehensive and interdisciplinary training that maximizes the qualities that are promoted in every college student. It encourages the development of attitudes, knowledge and skills necessary to carry out scientific research. It also stimulates creative, artistic and literary activities; forging a climate that encourages critical thinking, self-directed learning, exploring disciplines outside the field of specialization or major, leadership and commitment to improving society.

The program allows a key segment of its students to have the opportunity to formalize a more rigorous academic experience. Thus, talented students also have the opportunity to develop research projects led by a researcher (faculty), in many instances these projects focus on relevant social issues. The Honor Program success is evident by the number of diverse studies represented in the student's theses.

Research Initiative for Scientific Enhancement (RISE). RISE is a program that seeks to increase the amount of underrepresented students in the biomedical sciences fields that complete Ph.D. degrees. The RISE program continues to transform the academic environment at UPR-Cayey by focusing on the preparation of students to become scientists. These future scientists seek degrees in fields that can help address health disparity needs of the Hispanic population in Puerto Rico and the nation by working to discover the causes and remedies of diseases. Exhibit 1.9 shows that the institution is successfully working to reduce the existing gap between underrepresented and non-underrepresented students who complete Ph. D. degrees.

The Institute of Interdisciplinary Research (IIR). The IIR has been crucial for promoting interdisciplinary research, research-informed curricula, and professional and academic development for faculty and students. Since 2003, the IIR, in collaboration with the Office of External Resources, has administered and promoted more than 75 research projects in health, environment, education and social inequality, bringing more than 14 million dollars in externally funded grants to the Institution. Through this period, the IIR has supported more than 873 students engaged in research (2003-2015). In 2015-2016, a total of 190 students collaborated as research assistants in faculty-led projects, benefiting from faculty mentoring. Graduation rates among those students who participate in research under the guidance of a mentor at the IIR are quite high (80% for the cohort of 2008 and 73 for the cohort of 2009). Furthermore, a large number (79%) of those students who obtain research experiences at the IIR, apply to graduate programs. Moreover, eighty-seven percent (87%) of those who apply are accepted to graduate programs. IIR staff also support faculty and students with administration services, consulting in statistics, database management, program evaluation and professional development workshops.

Howard Hughes Medical Institute. A recent initiative is the HHMI-supported program, which provides research experiences to future science teachers in the area of microbial ecology. The program also provides an outreach program that seeks to aid the transfer of concept and competencies to precollege students. The outreach program is in coordination with the UPR-Cayey Education Department, which enhances the teacher preparation program for science teachers all the while assessing the impact of research experience on the future teacher's understanding of the nature of science, on their academic performance and their retention in their preparation program. In addition, since 2009, the UPR-Cayey and the Science Education Alliance have conducted a collaboration with the Howard Hughes Medical Institute in which a group of students participates each year.

Academic Programs and Curriculum Design Aligned to the Institutional Mission, Goals and Objectives. In keeping with our mission of a diverse, balanced and interdisciplinary curriculum, UPR-Cayey has kept in line with an important systemic level policy that requires every program subject to

professional accreditation to achieve its accreditation, and that programs that do not have an external accrediting agency should conduct a self-study process every five years, in accordance with BT Certification 43, 2006-2007. This certification has led the institution to achieve accreditation of its academic programs in the areas of Teacher Preparation (NCATE), Business Administration (ACBSP), and revision of twenty other baccalaureate degree programs via BT Certification 43 since 2009.

Accreditation of the UPR-Cayey programs and services guarantees that the UPR-Cayey reach and surpass national standards of academic excellence, which is an essential for the institution's mission (Appendix A). For example, the state exam for teacher certification (PCMAS) shows that the UPR-Cayey is among the top colleges and universities of Puerto Rico with the highest approval rate. The results are available at: http://cayey.upr.edu/wp-content/uploads/sites/10/2016/12/Tendencias-Tasa-Aprobacion-PCMAS-2004-2015-Tendencia-Tasa-Aprobacion-PCMAS.pdf.

The General Education model at the UPR-Cayey that initiated in 2009 (Appendix D), and which is designed to address the contents and abilities that every alumnus should possess upon completion of their degree and dictates the ideal profile of UPR-Cayey alumni. The model includes both core general education courses as well as courses in students' respective majors, particularly a capstone course that comprises the student's overall university experience throughout his/her time at the UPR-Cayey. In this manner, the institution ascertains integrating general education, specialization, and interdisciplinary approaches and academic experience as established in the institutional mission and goals.

The third component of the institution's mission establishes that research and community service are an essential component of the learning-teaching process. AS Certification 49, 2002-2003 (Appendix AA) warrants compliance of the mission because it establishes that every student must sustain and demonstrate having undergone at least one instance of research experience, creative work production, or community service prior to reaching his/her graduating stage. This experience is achieved by integrating such experiences within existing courses and with other research courses that have been developed in areas such as Biology (BIOL 4990), Interdisciplinary courses (INTD 4116), and Chemistry (QUIM 4999), and community service and service-learning courses (INTD 3407 and PREH 4996).

Institutional Curriculum Committee. The UPR-Cayey organizational structure consisting of nine departments in one faculty under direct supervision of the academic deanship and its dean facilitates program cohesion and alignment with the institutional mission, goals, and objectives. The directors of the nine departments, the library's director and the director of the Counseling & Psychological Professional Services office constitute the board of directors, which meets with the academic dean monthly to establish the academic and administrative working agenda. All department curricular work undergoes institutional evaluation by the Institutional Curriculum Committee which has a representative from each academic department as well as a representative from the library, and another from the Counseling & Psychological Professional Services office (CEDE, counselor or psychologist). This committee is responsible for overseeing course syllabi compliance, updating, and revision, that syllabi are oriented toward complying and fulfilling learning outcome objectives, and are aligned with institutional mission, goals, and objectives. It also oversees approval (or rejection) of new proposed courses that departments develop and wish to include in their offering; upon approval the new course syllabi is eventually submitted for final approval and coding to Central Administration (Article 8, Appendix Q).

Library Learning Resources and Technological Competency. The UPR-Cayey promotes the development and information literacy skills and technology competencies to students in various ways. According to the General Education Report (2016) "assessment results evidence that information literacy skills are included in the General Education Model of the institution. Additionally, the UPR-Cayey's faculty integrates the library usage to their courses when they include informational resources to the syllabus such as books, journals, databases, and the digital reserve services.

The development of information literacy skills, in the institution comprises three different models, i.e. 1) traditional, 2) the librarian as a professor, and 3) team teaching professor-librarian. In the traditional model,

faculty integrates the development of information literacy skills through the course and in occasions the librarian offers 1 or 2 workshops to develop specific information literacy skills to students. In some occasions assistance to workshops and practice exercises are considered for the class grade (Course Example: INTD 3027- *Un cambio a la vida independiente: plena inclusión – A Change Towards Independent Life-Full Inclusion)*).

In the second model, the librarian works as the professor of the course and is in charge of the development of information literacy skills and the evaluation and grading of students (BIOL 3095). Finally, in the team teaching model both the professor and the librarian are in charge of the instruction and development of information literacy skills. In this model evaluation and grades are given with consensus (QUIM 3006).

In regards to the development technological competencies, the General Education Report (2015) indicates that for 2012-13, UPR-Cayey faculty felt that the higher level of preparation demonstrated by students in that year was technology (76%), followed by information management skills (71%) (Appendix E).

GENERAL EDUCATION

General Education (GE) courses are a core component of UPR-Cayey educational offerings. UPR-Cayey has dedicated ample initiatives to guaranteeing that the general education component not only meet the expressed mission and goals but serve as a model for similar initiatives on the island. Compliance with the offering of these courses incorporated a model that was approved by the Academic Senate (Appendix E). The conceptual foundations of the Model of General Education are rooted in the UPR-Cayey Mission and Goals. This model is aligned with the General Education Component's Abilities and Contents document in a manner in which faculty may guarantee compliance with the principles of General Education (Appendix C). In addition, the model distinguishes itself by possessing a basic structure for every academic program, 42 credits in General Education courses. The courses faculty offer as part of this model have an interdisciplinary nature and are integrated throughout the student's university career.

Table 4.7. *Contents and Abilities that should be developed in all students* (Appendix C)

Abilities	Content
Effective Communication	Puerto Rico
Teamwork	Different cultures
Reflexive, Creative, and Critical Thinking	Environment and Ecology
Information & Technological Literacy	Health
Ability to make sound and just decisions	The Natural World
Awareness of Aesthetics	Technology
Personal Well-being	
Living in Solidarity	
Mathematical Reasoning	

The General Education program assessment measures student performance in the development of abilities and contents of general education focusing attention on its core courses, interdisciplinary courses, and the capstone experience courses (specialization courses). In this model assessment is conducted for: (1) abilities and capabilities that result from the integration of skills, knowledge, and attitudes, (2) command of content as object of interdisciplinary study, and (3) integral and holistic development that serves to unite the acquisition of abilities and contents. General Education outcomes are evidenced in the pre and post data collected from first time degree seeking students between 2009 and 2015 as discussed in Chapter 6.

The components of General Education include interdisciplinary courses. In these courses two or more disciplines are interrelated for the purpose of integrating or coordinating their concepts, methods, and outcomes. Currently UPR-Cayey is offering 19 INTD 3027 Courses-Interdisciplinary Seminar. The majority of these courses objectives (more than 90%) are aligned with the abilities of: effective communication, reflexive creative, and critical thinking, as well as computational management. Whereas in less than 20%

of these courses objectives the contents of: Health, The Natural World, and Mathematical Reasoning are included. The expected INTD 3027 outcomes were met since 85% of students were able to identify two or more separate disciplines. End semester results for INTD 3027 are discussed in Chapter 6.

The Capstone Course has been deemed as the event of closure in the career of UPR-Cayey's students. This event could be a Seminar type course, a thesis, a research, community service or creative project; or a pre-vocational internship. The 27 programs have identified 19 courses as their Capstone. From these eight (42%) are research projects; six (32%) are professional practicums; four (21%) are seminars; and one (5%) a 'capstone' course. Between 2012 and 2014, 1,819 students have experienced this event. These courses' objectives alignment with the 'Abilities and Contents'- General Education document show uniformity with relationship to the topics offered. 90% of the courses included the abilities of: critical and reflexive thinking; effective communication; and computational management. Whereas the abilities and contents of: the natural world; esthetic appreciation; ecology and the environment; and health were only included in 35% of the courses.

The above evidenced that the fundamental elements of the General Education component are shared by common core; interdisciplinary; and specialty courses, and that they contribute towards the development of the 'Abilities and Contents' that all graduates should acquire further discussed in Chapter 6.

EDUCATIONAL RELATED ACTIVITIES

Most of the UPR-Cayey students come from the ten municipalities surrounding the campus, in the rural central-eastern part of the Island. They have diverse educational backgrounds and multiple academic and personal needs, often reflecting the difficult economic and social environments in which they live. Although most of them have a high standard admission index, in comparison to their peers in other public and private undergraduate institutions in Puerto Rico, many of them come with a proficiency that is below to what is expected for beginning a college-level career. The UPR-Cayey offers coordinated services consistent with its mission and goals, to help these students enrich their lives academically and professionally in order to succeed in achieving their educational goals. In addition, UPR-Cayey offers noncredit developmental and continuing education courses and related educational activities to adults who wish to pursue a sounder or more diverse educational background.

Summer Pre-College Courses. UPR-Cayey utilizes the results of the three achievement tests of high school students' College Admission Test (CEEB) to identify students whose proficiency is below college-level in Mathematics, Spanish and English language skills. The scores in these tests are not considered for the calculation of the General Admission Index (GAI); therefore, they are used solely for identifying specific academic preparation needed in these areas and placement in courses at the corresponding level of proficiency. The corresponding academic departments recommend the cutoff of the College Entrance Examination Board (CEEB) test scores, which are then approved by the Academic Senate. This decision is based on an assessment of the basic skills required for the corresponding first year courses and the internal characteristics of each achievement test.

The current cutoff scores are: 650-Math, 500-Spanish, and 450-English (each test score ranges from 200 to 800). Students admitted with scores less than these are required to take non-credit preparatory courses during the summer prior to their first semester in college. The Mathematics course is offered only to Natural Science or Business students. Pre-college course information is offered to all students prior to admission.

The faculty from the corresponding academic departments designs and teaches these preparatory courses every summer. In addition, the department chairs select competent teaching faculty and ensures the availability of appropriate learning resources in order to guarantee the attainment of UPR-Cayey quality standards in these academic offerings.

All administrative procedures for the offering of these courses are handled by the *Division of Continuing Education and Professional Studies* (DECEP), under the Dean of Academic Affairs. All preparatory courses include 40 hours of teaching and are geared towards the personal and professional development of underprepared students to help them reinforce, refine or re-learn the basic skills needed to succeed in college. Diagnostic, pre and posttests are given to ensure that course standards are met. In addition, in coordination with the academic departments, DECEP provides a peer-tutoring program for these students.

Pass or Fail grades are assigned in these courses: 75% in English, 80% in Mathematics and Spanish. All these courses have high passing rates: 78.8% for Mathematics, 91.9% for English and 96.8% for Spanish. Students who do not pass any of these courses cannot enroll in the corresponding first year college course. They are required to repeat the preparatory course during the following summer. However, in the case of Mathematics, students who do not pass are required to take the *College Algebra* (MATE 3004) course during the first semester before taking the Pre-calculus course.

The UPR-Cayey for more than 35 years had supported thousands high need, first generation students through the Student Support Service Program ended in 2015. Through this federal grant, freshmen students were provided different opportunities for academic development, assistance with basic college requirements, and counseling to motivate them toward the successful completion of their postsecondary education. Once admitted as freshmen in the institution qualify for the program, they needed to be first generation, low income or have academic needs. The program provided them with all the necessary support that included remedial course, intensive tutoring sessions and individualized counseling for personal, career, and academic information. They were also exposed to peer- mentoring activities.

Last year the UPR-Cayey was granted a Developing Hispanic-Serving Institutions Program Title V proposal that has helped to continue to improve student services by assisting the students by offering them tutoring and also a more comprehensive mentoring program. This new proposal includes a summer pre-college program that offers remedial courses in Mathematics, English and Spanish, also a mentoring program especially for those students who are admitted with a below college-level skills set. In addition, it includes an early warning system to identify students that do not meet the expected academic performance.

The Counseling Center (CEDE) developed a referral system in which the faculty that identifies any student that presents any special needs is immediately referred to CEDE for services such as professional counseling, tutoring, ADA accommodation or adjustments, among others (Statute 51 (Integral Educative Services and the Americans with Disabilities Act, Ley ADA), PR-Act 250 (*Ley del Pasaporte Post Secundario de Acomodo Razonable*, 2012) and GB Certification 133 2015-2016 (Appendix BB).

Findings

The Self- Study process has provided us with an encouraging view of our educational offerings and educational activities that we are developing and offering our students; however, there are concerns in the area of Faculty:

1. As of 2015, regular faculty has declined to 57% and temporary professors now account for 43% of all teaching positions resulting in an overload of committee work for tenured faculty.

2. Recruitment of tenure track faculty has not kept pace with faculty retirement. The number of tenured faculty engaged in the fulfillment of the institutional goals and objectives (teaching, research, community service, and curriculum development) has declined.

3. Despite the fiscal constraints and tenured faculty reduction, UPR-Cayey has maintained and increased the number of graduates resulting in improved graduation rates.

4. Non-tenure track faculty is expected to teach between 15 and 18 credits per semester. The amount

of extra work limits the time they can dedicate to committee and administrative tasks.

5. Since the last MSCHE visit, 12 out of 27 programs have obtained professional accreditation.

6. Since 2009, 9 of the 15 programs not susceptible for accreditation have undergone revision under certification 43.

7. Curricular initiatives emphasize the development of research and community service skills in UPR-Cayey students.

8. The General Education model has successfully met the abilities and contents criteria expected for the ideal alumni.

NEXT STEPS

1. Continue recruiting well qualified faculty in compliance with the established recruitment plan which has allowed UPR-Cayey to hire amidst financial constraints.

2. Conduct assessment of current administrative processes and institutional practices pertaining to faculty, in order to face the upcoming challenges of faculty retirement and continued financial constraint. This report shall be submitted by the Deanship of Academic Affairs during the 2017-18 academic year.

3. Support innovative projects that increase a diverse, balanced and interdisciplinary curriculum. This occurs in the planning process for faculty development activities and continued collaborative projects promoted by the high impact educational activities at the Institution.

4. Continue to support activities, educational programs and experiences to a growing population of students with diverse educational backgrounds and, multiple academic and personal needs that are a reflection of different social environments in which they live.

CHAPTER 5: STUDENT LIFE

Standard 8: Student Admissions and Retention – The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and to retain them until their educational goals are reached.

Standard 9: Student Support Services – The institution provides a diverse student body with all the support services necessary to enable each student to achieve the institution's goals.

Introduction

This chapter presents how the UPR-Cayey implements policies and strategies to admit students whose interest, goals and abilities are congruent with its mission, and the efforts to retain them through the pursuit of the student's educational goals. Furthermore, the chapter describes student support services that enable students to achieve the institution's goal of an interdisciplinary and innovative education by integrating subjects and experiences from various fields of knowledge, research and community service as part of the process of teaching and learning.

STUDENT ADMISSIONS AND RETENTION

UPR-Cayey Admissions Philosophy and Practices

Recruitment Strategies. For the past three years, the UPR system has moved the entire admissions process online.   Information regarding application, offerings and expectations for students is readily available at: www.upr.edu/admisiones and in the Admissions Office.

In addition to this system-wide initiative, UPR-Cayey has established a regular high school visit program as a strategy that has yielded excellent results in attracting and accepting highly qualified and committed students (See Exhibit 5.1). In 2014 the UPR-Cayey hired a full-time administrative assistant to increase the number of visit of schools in our service region to strengthen the promotion of our academic offerings. A very important part of the tasks of this employee is visiting schools in and outside of the service area to promote UPR-Cayey.

The university also sponsors annual meetings with school counselors from the area it serves. Department directors participate and share latest advances as well as information on matters related to admissions processes and services. This way, the process is effectively communicated and transmitted to potential students, directly by the counselor's in charge of assisting students in the schools that are located in the area it serves.

In 2007, the UPR-Cayey began hosting open houses for prospective students. For the last two years the Deanship of Student Affairs, in collaboration with the Admissions Office, have refined and adjusted strategies so that our Open House is dynamic, fun and informative. The recent Open House activities have included specific stations that demonstrate our student involvement in athletics, research, arts, and the community service. Thus, allowing visiting students a firsthand experience in areas of interest. Stations also include a department chair and student leaders who answer questions regarding educational offerings and related matters. These past two years (2014-2015, 2015-2016) attendance marks were above and beyond expectations (See Exhibit 5.2). Recently, in collaboration with other units of the UPR system an activity called "EXPO UPR", was implemented as an additional comprehensive outreach model further exposing UPR-Cayey's educational offerings. In addition, some of the academic departments organize conferences, workshops, and guided visits, upon request.

The 2015 assessment of the Open House provided the following findings:

- The Open House was the activity that had the highest impact at an institutional level than any of the other outreach activities identified in the institution, with an approximate total of 2,931 high school students and more than 50 participating schools (http://www.upr.edu/cayey/wp-content/uploads/sites/10/2017/02/Cuaderno_21.pdf).
- Approximately 63% of students who attended come from public schools.
- 69% of the students admitted (n=262) participated in the Open House, which suggests this activity has a positive effect on Admissions Procedures.

An integral part of our recruitment strategy includes the Financial Aid Office. The Financial Aid Office collaborates in various activities by providing prospective student with accurate and comprehensive information and advice regarding financial aid scholarships, grants, loans, and refunds.

Policies and Procedures. Students' admissions policies and procedures in the UPR System are uniformly applied among all institutional units and respond to the institution wide mission. The policy that establishes the criteria for admission to the whole system is described in BT Certification 25, 2003-2004 (Appendix CC). New systemic and internal certifications recently have been approved to meet the needs of certain interest groups:

- GB Certification 111, 2014-2015, serves applicants with functional disabilities. This certification is based on Law 250 of 15 September 2012. Under this Certification the UPR-Cayey Senate established AS Certification 60, 2015-2016 to create an evaluation structure for these candidates (Exhibit 5.3;

- GB Certification 50, 2014-2015 was established to assist applicants with low socioeconomic status (Exhibit 5.4). The Academic Senate of the UPR-Cayey approved AS Certification 61, 2015-2016 with the purpose of creating a practical structure to make possible the evaluation of candidates under this certification (Exhibit 5.5).

- AS Certification 59, 2015-2016 was approved by the Academic Senate of UPR-Cayey to address Circular Letter 24 (2015-2016) of the Department of Education. This circular letter authorizes talented eleventh graders to apply and decide to attend college if they meet certain criteria (Exhibit 5.6).

The Admissions Office carries out the process throughout the year. The process begins by having the Dean of Academic Affairs certify the available programs and the available spaces at the Central Administration Office of the University of Puerto Rico. This information stems from analysis of variables such as: classroom space, available faculty, and budget Appendix DD). The result of this analysis is referred to as the minimum admission index (IMI) and is applied to all of the 27 academic programs, based on the historical analysis of student performance in terms of graduation and retention rates.

The Admissions Office assists each student individually throughout the process. Applications are evaluated according to the General Application Index (GAI), the IMI, and quotas available for each program. The results of the process (admission or denial) are notified by email and regular mail. Applicants who were denied admission may request reconsideration online http://www.upr.edu/vicepresidencias/vicepresindencia-de-asuntos-estudiantiles/vicepresidencia-de-asuntos-estudiantiles-oficinas-adscritas/oficina-de-admisiones/.

The admissions process then begins, with the full understanding of these policies to bring the right information to prospects in schools, open houses, in the "college days", phone calls or office visits and other recruitment activities organized by the institution. In May, the Dean of Student Affairs coordinates a

welcome activity for students and their parents where they are guided through the registration processes and the support services available.

Outcomes from the Admission Process. UPR-Cayey has maintained a steady number of students enrolled in the four areas of study (Table 5.1). It has also maintained the percent of female and male students, with twice as many females as male students. Two-thirds of our students come from the University's service area. The institution provides service to students with high financial need (74%), based on the percent of students eligible for financial aid.

Table 5.1. *Profile of First-time degree-seeking students*

Characteristics		Total Admitted					
		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Area	Business Administration	219	203	222	216	190	221
	Natural Sciences	322	356	405	337	334	353
	Arts	147	132	134	156	132	163
	Pedagogy	122	127	154	215	172	157
	Total Admitted per year	810	818	915	924	828	894
	Freshmen quota per year	821	814	905	826	808	849
Gender	Female	531	515	586	538	508	547
	Male	246	237	307	334	280	279
Geographic Origin	Service area	532	508	617	584	555	585
	Out of service area	245	243	276	288	233	241
	Eligible for Financial Aid		79.09	73.70	72.22	75.5	71.0

Source: UPR-Cayey Assessment Office, Admission Office, Financial Aid Office

Table 5.2. *Annual Distribution of Grade Admission Index (GAI)*

Years	Admitted Students	Admitted Students with 300 + GAI	(%)
2008	877	447	51
2010	815	510	63
2011	818	479	59
2012	915	546	60
2013	924	499	54
2014	828	462	56
2015	894	490	55
2016	837	533	64

Using as a benchmark the year 2008, the institution has consistently increased the quality of students admitted. It is important to note that for purposes of the UPR System, that a student with a GAI of 300 points or more is considered a student with a high academic level (Table 5.2). This process is aimed to attract the best talent to the UPR-Cayey.

Transfer Students. The external transfer process serves student of private universities in Puerto Rico, the United States and abroad. It is a process that takes place biannually, different from the admissions process for applicants from high schools, which is annual. Two dates are set in the academic calendar for this purpose, a regular deadline and a late application date. (Exhibit 5.7)

In 2011 the UPR-Cayey established a new certification to regulate transfers (AS Certification 27, 2011-2012, Exhibit 5.8). This certification includes the definition of transfer, the rules, procedures, general and specific requirements and the rules and procedures for the validation of Credit. In 2016 two amendments to the certification were approved, one at the request of the Department of Mathematics and Physics (AS Certification 53, 2015-2015, Exhibit 5.9) and the other from the Department of Natural Sciences (AS Certification 82, 2015-2016, Exhibit 5.10). Information on the process and requirements is published on the website: http://cayey.upr.edu/oficina-de-admisiones/trasferencias/.

Restructured Transfer-in Process. As of spring 2015-2017, the Deanship of Academic Affairs began to review its transfer-in processes, both through formal articulation with other UPR Units, and the general process whereby students from any program at another unit request to transfer to the UPR-Cayey. It was found that from 2010 to 2015, 590 students where admitted into another Unit under an articulated transfer program with the UPR-Cayey. During that same time frame, the UPR-Cayey accepted 367 students from articulated programs and 313 students by means of general transfers. The fact that nearly equal amounts of students entering by alternate means to the articulated program present a challenge to the institution's academic planning processes, as well as with ensuring that these students have completing requirements at their base institution that are similar in content and rigor to those required at the UPR-Cayey. As such the Institution has taken on the following actions and is expecting the following results:

1. Actions:
   A faculty member has been designated as Transfer Programs Coordinator, and is currently assessing the following:

   ✓ Amount of articulated transfer-ins enrolled at the UPR-Cayey by cohort.
   ✓ Departmental requirements for both articulated transfer programs, as for transfer students in general.
   ✓ The transfer-in process so that it may be more efficient in terms of assuring that students meet the necessary requirements, and that there are equal transfer-in admission practices among students arriving through articulated programs, from other UPR units without belonging to an articulated program, and from private institutions.

2. Outcomes:
   ✓ Transferring into the UPR-Cayey seems to be easier among students not enrolled at an articulated program at another unit or for students from private institutions. The coordinator is currently working with department chairs to standardize admission requirements for all students.
   ✓ The Deanship for Academic Affairs, after reviewing preliminary assessment results, has determined that all transfer students will be evaluated by the Department Chairs, in terms of admitting students, and evaluating their transcripts to identify courses and requirements in compliance with institutional standards, and will then be passed on to the Registrar's Office, for course validation and notification of admission.

Academic Success

Student Retention and Graduation Rates. Student academic success is measured considering the student retention rates among first-year students, and graduation rates (Table 5.3). In addition, UPR-Cayey monitors the student graduation rates and evaluates the institutional strategies to retain the students through the pursuit of the student educational goals.

Table 5.3. *Distributions of Graduation and Retentions Rates*

RATES	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Retention Rates	85%	83%	97%	87%	87%
Graduation Rates	Cohort 2005	Cohort 2006	Cohort 2007	Cohort 2008	Cohort 2009
	44%	41%	46%	43%	48%

Source: Source: Vice President of Academic Affairs-Central Administration; IPEDS Data Center (https://nces.ed.gov/ipeds/datacenter/Facsimile.aspx?unitid=adafaeacb0ac)

Social and Personal Integration. Every year the UPR-Cayey hosts a Welcome Day for incoming students and their parents. Both populations participate in many activities and orientations that serve them to start their first year with the essential information for transitioning from high school to college. Parents have the opportunity to participate in group orientations and conferences from the Registrar's Office, Counseling and Psychological Center, Safety and Security, Financial Aid, among others. Participation, competition and recreation are an important part of a student's college experience. An average of 65% of the freshmen class participates annually in the first time degree seeking students and Parents Welcome Orientation Activity.

Title V Project: In order to increase academic success, the Dean of Academic Affairs together with the Institutional Retention committee, submitted a Title V (2015-2020) grant proposal aimed to work on four components to improve institutional retention. Activity three of this proposal includes three major activities: the use of a supplemental instruction model in courses with high dropout rates and the establishment of a process of real-time monitoring academic progress, and a referral system coordinated with support services including peer and faculty mentoring, counseling (academic, vocational and personal) and psychological services.

Title V's Project absolute priority is to integrate comprehensive activities designed to increase the number and proportion of high-need students who are academically prepared for, enroll in, or complete college degrees on time. These strategies are designed to help retain students and move the students in a timely manner into core courses and through program completion. The activities are designed to: increase the number of high need students in high schools entering into college, increase retention and graduation rate of college high need students by providing tutoring, mentoring, academic advisement, and student service programs designed to improve academic success, including innovative and customized instruction courses (including remedial Math, Science and Spanish).

Activity 1: Academic advisement, tutoring, and college entrance exam preparation workshops for high need students in UPR-Cayey feeder high schools. The proposed activity will increase the academic performance and the college entrance exam scores of incoming freshmen increasing their academic potential and thus, their on-time graduation rate.

Activity 2: High need college freshmen student developmental summer bridge program. High need students needing remedial courses based on their college entrance exam scores. This activity is designed to increase their academic performance and course completion rate during their first-time degree year experience.

Activity 3: Supplemental Instruction (tutoring and mentoring) for high need students enrolled in general education courses. Students not performing in their courses will be identified on real-time through an Academic Analytics Dashboard System (AADS) and referred to tutoring and mentoring, and academic advising for preventing course failure. Due to the low retention rate, the availability of senior year courses sections cannot be offered/programmed due to low enrollment. This impacts the time it takes students to

complete the degree and in many cases they transfer to other institutions to complete their degrees representing a loss for the institution.

Activity 4: Development of senior year (traditionally low enrollment) on-line courses. Even though the implementation of the AADS will be part of Activity 3, it will provide on-line, on-demand student performance information for the successful implementation of Activities 2 and 4 contributing to enhance the institutional capabilities for implementing proactive services with its early alert, early and continuous tracking and monitoring of interventions. The AADS will track high need students and cohorts throughout college, record and document inquiries, services and interventions.

Academic Progress. Students are identified by the Registrar's office annually and referred for counseling services to CEDE. Each student receives a notification of academic progress and a referral to counseling and psychological services. Between 2012 and 2016, 651 students, that were identified by the Registrar's Office and the Office of Financial Aid, did not meet adequate academic progress standards. Of these 92% (496 students) attended counseling and 99% came between one and five times to discuss counseling career goals, to improve study habits and time management.

Ongoing process to improve retention

Restructured Enrollment Processes. The UPR-Cayey's enrollment process has primarily faced to main challenges: (1) ensuring that students are able to enroll in courses needed for degree completion, (2) The Chancellor and the Deanship of Academic Affairs have prioritized working on an achieving a more effective enrollment process at the institution, and several initiatives have stemmed from assessing these processes:

- Enrollment turns for students classified as Fourth Year Students, or seniors, are separated in two groups, where students with 100 or more approved credit hours towards degree completion, select their courses before the Fourth Year students with 73 to 99 approved credit hours towards their degree completion. Afterwards, turns are assigned in a descending order from Third Year to First Year students.

- Course selection in second year Biology and Chemistry courses have been restricted so that only students formally registered in one of the four Baccalaureate in Science degrees can select these courses.

- Data analysis trends demonstrate that second year Biology and Chemistry courses are often taken up by students who are not formally registered in a Science Degree, but who intend to reclassify into these programs. This hinders the course space allocation process, thus limiting spaces available to those students who need these courses to follow through on their academic progress.

- Allowing students to freely enroll in those courses that are not formally part of their academic programs, early in the enrollment process, has led to a high volume of students appearing to be enrolled in one program, but seeking to complete a different degree, without reclassifying into the intended the program until they request to be assessed for graduation, which in turn reverts to a hindered academic planning process. The following are some of the outcomes:

  - ✓ Students are able to enroll in those courses that are needed for them to follow through on their academic roadmap leading to degree completion.
  - ✓ Students in the Science programs are finding it easier to enroll in courses that they need within appropriate time scheduling as they have the first choice in selecting Second Year Biology and Chemistry courses.
  - ✓ Students have begun to request to reclassify into Science programs at an earlier time, thus making academic planning more efficient.

Restructured Course Scheduling Processes. In spring 2014-2015, the Student Council assessed the course scheduling for that semester in an effort to contribute to the institution's assessment initiatives, while at the same time striving to foster an improved course scheduling process (Exhibit 5.20). In an effort to ensure that students are able to enroll in the courses that correspond to the academic program in which they are enrolled, the Deanship of Academic Affairs established greater diversity in the schedule.

STUDENT SUPPORT SERVICES

UPR-Cayey promotes the comprehensive development of its students through a variety of support services and activities that reinforce classroom-learning experiences and enable students to achieve their professional and personal growth. These services are divided in two categories: Academic Support Services, which help students reach their academic goals and the Support Services in Students Affairs, which gives them the tools for the attainment of their professional and personal achievements. These efforts are complemented with extracurricular activities that help develop a pleasant learning environment, student integration to university life and provide a sense of belonging.

Academic Support Services

Academic support services are directly related to retention strategies. Through these services the students receive the necessary support to achieve their academic goals. Below is a detailed description of the services that are available.

Registrar's Office. The Registrar's Office administers and enforces regulations and academic standards approved by university bodies and the Dean of Academic Affairs. It is responsible for the custody of all academic records of students who enroll at the UPR-Cayey. The Registrar protects and preserves student records in compliance with the *Family Educational Rights and Privacy Act* (FERPA) of 1974.

DECEP. The Continued Education Office is in charge of offering a summer bridge program that includes remedial courses in the areas of Spanish, English and Math for students who need to reach the expected level of achievement to enroll in the first year core courses. It also offers the Talented Students Program for high school students on Saturdays offering Humanities 1 through 4 courses, Social Sciences 1 and 2, and the History of Puerto Rico Compendium. This allows high school students to obtain college credits.

Title IV Student Support Services Program (SSS). This program has been at UPR-Cayey for more than 30 years and served as a primary support services for students at risk in their transition and adjustment to college. First identified from the Single Application Form (Admissions Office) the SSC (CAE for its Spanish acronym) used four criteria to determine the student's qualification for this program: the student is college level first generation, qualified for remedial courses in Math, English and Spanish, belongs to a low-income family, and has a diagnosed disability. This program helped students with vocational, personal counseling, tutoring and peer mentoring. It also made referrals for psychological and crisis interventions to the counseling and psychological services center.

The Student Support Center (CAE for its Spanish acronym) offers a peer mentoring program together with mentor professors of Natural Sciences and Mathematics offering tutoring in different subjects such as Organic Chemistry I - II, Analytical Chemistry, General Chemistry I- II, Biochemistry, Pre-calculus I - II, Calculus I -II, Pre-calculus with Experiment I - II, Mathematics, Physics I - II, Biology I - II, English, and Spanish. It is an experience of students helping students to support academic development and language skills through collaborative and social teamwork. The program works in coordination with professors of various subjects to have consistency between the topics studied in class and the formal mentoring program. Other experts support the CAE in areas, such as Counseling, Education, Library Services, Technology and Communication (See Exhibit 5.11).

Support Services in Students Affairs

UPR-Cayey is committed to the overall development of students, both intellectually and personally, in accordance with the student profile described in the institution's mission. Towards this end, support services complement the academic activities with student support services and extracurricular activities to facilitate their integration into university life, encourage the spirit of *Alma Mater* and provide for maximum development of the potential of each student. Below is a detailed description of the services that are available.

Financial Aid. UPR-Cayey offers a comprehensive program of economic assistance for the purpose of providing equal opportunity for higher education to students with limited financial resources. This program has funds from funding allocations of the Government of Puerto Rico, allocations from the federal government and contributions from individual entities. These funds are managed according to the regulations established by the granting entities. (See Table 5.4)

Table 5.4. *Sources of Financial Aid*

Source	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Pell Grant	13,013,639	12,627,027	12,985,412	12,650,199	12,884,491
Legislative Grant	714,404	715,004	792,560	814,412	186,022
SEOG Grant	179,929	179,704	177,384	189,400	268,012
Work & Study	485,480	485,438	478,678	483,738	403,408
Direct Loans	837,564	568,097	398,335	435,541	423,419
Total amount of Financial Aid	15,231,016	1,457,427	14,832,369	14,573,290	14,165,352
% Total financial aid coming from Pell Grants	85.44	86.63	87.54	86.80	90.95
% Students receiving Financial Aid	79.09	73.70%	72.22%	75.00%	71.00%

Source: Financial Aid Office

Access to financial aid information is provided through group guidance to students and parents in institutional activities, such as open houses, welcoming activities to new students, as well as activities of the UPR System: Guidance for high school counselors, *UPR goes to Plaza* and *UPR EXPO*. Efforts to communicate information to students include an email account: asistencia.economica@bulkmail.upr.edu for mass mailing. The Financial Aid Office has eight computer stations with tutorials that explain the detailed processes that facilitate access to financial aid. During the academic year 2015-2016 the Office conducted activities to explain new processes in relation to the FAFSA in the Student Center and offered promotional material to participants.

Guidance, counseling, psychological services and reasonable accommodation. The Counseling and Psychological Services Center (CEDE for its Spanish acronym) plays an important role in helping students to adapt to college life and to be successful academically. Since 2012, the International Association of Counseling Services (IACS) has accredited the Center. Our mental health professionals offer personal, academic, and vocational counseling/psychotherapy, and a variety of outreach activities, consultation and crisis intervention to impact the students' quality of life. The purpose is to support students through preventive, developing, and remedial processes in their personal life and vocational planning. The Program Services for Students with Disabilities and the Quality of Life Program, in addition to the mental health services, are two main components of CEDE's services to the student community. In these programs the students receive specific services to support them in their academic life. (See Table 5.5)

Table 5.5. *Services provided by CEDE*

	Type of Service	2012-2013	2013-2014	2014-2015	2015-2016
Individual Counseling and Psychological Services	Personal Counseling and psychotherapy	808	965	1,007	856
	Vocational Counseling	707	844	880	749
	Educational Counseling	505	603	629	535
	Crisis Intervention	95	129	88	98
PSEI	Reasonable Accommodations intake and follow up	397	529	382	335

About 50% of students who received services in CEDE report going through voluntary self-referrals. However, other members of the university community refer about 20% of students. Most important is that about 30% were referred by their peers. In the last academic year (2015-2016), our center assessed student satisfaction through an online survey. From a population of (N=37), 59% of the students were between 18-20 years old, and 83% were female. In addition, 65% were sophomore and 24% were first year students. Mainly 59% received services for personal issues. The CEDE administrative and support personnel alternate their lunch period, thus providing flexibility and availability of service (crisis interventions) during the lunch hour. By using this system, the Center has never had to implement a waiting list.

Health Services. The *Health Service Office* serves and cares for the physical health of students. It has direct access to nearby hospitals and emergency rooms. The office provides ambulatory and first-aid services for all students regardless of their health plan. If necessary, a patient can be referred to a specialist, laboratories, radiologic studies and hospitals. The office complies with all regulations required by HIPAA Privacy Law. During the academic year 2015-2016, health services were offered to 8,820 students. A survey conducted in 2012 revealed that 59% of students are very satisfied with the services and 98% recommends it. Between 74% and 91% of the students have satisfactory perceptions of services, such as: courtesy, reception, waiting time, document management, over the counter medication, medical consultations, and visits to the nurse (See Exhibit 5.11).

Student Organizations. The Student Organizations Office assists the academic, professional and personal development of the members of the different organizations in the areas of social sciences, natural sciences, business, education, arts, social interest, and others. Our goal is to encourage students to participate in organizations of their interest, to develop leadership abilities, social responsibility, teamwork and commitment with the UPR-Cayey's mission. Student organizations represent an opportunity to expand academic knowledge. Many organizations are related to professional associations that expand the academic offer exposing them to specialized areas within the area of interest. During the last three years, there has been a growth of student organizations (see Table 5.6). In the academic year 2015-2016, 34% of the enrolled students belonged to a student organization. Student organizations are a very important component of the University's commitment to social justice.

Table 5.6. *Profile of Accredited Organizations*

	2013-2014	2014-2015	2015-2016
Number of accredited associations	45	54	53
Accredited Members	1,256	1,158	1,266
Enrolled Students-UPR-Cayey	3,816	3,687	3,707
Accredited Members/Enrolled Students	32%	31%	34%
Arts	27	34	33
Business Administration	6	5	5
Education	3	3	3
Natural Sciences	9	12	12

Source: Student Organizations' Office

To achieve the institutional goals, the office organizes membership meetings, workshops, and other activities that promote healthy competition and interrelation between the organizations. As part of the action plan to recruit members, we organize recruitment fairs targeting first-time degree students so they can have the opportunity to meet the diverse organizations on campus contributing to the integration of students to campus life. They promote their activities throughout the Institution's official e-mail system, the office website (Facebook and Twitter), the Institutional official website and TV monitors located at the Student Center, and their own social media groups. One of the achievements of the office was the inauguration in 2014 of the Student Organizations Meeting Room. This addresses the need for spaces dedicated exclusively for the students. It is available after business hours.

Social and Cultural Activities. The Office of Social and Cultural Activities offer a diverse program of activities that make possible and contribute to the academic formation and cultural development of the student. Compared to 2010-2011 academic year, the number of activities coordinated and sponsored has doubled. More than 70 activities were conducted during the 2015-2016 academic year, including: conferences, theater plays, concerts, book presentations, among others. (Distribution of Activities, 2010-2015, (Exhibit 5.12). To ensure an effective promotion each activity is announced by the institution email, web page, and social networks. In addition, we post on the student center TV, on bulletin boards and banners.

Study Abroad. The Exchange and International Studies Office facilitate and coordinate exchange studies to national and international accredited universities for all students that comply with the requirements needed. Students will be exposed to other educational system, as well as diverse cultural, language and life experiences that are vital for a better perspective of the world. In the past five years, 204 students have participated in the exchange program in different foreign and national universities.

The Institution has two educational consortiums and 27 exchange agreements, where 23 are with foreign universities (Exhibit 5.13). The number of students impacted by these agreements during the 2015-2016 academic year were: 35, of which 49% belonged to the Natural Sciences Department and 69% of them participated in one of the educational consortiums of universities of the United States or Canada, and 77% of the participants were females. (See Exhibit 5.14).

Athletic Program. To fulfill its mission, the athletic program is overseen by an athletic director, three physical education assistants, one administrative assistant, as well as sixteen coaches and one-part time athletic trainer. Our student-athlete population is comprised of 215 students that participate in 14 disciplines within the Intercollegiate Athletic League (LAI). To be eligible to participate in any varsity athletic event, the athletes must meet all eligibility criteria as established in the General Regulations of the Intercollegiate Athletic League, as described in the General Regulation of the Intercollegiate League of Puerto Rico and the Virgin Island as amended February 5, 2016, in addition to meeting academic and disciplinary requirements of the institution. The athletes who meet all program eligibility requirements and academic

requirements are eligible for the following grants: tuition waiver in accordance with GB Certification 50, 2011-2012 (Exhibit 5.15), lunch tickets, and lunch or dinner support when they leave campus to compete.

Over the past two years the Deanship of Student Affairs and the Athletic Program has redirected its efforts to improve conditions for athletes to motivate and improve their performance both on the court and within the university population. As a result, athletes have improved their performance by winning silver medals in Taekwondo, silver and gold medals in weightlifting cross country and athletics. Our female soccer team finished in the fourth position in the LAI championship, as did the male Softball team. In addition, we have achieved third place in the commission cup, a LAI competition for institutions that have less than 6,000 students. Our Campus has been selected by the Interuniversity Athletic League (LAI) as the permanent headquarters of the cross-country championship. Campus athletes have played an active role in academic activities, such as open houses where they set up several areas where they demonstrate their different sports disciplines.

In order to measure and evaluate the performance of athletes and the Athletic Program, several assessment tools are given to athletes to assess the coaches' performance and the programs development. The results showed that 82% are satisfied with the performance of coaches and 68.2% with the Athletic Program. In addition, the rehabilitation center was visited by 64 athletes during the academic year 2015-2016, which represent 30% of all athletes. (See Exhibit 5.16)

Student Complaints and Grievances. The Student's Ombudsperson Office was established in 1996 to attend students' complaints regarding the services offered by UPR-Cayey. It promotes accessible, non-adversarial, confidential and independent forum for conflict resolution and consultation. The Office also disseminates information about the rights and duties to the student body. BT Certification 32, 2005-2006 (Exhibit 1.37) and GB Certification 119, 2014-2015 (Exhibit 1.42) of the University of Puerto Rico established official policies for the Ombudsperson's Office for all the campuses of the UPR.

In the last three years, there have been few substantial changes in the variety of cases seen. The number of cases processed in the last two years has been constant. However, a decrease in cases of administrative type and interpersonal controversies is observed. On the other hand, a slight increase is observed in the number of academic claims, consultations, among others. We understand that this is related to the campaign of guidelines and improvements resulting in increased confidence in the Office's services (Exhibit 1.43). A survey conducted during the academic year 2015-2016 revealed that 85% considered that the assistance of the Ombudsman's is excellent.

Student Representation. The General Student Council (CGE in its Spanish acronym) provides a space where students can present recommendations, proposals, complaints and request information about the institution. The Council follows the functions enumerated on the Student Regulations UPR-Cayey, the General Student Regulations, the Rules of Procedure of the General Council of Students and the University Act. Over the past years the Council brought concerns about representation in the Senate. The result was the integration of two student senators in order to have more representation in the deliberative body (GB Certification 73, 2013-2014, Exhibit 5.17).

The Council works together with the Office of Planning and Assessment in creating surveys of services to students in the various departments at the university. As a result of this process there are some concrete examples of the outcomes. For example, the proposal for the use of space known as the *Sala C* was submitted to the Dean of Students Affairs in February 2015. The results revealed that 85% of students thought that the space did not provide the necessary physical resources they needed. They recommended increasing the number of microwave ovens to heat food, tables, chairs and Wi-Fi service. By the beginning of the first semester of the academic year 2016-2017, five additional microwave ovens (out of three), in addition to more lighting and tables and chairs, were identified as improvements in the area according to the needs of students submitted by the Council. In the 2015-2016 academic year, various student representatives met with the director of the Library to present the results of a survey conducted last year (2014-2015) on the services offered by the university library. The purpose of the survey was to improve the

services and extend library schedule during the final exams period. During the final exams period (December and May) of the 2015-2016 academic year the Library incorporated an extension of the service timetable following the request made by the students (See Exhibit 5.18).

Institutional Identity: Alma Mater. The Office of the Dean of Students Affairs coordinates most of the institutional activities aimed at recruitment and retention of students, the development of the sense of belonging and *Alma Mater*. Activities, such as open houses, in collaboration with the Admission Office, farewell to graduating classes, welcome to new students, among other social activities contribute to achieve the institutional mission.

In the past two year the deanship has consistently used the symbols representing the UPR-Cayey, such as the official seal, its official colors red, white and green; the UPR-Cayey mascot CUCO, the Tricolor Bull image, and the Solar Clock. In official activities they receive free t-shirts where the CUCO image and institutional colors stand out. The institutional colors on the uniforms of student athletes are represented. Since 2015 farewell activities of the graduating class and the graduation activities are evaluated (See Exhibit). These assessments resulted in the integration of the honor medals *cum laude* and *magna cum laude* and distinctive tassels, where the seal are distinguished, the institutional colors and the Solar Clock.

The survey of the farewell activities of the graduating class for the past two years (2015 and 2016) revealed that over 70% considered the information provided was excellent. In relation to graduation day, the survey reveals that 69% considered the overall organization of the activity to be excellent vs. 48% in 2015, the awarding of diplomas was considered excellent 73% vs. 32% in 2015, and over 69% considered the traffic coordination and safety, as excellent (See Exhibit 5.2). All these efforts have helped to reaffirm student identity as Toritos and Toritas of UPR-Cayey.

Alumni Office. The Office of Alumni is responsible for finding ways to continue this relationship and to design and strategize the potential of alumni for the purpose of fundraising, as is described in Chapter 3. The alumni office keeps an updated data-base of its alumni, sponsors social events, and informs the University about distinguished alumni. Their online presence in the University website, contains links to all UPR events, so they contribute to the potential networking that is mutually beneficial to current students as well as to alumni in the community.

Artistic Institutional Groups. The institution stands out artistically through student participation in the Concert Band and the Choir of the UPR-Cayey in official activities within and outside the campus. These groups are an alternative for talented students who want direct experiences with the art of music.

The Choir is composed of 68 students and has participated in local, national, and international activities, such as: Festival Voces de Altura (Quito, Ecuador 2015), Edición 37ma del Festival: El Canto Coral Hermana a los Pueblos (Guayaquil, Ecuador), XV Festival Coral de Medellín José María Bravo Márquez (Colombia, julio 2015), XV Festival La UPR Canta en el Teatro de la UPR en Río Piedras (May 2015), in addition, they collaborate with the Concert Choir of UPR Arecibo and Medical Sciences to participate in the concert series *Entre voces al Alma Mater*, with presentations at the prestigious Pablo Casals Symphony Hall in San Juan, and the *Festival de Navidad*, respectively. The Choir has been recognized by the media and public figures in Puerto Rico for their career and artistic performance.

The Concert Band is composed of 64 musicians, which are also part of other music groups, such as Conjunto de Metales, Conjunto de Cañas y Batucada, and a color guard group. They have participated with local groups, such as Junte de Bandas Escolares from the public education system to promote music programs and to motivate and encourage them to fill out the application for admission to the UPR-Cayey. The Band also presents the Christmas and spring concerts, Justas LAI, Graduation, and UPR-Cayey activities. Their performance quality has been highly praised by both the university community and the general community. They have performed with the most outstanding vocalists of Puerto Rico.

Bookstore and Cafeteria Services. UPR-Cayey recognized the need to provide cafeteria and book-store services to its students, in part because of the geographical location of the campus and in part because it is a necessary component of university life. The services are provided by contractors who submitted proposals via auction, as is mandated by the Government of Puerto Rico. The cafeteria services provide a varied selection of food. Their schedule provides nourishment between the hours of 7:00 am and 5:30 pm, Monday through Thursday, and Friday from 7:00 am to 4:30 pm. If there are special activities over the weekend, the cafeteria services may be directly contacted and working hours are set up for this purpose. The bookstore works in coordination with academic departments in order to supply textbook and class manuals readily on campus. Their working hours are 8:00 am to 5:00 pm and on the two first weeks of class they are open on Saturdays.

Safety and Security. The Security Office of the University offers 24- hour security to the campus, as well as directing traffic and handling safety and security emergencies. Their protocol for handling emergencies, mitigating crime and ensuring a safe campus to all constituents and visitors is available on the University website: http://cayey.upr.edu/decanato-de-administracion/oficinaseguridadyvigilancia/. The mission and vision statements of the Security Office express their commitment to the wellbeing of all constituents of the university in matters of safety, security and respect for harmonious co-existence on campus.

Findings

As a result of assessment and coordinated actions, the following findings and ensuing changes have been made, related to Standards 8 and 9:

1. Student mentoring initiatives need to be more widespread and available to a higher number of students to ensure that all students receive the support they need. Component 3 of the Title V program is designed to strengthen mentoring for incoming students during the transition process to university life.

2. There is a continued commitment to attracting students from the region, providing opportunities for success to students from diverse socioeconomic backgrounds, and striving to integrate diverse styles of learning

3. We have a vibrant representation of students in university activities that is reflected in the participation of athletes in the sports offered, in the more than 50 student organizations and the inclusion of the Student Council in the deliberative bodies: The Academic Senate, the Administrative Board and in the Academic Departments. The increasing *alma mater* spirit is observed in the increase of the use of the symbols that identify UPR-Cayey, in the attendance in university activities, and in the satisfaction survey of graduates. (See Exhibit 5.19).

4. The Institution faces a possible continued decline of population and hence will have to review its recruitment strategies to maintain the population it aspires to attend and to attract future students from other regions within Puerto Rico and internationally.

NEXT STEPS

1. Continue to promote academic and student activities that increase the opportunities to achieve their academic and personal goals.

2. UPR-Cayey must continue to support the Title V initiatives that integrate processes and services that address academic, educational needs and strengthen the academic culture of effectiveness by improving the campus freshman experience.

3. Coordinate the integration between the Deanship of Students Affairs and Alumni Office initiatives for a strong sense of identity into the new UPR-Cayey Strategic Plan 2017-2022, so that all the

efforts directed at recruitment, fundraising, and retention may work in the most integrated form possible.

4. In order to guarantee excellent support services, the instruments for an assessment-based culture of improved services for students throughout the campus should be coordinated with AIRO.

5. Establish an online enrollment process that will provide the students with easy access to the academic offering. The institution will emphasize in technologies that increase efficiency. The Registrar's Office will coordinate this effort. A report is due in April 2018

6. Become active and committed in the promotion of UPR-Cayey as an ideal destination for the pursuit of higher education in Puerto Rico in order to attract the best students from Puerto Rico, the Puerto Rican diaspora, the Caribbean and South America.

CHAPTER 6: CONTINUOUS IMPROVEMENT

STANDARD 7: Institutional Assessment -The Institution's assessment process has been in constant development in order to evaluate its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

STANDARD 14: Assessment of Student Learning- Assessment of student learning demonstrates that, at graduation, or other appropriate point, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

Introduction

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 further evidenced in Chapter 4 by the diverse accrediting agencies that oversee performance indicators for academic programs, student achievement, and assessment of the values that each program sets forth in their mission statements. First and foremost, however, the heart of UPR-Cayey's assessment practices is in its commitment to the institution's Mission and Goals.

UPR-Cayey's Assessment Process

The UPR-Cayey has thoroughly documented and evidenced its development and implementation of 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 through its 2010 Periodic Review Report and its 2011 Monitoring Report to the MSCHE.

 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, as evidenced in Chapters 3, 4 and 5.

The following documents evidence the assessment initiatives that guide the decision –making process at UPR-Cayey and that are in place at both the systemic level as well as at the campus level. These documents are:

> *Ten for the Decade 2006–2016: An Agenda for Planning*: This document established the UPR systems strategic planning efforts at both the system level and intended to guide the strategic planning efforts at each campus. It defines the 10 key 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) under which the UPR-Cayey Planning and Budget Process is organized, as well as its triennial *Institutional Achievements and Challenges Report* (http://cayey.upr.edu/wp-content/uploads/sites/10/2016/09/Diez_para_la_Decada_Agenda_para_la_Planficacion__2006-2016_Final.pdf).

> *UPR-Cayey Declaration of Mission, Goals and Objectives* (2006): Establishes the institution's four Key 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. See Chapter 1 for a detailed discussion.

UPR-Cayey Strategic Plan 2006-2016: 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. (Appendix B)

UPR Cayey's Institutional Assessment Plan (*2002*) (Appendix EE): Provides the theoretical underpinning as well as operationalizes UPR-Cayey's current Institutional Assessment Process.

As of 2007, the Assessment and Institutional Research Office (AIRO) has furthered defined the Assessment and student learning process by means of a working document titled, Institutional Assessment Roadmap (2007; see Figure 6.1. The document is a graphical depiction of the Institutional Assessment Plan which serves as a routine update to the institution's assessment processes for increased effectiveness and renewal. It has also been used to explain assessment processes at all levels of the institution and helps guide: (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.
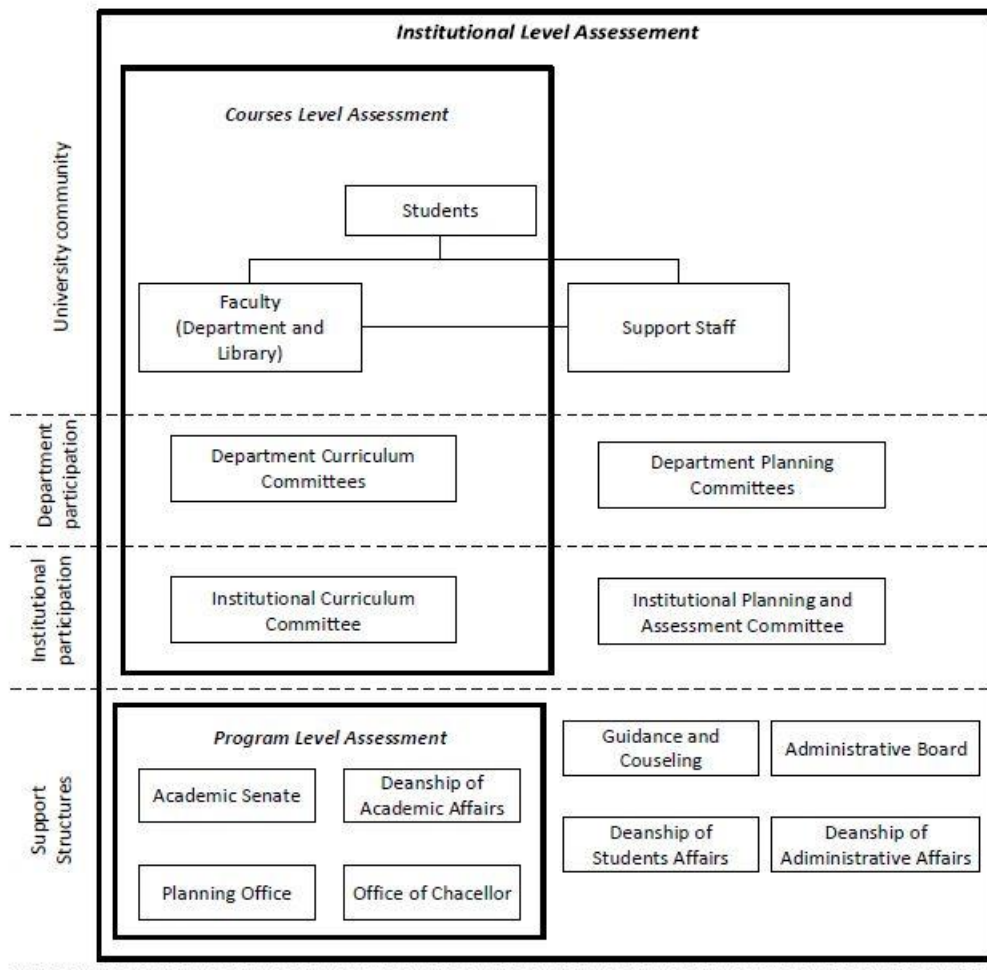
The Institutional Planning and Assessment Process is clearly depicted in Figure 6.1.

Figure 6.1. *Institutional Planning and Assessment Process*
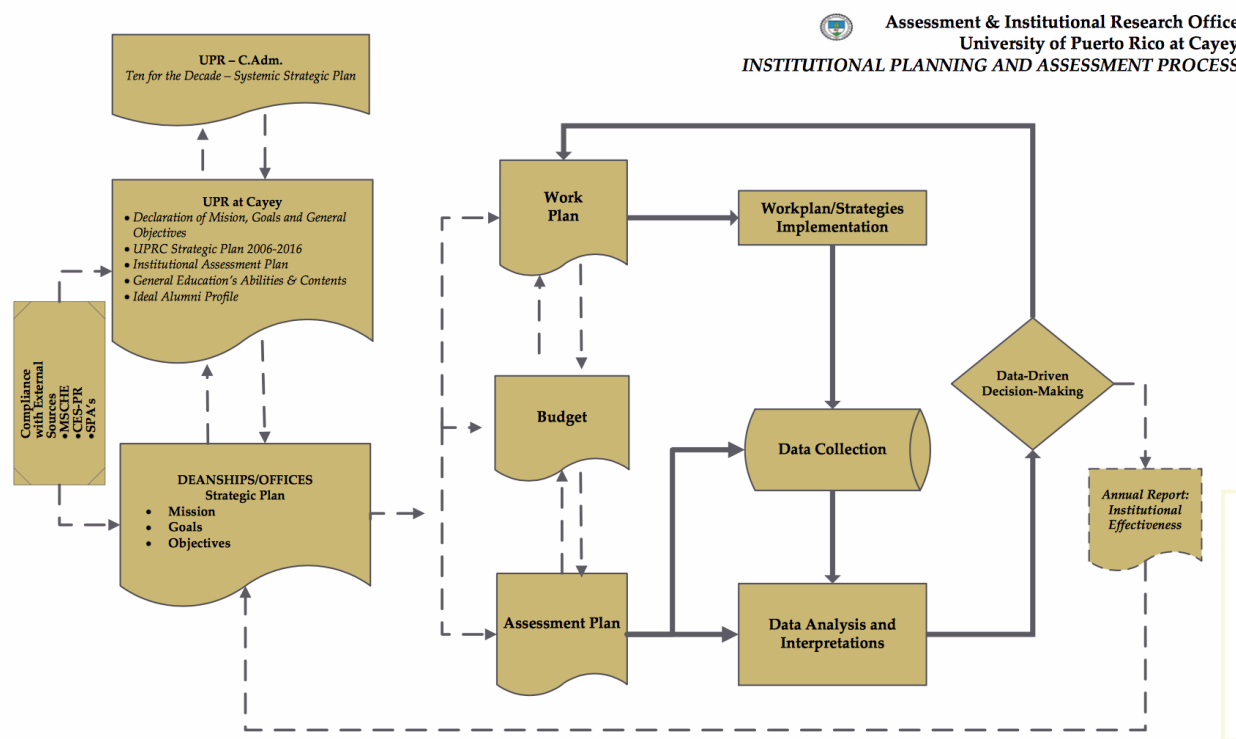
As stated in the UPR-Cayey Institutional Assessment plan (Appendix EE) the assessment structure seeks to promote a collective responsibility in regards to effectively applying assessment results. The structure design is contingent on the leadership role played by administrative/academic management as they insert assessment processes in the routine agendas of committees, deanships, department and offices (see Figure 6.2).

Figure 6.2. *Administrative Structure for Assessment Plan Implementation*

The model itself informs the assessment process at the institutional level and the involvement at different stages of the assessment process. The plan also places a lot of the initiative and responsibility at the leadership level. The best way to illustrate UPR-Cayey's model is to examine the Assessment of academic programs. It is UPR-Cayey's starting point in the assessment process since the academic mission and goal is at the center of our mission. As such all services and programs revolve around the UPR-Cayey core mission (See Chapter 1).

Key Assessment Areas

The UPR-Cayey Institutional Assessment Plan emphasizes three principal areas for the establishment of goals and implementation of assessment activities:

- Area I - Excellence in Undergraduate Programs
- Area II - Services, Resources, Policies and Structure, and

● Area III - Institutional Projection and Prestige

The data collected in the three areas produce a coordinated effort at providing quality data for effective decision making. Assessment results and its use for the improvement of services, resources, policies and structure (Assessment Area II), as well as Institutional Projection and Prestige, have been thoroughly documented and evidenced in the initial chapters of this Self Study. The current Chapter will focus on the assessment of excellence in undergraduate programs (Area I). For further data about Assessment Area II, Services, Resources, Policies, and Structure, please refer to Chapter 5. Evidence of Assessment Area III - Institutional Projection and Prestige is found at the end of the chapter, while other useful findings of Area III may be found in Chapters 1, 4, and 5.

The assessment model proposed in the Institutional Assessment plan establishes the following structure when assessing all three areas: 1) What is being assessed, 2) Dimensions of assessment, 3) Effectiveness Indicators, 4) Strategies, 5) Who is responsible for the assessment, and 6) Sources of Information.

Area I: Excellence in Undergraduate Programs

As documented in the *2011 Monitoring Report to the MSCHE*, 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* (Appendix D).   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 6.3. *Key components of the UPR-Cayey General Education Model*
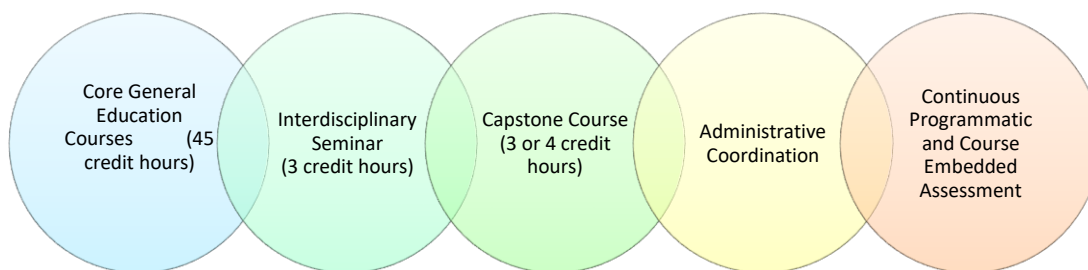
The assessment model for General Education, on the other hand, establishes four key transition points in which the model's effectiveness will be assessed: Phase I – Entrance; Phase II – Midpoint (upon completion of 60 credit hours); Phase III – Senior's assessment; Phase IV – Summative programmatic assessment. 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.

In October 2015, the Academic Senate reviewed the May 2015 *Report on the UPR-Cayey General Education Model, a Five Year Trajectory 2009-10 thru 2013-2014.*

The General Education Model's Assessment 2015 Report (GEM-AP) exemplifies assessment based-decision making as it:

1. Offers a mechanism capable of identifying strengths and areas for improvement in offering a diverse and innovative curriculum which integrates technological and social components, along with an international and interdisciplinary perspective.
2. Serve as the foundation for data-driven decision-making, the development of instructional strategies, and for outlining work plans to further improve the model.

Finally, the report offers insight as to the assessment tools used over the last five years to assess the GEM, as summarized in Table 6.1.

Table 6.1. *General Education Assessment Tools*

| Students Assessed	Instruments	Measure of Student Learning	Description
Freshmen	Entrance Survey on General Education Abilities and Contents	Indirect	Assesses students knowledge and skills as related to the General Education Model upon entry.
Students enrolled in Interdisciplinary Course – INTD 3027	Entrance Survey	Indirect	Designed to understand students'motivation for selecting the course and their expectations.
	Midterm Survey	Indirect	Designed to understand students'motivation for selecting the course and their expectations.
	Exit Survey	Indirect	Designed to gather insight regarding experiences and knowledge acquisition as a result of the INTD3027 course.
Seniors	Exit Survey on General Education Abilities and Contents	Indirect	Designed to gather insight regarding experiences and knowledge acquisition as a result of the entire General Education Model.
Capstone Courses	Rubrics	Direct	Faculty design Student Learning Assessment Rubrics as direct measures of gathering students' skills, knowledge, and abilities stemming from their participation in the UPR-Cayey General Education Model; it also serves as a mechanism for identifying programmatic strengths and areas for improvement.

Students Assessed	Instruments	Measure of Student Learning	Description
Faculty	Ability and Contents Rubrics	Indirect	Rubric developed to aid in the assessment of student learning and to develop a uniform assessment tool to be used across all courses
	Assessment Instrument for Core Courses	Indirect	Instrument serves as a compilation of the mechanisms faculty document assessment initiatives to measure students acquisition of the General Education Model's Core Competencies.
	Faculty Survey	Indirect	Survey aimed at gaining Faculty's opinion related to the General Education Model.

The study itself revealed key insight as to faculty perception of the student population they serve at the General Education stage with particular focus on student's knowledge of the *abilities and content*, a key component of the UPR-Cayey strategic plan. The study also considered important qualitative measures (p.69) such as focus groups, discussion groups, and symposiums. By doing so the institution benefits from an increased interaction between faculty and students discussing the subject of assessment, and thus proliferating an understanding of its importance, rapid data-gathering of student needs, and opportunities of improvement through the discussion process.

The study concluded with the strength and limitations of the General Education Model. Some interesting qualitative findings were obtained during the *Senior Exit Survey, which revealed that:*

1. According to Senior Students assessed through 2014 (n = 448), at least 83% perceived that they had developed all the core competencies of the UPR-Cayey General Education Model.
2. Students do not perceive a direct link between the General Education Model and their academic programs, despite more than three fourths of them stating that they have developed the Model's Core Competencies.
3. Overall, written communication and information literacy are the core competencies consistently perceived (over 90% throughout the years) as most developed among Seniors (See Figure 6.4.).

Figure 6.4. Senior Exit Survey regarding General Education Core Competencies Developed
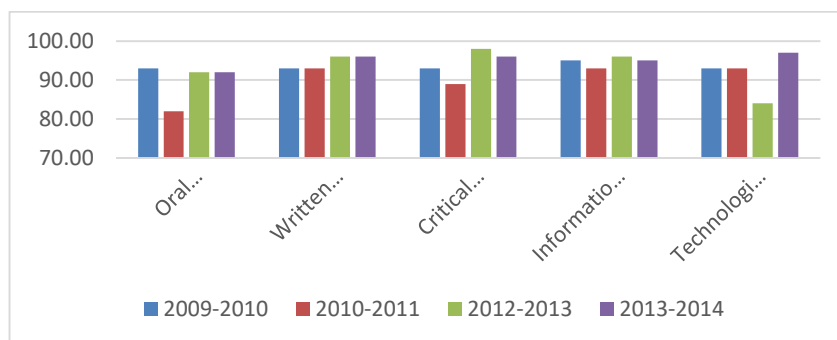
The study shed light on a key component of the GEM, interdisciplinary experiences. In the last five years, fifteen different INTD 3027 (An Interdisciplinary Course covering a broad range of interdisciplinary topics)

course syllabuses have been developed. The study concluded that in order to address the needs of the nearly 750 freshmen that arrive at the UPR-Cayey on an annual basis, the amount of INTD 3027 courses must be increased and diversified, specifically addressing subject matters such as quantitative reasoning, health, the natural world, self-care, and team work. Nevertheless, these core competencies are developed throughout the curriculum in courses other than INTD 3027 (see Figure 6.5).

Figure 6.5. *Percentage of INTD 3027 courses addressing General Education Core Competencies*
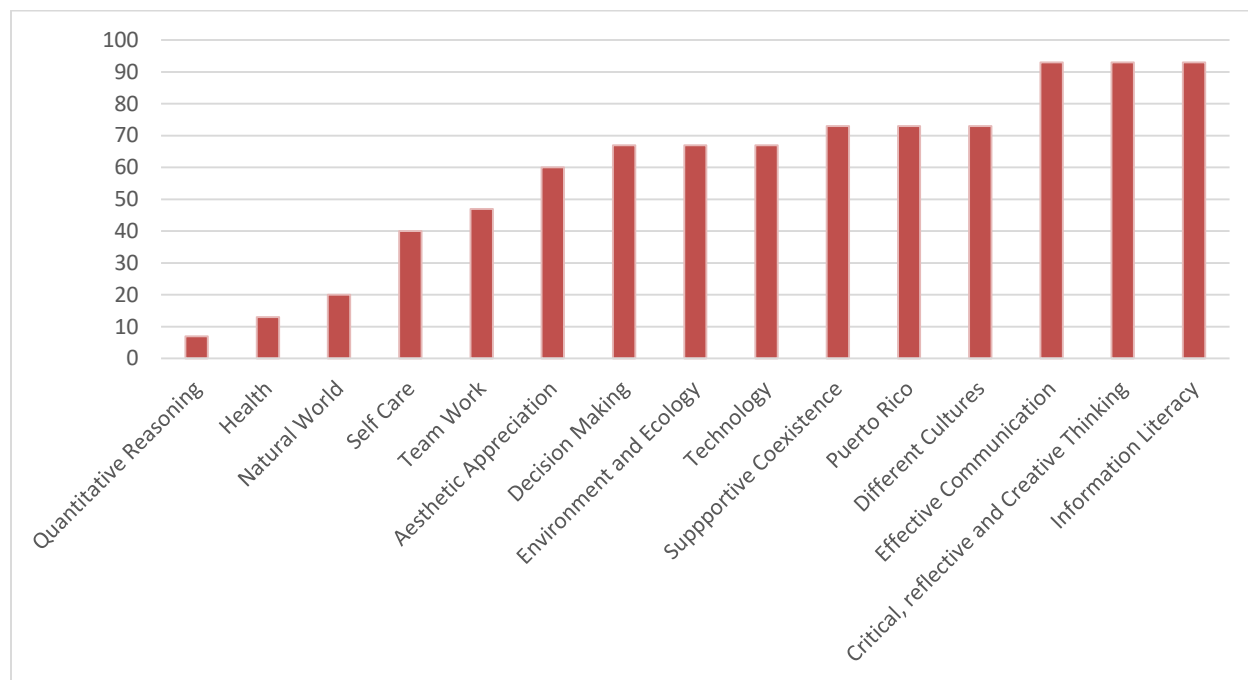
After a detailed review and discussion regarding the May 2015 *Report on the UPR-Cayey General Education Model, a Five Year Trajectory 2009-10 thru 2013-14*, the Academic Senate certified the following recommendations (Appendix E):

1. The Interdisciplinary course must be offered to second-year students. Due to academic program requirements, the majority of students opt for registering in the course after the third semester.
2. The Abilities and Content Document needs to be revised. It is a document from the year 2001, and it must be updated to reflect social and economic changes. Therefore, the Institutional General Education Committee will review and submit recommendations to the Academic Senate in 2018.
3. The assessment of the abilities and contents of general education results must be shared with the community in a timely manner and made available to all the academic program curriculum committees.
4. In order to maintain data readily and continually updated, the established assessment cycle is to be revised biannually as opposed to a quinquennial review.
5. The Institution will enhance the administrative structure of data collection and analysis to further support the continued assessment of the General Education Model.

These findings were presented and discussed at the Academic Senate level and with department chairs who in turn presented such findings to each department member.

Level 2: Programmatic Assessment

Accreditation Agencies

In 2014, as a result of reviewing all programmatic accreditation requirements and the need to gather continuous information on institutional effectiveness for all academic programs, the Deanship of Academic Affairs determined that all programs would undergo the Program Review Process established in the Board of Trustees' *Guide for the Assessment of Academic Programs in the UPR* (Certification 43, 2006-2007), along with complying with accreditation procedures. The evidence gathered signaled that relying solely on specialized accreditation processes limited gathering key institutional effectiveness indicators used to assess all programs. Furthermore, not all programs are subject to accreditation hence using Certification 43 allowed for a data-based means of evaluating program effectiveness as well as support services. Thus, academic programs at UPR-Cayey are rigorously assessed following the aforementioned instances (Figure 6.6).

Figure 6.6. *Instances of Program Assessment*
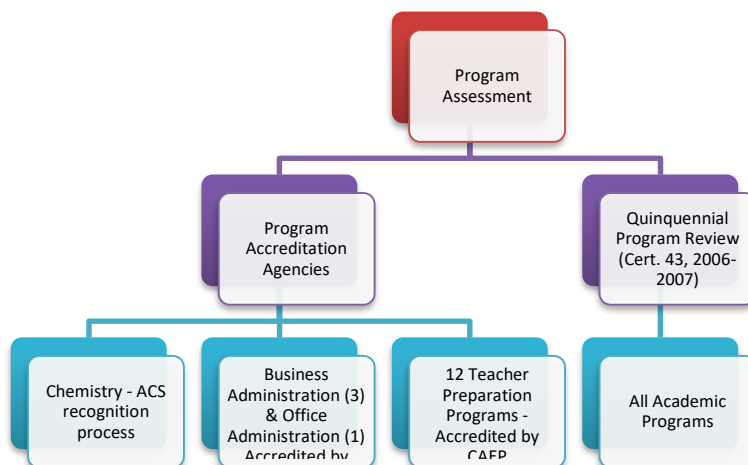
To further ensure the rigor of the curriculum and educational excellence, the institution has demonstrated through the results of the accreditation process and program review a culture of continuous assessment. Table 6.2 outlines the programs which have undergone accreditation. The key assessment areas of each accreditation agency may be found in Exhibit 6.1).

Table 6.2. *Programmatic Review Status*

Program and Periodic Review	Accreditation, Assessment Result and UPR-Cayey Actions
Bachelor of Arts in Elementary Education -Spanish	2010 – 2017 CAEP Accreditation Spring 2017 Accreditation Visit ACEI recognition with conditions
Bachelor of Arts in Secondary Spanish	2010 – 2017 CAEP Accreditation Spring 2017 Accreditation Visit

Bachelor of Arts in Elementary Education-Mathematics	2010 – 2017 CAEP Accreditation Spring 2017 Accreditation Visit ACEI recognition with conditions
Bachelor of Arts in Elementary Education- Special Education	2010 – 2017 CAEP Accreditation Spring 2017 Accreditation Visit CEC-SPA Recognition
Bachelor of Arts Secondary Education-English	2010 – 2017 CAEP Accreditation Spring 2017 Accreditation Visit TESOL Recognition in process
Bachelor of Arts in Secondary Education- Natural Sciences	2010 – 2017 CAEP Accreditation Spring 2017 Accreditation Visit NSTA Recognition
Bachelor of Arts in Elementary Education-Natural Sciences	2010 – 2017 CAEP Accreditation Spring 2017 Accreditation Visit ACEI Recognition
Bachelor of Business Administration-Management	Accredited by ACBSP since 2011 Annual Quality Assurance Reports Submitted Program Review in Progress
Bachelor of Business Administration-Accounting	Accredited by ACBSP since 2011 Annual Quality Assurance Reports Submitted Program Review in Progress
Bachelor of Business Administration-General Program	Accredited by ACBSP since 2011 Annual Quality Assurance Reports Submitted

In addition, Table 6.3 provides an overview of the programs that have been evaluated using Certification 43, (BT 2006-07).

Table 6.3. *Academic Programs Approved by the Academic Senate* (Appendix FF)

Certification	Year	Program
50	2008-2009	General Psychology
64	2008-2009	Psychology and Community Mental Health
18	2010-2011	Mathematics, Biology and Hispanic Studies
17	2015-2016	English
51	2015-2016	Natural Sciences
56	2015-2016	Hispanic Studies
74	2015-2016	Social Sciences General Program
15	2016-2017	Sociology
23	2016-2017	Chemistry

Under this initiative it is important to note that the Sociology program was evaluated and assessed for the first time in 40 years. These processes respond to the UPR Strategic Plan, Ten for the Decade, specifically that the UPR system must promote a culture of assessment.

A program evaluated under Certification 43 must provide evidence and data on the quality of teaching, research and services based on data results and that these results guide the department and program priorities and action plans at both a short and long term basis. All aspects of the academic programs, curriculum, faculty, workloads, credit distribution as well as student related aspects such as learning spaces and services offered in addition to fiscal considerations are important criteria. More Importantly, the programs potential in terms of job hiring are considered and discussed in these studies. For example, the chemistry program assessment demonstrated that the amount of jobs in the field of chemistry has been stable for the past five years and that among all the science degrees offered by UPR-Cayey, Chemistry is an area of high demand in the local job market (see page 14, Program Evaluation Report, BS in Sciences with a major in Chemistry, Certification 23, AS, 2016-17). This ultimately informed the administration when deciding which faculty positions to fill.

As a result of the program assessment process, the results allowed for the administration to develop a faculty recruitment proposal that was then presented to the Academic Senate and approved at this level. Since the program assessment included evaluation of the faculty balance required to adequately meet program demands, UPR-Cayey, was able to place the limited open positions into the departments that justified the need based on the program review.

An executive summary of the program assessments is then sent to the University Board. Consequentially, the UPR President presents these finding to the Board of Governors. Hence, the results of the assessment process go beyond the campus and are presented to other governing bodies.

Level 3: Course-Embedded Student-Learning Outcome Assessment

The UPR-Cayey recognizes the importance of assessing learning outcomes as a measure of excellence in every course. Multiple course embedded student learning assessment initiatives are integrated across the academic departments. Table 6.4 summarizes the initiatives underway, while detailed findings and data-driven decision-making processes are documented through the Student Learning Assessment Inventory Reports.

Table 6.4. *Assessment Measures used in the University of Puerto Rico at Cayey*

Department	Measures	Description of Measure
Teacher preparation programs	· Study cases · Movie analysis · Scientific research in classroom	Case Study: The study of a specific real-life situation or imagined scenario, used as a training tool. Movie analysis: is the process in which a film is analyzed in terms of scenery, cinematography, sound, and editing. Scientific Research: a process where the students select a theme to investigate and develop a research proposal, including collect and data analysis.
Physical Education	· Portfolio · Checklist · Minute paper	Portfolio: a compilation of student work assembled for the purpose of evaluating the academic objectives and quality of their job. Checklist: a list of things to be done Minute paper: Is used at the end of any topic to provide rapid feedback.
Business Administration	· Pretest-Posttest · Research Projects /Investigations · Systemic Test	Pretest/Posttest- A measurement of learning used to compare the students before in pretest and after class experience in posttest. Research projects/Investigations - a process where the

		students choose a topic to investigate, and develop a research proposal, including collecting and analyzing data. Systemic test- same test used by different campuses of the UPR to compare learning objectives.
Technology and Administration Office	· Reflective Journal · Open questions · Minute paper	Reflective Journal - a personal record of students' learning experiences. Open questions - likely to receive longer answers. Minute paper: Is used at the end of any topic to provide rapid feedback.
Hispanic Studies	· Evaluation of a critical report · Self-assessment listening skill · Preparation of instructional modules	Critical report - is the summary and evaluation of the ideas and information in an article. It expresses the writer's point-of-view. Self-assessment of the listening skill – ability to understand the message correctly Preparation of instructional modules – students will develop the skill to create learning strategies through modules.
English	· Satisfaction survey · Process writing · Essays · Rubric	Satisfaction survey –Process of discovering whether or not our students are satisfied with the services received. Process writing is the series of sequential steps a writer follows to record experiences and observations. Essays – a short piece of writing on a particular subject. Rubric – an attempt to communicate expectations of quality around a task.
Humanities	· Pretest and Posttest	Pretest-Posttest- A measurement of learning used to compare students before in pretest and after class experience in posttest.
Social Sciences	· Essays and Rubrics	Essays – a short piece of writing on a particular subject. Research projects in capstone courses are assessed with detailed rubrics which are discussed with students and are used to document and evidence knowledge and skills acquisition.
Chemistry	· Oral presentation · Open questions · Writing Skills · Laboratory reports · Test	Oral presentations – used to disseminate knowledge of a particular topic. Open questions - likely to receive longer answers. Writing skills – grammar skills use to assure that the message is delivered with clarity. Laboratory reports - provide a formal record of an experiment. Coordinated exams
Mathematics/ Physics	· Quizzes · Reflective Journal · Discussion forums	Quizzes – short knowledge tests administered to students. Reflective Journal - a personal record of students' learning experiences.

		Discussion forums – a discussion where conversations of a particular topic can be held.
Biology	· Critical analysis · Field trips · Focus groups · Debates . Test	Critical analysis - subjective writing that expresses the writer's opinion. Field trips - a trip taken by students to study a particular topic. Focus groups - a diverse group of students that participate in a guided discussion about a particular topic. Debates - a formal discussion on a particular topic in a public meeting. Coordinated exams
Natural Sciences	· Laboratory reports · Quizzes · Critical analysis	Laboratory reports - provide a formal record of an experiment. Quizzes - a short knowledge test administered to students. Critical analysis - subjective writing that expresses the writer's opinion.

Student Learning Outcomes, Knowledge and Skills Assessment Across the Curriculum

The UPR-Cayey ensures that all course work fulfilling its academic offerings lead to the development of the expected student learning outcomes, as well as to the development of the discipline specific knowledge and skills that are to be developed. The institution's effectiveness in carrying out this process relies primarily on the Faculty, Curriculum and General Education Committees.

Both committees continuously assess master syllabuses for each course created and offered to ensure that outlined contents correlate with UPR-Cayey learning outcomes established at the institutional and program levels, as well as those developed by the General Education Committee. The approved master syllabus is submitted to UPR Central Administration for the purpose of accrediting transfer credits between the UPR Units. The UPR-Cayey requires that the first two pages of the master syllabus (known as the student syllabus), be discussed with students during the first meeting of the semester (Appendix G). Emphasis related to the learning outcomes must be made as well as the assessment tools. A copy of the student syllabus is submitted to the department head as evidence of the fulfillment of this requirement. The number of faculty that submitted the student syllabus on time fluctuates from 90% to 95%.

An example of the student learning outcome cycle, for example found in the Chemistry Department Report, finds that the Department's Assessment Plan has allowed the identification of areas of improvement, such as working to raise the scores of students on standardized tests, as mandated by the American Chemical Society, among other specific strengths and weaknesses. The detailed account may be found in Exhibit 6.2.

The English Department's Assessment Plan creates a cycle for the stages of the completion of the B.A. in English, by assigning performance measures at two distinct stages: Mid-Career and Capstone. Both require an assessment portfolio and an assessment conference to comply with the following:

Majors who complete the program will be able to:

1. read, interpret, and critically analyze a broad range of texts
2. express themselves effectively in reflective, persuasive, and analytical modes of speaking and writing

3. demonstrate their knowledge of:
   - current theories and concepts associated with literary studies and linguistics, including interdisciplinary approaches to the study of English
   - historical traditions of literatures and cultures in English, as well as more contemporary and emergent movements
   - the socializing force of language and the uses of literature and language in a variety of English-speaking communities
4. conduct research, using a variety of appropriate information technologies; and
5. produce work that demonstrates an awareness of social responsibility

Likewise, the examples provided by the assessment measures undertaken in the Department of Education, which hosts 9 academic Teacher Education Preparation Programs, has led to an improved sense of the assessment cycles related to the program's objectives, and the decision making that ensues from findings. These examples are found in Exhibit 6.3 Changes Chart

However, the UPR-Cayey faculty has identified the need to improve evidence of data-driven decision making with regards to student learning outcomes and has therefore begun a process of establishing improved instruments for data gathering, and analysis that can clearly show how assessment cycles produce useful findings and form part of the constant program review, curriculum renewal, staying up to date with the changes and needs of student learners and the institution's mission and goals.

Assessment Area II, Services, Resources, Policies, and Structure

Assessment Area II provides 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. They are highly dependent on the results of Assessment Area I and share assessment strategies, while providing most insight to institutional compliance with MSCHE Accreditation Standard 7. The UPR-Cayey continuously assesses its policies, procedures, and administrative structures in order to provide the best possible services to its students and excellence in all of its endeavors. The practices followed highlight best practices where assessment initiatives have led to enhanced student services and institutional processes. In depth details of these best practices, as well as other initiatives, are provided in Appendix EE and Chapters 1 to 5.

Area III - Institutional Projection and Prestige

According to UPR-Cayey's assessment plan, this area focuses on three dimensions: 1) The projection of the UPR-Cayey to other universities (publications, conferences and other key events where faculty and students represent the university), 2) How the institution projects itself to the community and 3) how the University projects itself to future employers and professional associations. The indicators fitting to the plan, are admission rates, activities that have had a national or international impact, publication and research of national and international relevance, honor and awards received by the student, faculty and non-teaching personnel, graduate school admissions and employability of our graduates. While most of the indicators in this particular area have been addressed in the self-study, it is important to note how UPR-Cayey has expanded its current initiatives to continue addressing this key area.

Institutional Projection. The main emphasis in this area revolves around the contribution of the academic community. For example, Chapter 4 (page 39) references the amount of publications that our faculty has produced. Yet, the Institute of Interdisciplinary Research (IIR) has been able to add further dimensions when it comes to making the publications known to the academic community and the municipalities the UPR-Cayey serves (Central Western Municipalities) (Exhibit 6.3). First, the IIR has placed on their web page faculty publications (http://portalwww.cayey.upr.edu/iii/Publicaciones). Furthermore, the institute published a research publication (Cuadernos) where research generated by the institute and covering a broad range of interdisciplinary topics is made readily available. Yet, the institute also celebrate a regional

outreach activity where the director of Census Information and the Institutes biostatistician share the socio-economic profiles of the municipalities that compose the central-western region.   Municipalities send their planning office officials and even mayors attend to obtain relevant data regarding their specific municipalities (Exhibit 6.3)

The UPR-Cayey web page also has incorporated an important publication tool (http://cayey.upr.edu/publicacionesfacultad/).   The Informatics Office, specifically the center for online technologies and academic support, has developed an online database allowing all faculty member to upload the publications and important research they have carried out. This has greatly served as a powerful data tool.

Finally, the IIR has played a key role in developing research and keeping key statistics. According to their statistics, between 2006-2014 the IIR was "able to increase the number of faculty doing research from 7 to 54, and the number of students engaged in research from 8 to 481. Faculty from the Sciences, Arts, and Business Administration published 81 peer- reviewed articles, offered 238 research presentations, and submitted 81 grants (57 to external funding agencies and 24 to UPR-Cayey divisions). Grant approval for external funding was 45.6% for this period.

Student Publications: As a result of our hiring policy which emphasizes faculty mentoring, we have seen an increase in the amount of student publications.   While a formal study has yet to be carried out, we can readily see a correlation between the faculty mentoring and the impact this has had on student scholarship if compared to student publications in previous years.   Furthermore, for the period between 2006-14, students' most important research products included oral and written presentations in epidemiology, psychology, anthropology, ecology, chemistry, microbiology, pedagogy, business administration, and humanities. Overall, during the period, 84% of students who applied to graduate programs were admitted (Godreau, Gavillán-Suárez, Franco-Ortiz, Calderón-Squiabro, Marti, Gaspar-Concepción*, Journal of Research Administration, VolumeXLVI, Number 2, Fall 2015* Exhibit 6.4*).*

Institutional Projection on Social Media

For the past three years, the UPR-Cayey has initiated and strengthened its social media presence. It uses its web page, Facebook, and twitter accounts to keep the university community as well as the external community (including alumni) abreast of current events, publications and all activities involving Cayey.   The chancellor's office has specialists who overview the media efforts at UPR-Cayey. A quarterly report is submitted and Return on Investment reports are sent (see Exhibit 2.5).

Reported measures of our online presence has shown a 100 percent organic growth, based on the fact that there is no economic investment in this promotion, and yet it generates likes and mentions in social media. At the start of Chancellor Medina's tenure, the UPR-Cayey web page had 6000 likes and an outreach of 13,000. According to a November, 1, 2016 media report, UPR-Cayey's Facebook page had reached 126, 480 people.   Much of the success has been due to real time coverage of important academic and cultural events. The Facebook page also serves as a news hub where all of our efforts that are covered by the press and news channels are placed on the page.

Figure 6.7. *Facebook Analytics* (October 2016-November 2016)
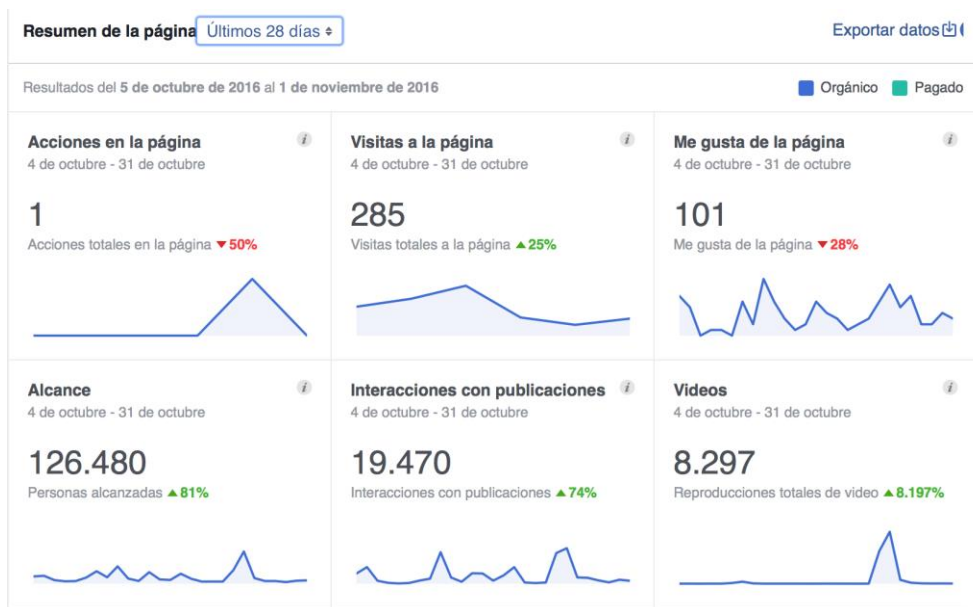
Our Twitter account was first created once Chancellor Medina took office (July 2014). Since its inception, 3,552 followers have joined. For the month of October, our twitter profile had received 3, 413 visits and had increased a number of 49 followers. These dimensions of assessment, while not a considered part of the institutional assessment plan, provide the institution with a proven assessment tool that provides real time analytics and allows us to consider the effectiveness of our outreach.

Findings

The UPR-Cayey has an Assessment Plan in place since 2002. The institution has successfully through the efforts of the AIRO office formulated a working document that has served to direct and represent further assessment efforts. While the Institutional assessment plan clearly places the assessment primary responsibility on the administration and leadership of the institution, The Assessment and Institutional Research Office plays an important support role. Nevertheless, the AIRO can and should play a greater role in coordinating not only the assessment areas as established in the Institutional Assessment plan but also needs a solid technological infrastructure that would allow it to provide timely data for the Institution's leaders.

The UPR-Cayey has followed and fully complied with its institutional assessment plan and approach, UPR-Cayey is evidently committed to using assessment as a strategy for continuous improvement. Furthermore, as established in the assessment plan each instance of leadership has developed ownership of institutional assessment processes. For this reason, assessment, an ongoing process, has expanded to a much more mature process at UPR-Cayey. As a consequence, assessment necessarily doesn't require one office to address the topic and serve as leader in the matter. While the institution has benefitted from having individual units running assessment procedures at each one, with key assessment leaders from each deanship meeting on a periodic basis discussing findings, actions, and results, the plan itself needs to be revisited in order to incorporate current means of assessment gathering. In addition, the technological structure for data gathering should tap into current trends in analytics. For that, training in such areas should be considered as well as expanding the AIRO capacity to delve and serve as support in these assessment efforts following the revisited Institutional assessment plan.

The self-study as a university-wide process led to the following additional findings in the areas of Institutional Assessment and Student Learning Outcomes: In order to strengthen the initiatives to gather course-embedded student learning assessment initiatives, the administration is currently assessing restructuring the Assessment and Institutional Research Officer (AIRO). The key indicators pointing at the need for this restructuring include: diminished response rate among faculty providing input through the Student Learning Assessment Inventory, lack of consistency among the data gathered by the AIRO and those used by the Deanship of Academic Affairs and other instances of data gathering, mainly due to the fact that there are different cut-off dates, data gathering sources, and interpretations; lack of connection between the AIRO and the academic constituents of the Institution.

NEXT STEPS

1. Expand the Planning and Assessment and Institutional Research Office to include and better organize the strategic planning efforts at UPR-Cayey. The proposed restructuring would incorporate the budgeting office as well as strengthening the Sponsored Programs & Research Office. This is in response to the financial state of the system. Thus, it becomes imperative that all activities that can generate funding and considered a crucial part of UPR Mission and Goals statement be carefully planned and integrated into the operational plan of the university.

2. Provide technological infrastructure that would allow the Planning and Assessment and Institutional Research Office to provide data based on current practices of analytics and other online based metrics.

3. Further reorganize the institutional researchers to better serve the institutional needs. For example, Infrastructure aspects that pertain to the planning and assessment and institutional research office be integrated and or coordinated with Dean of Administration in order to focus more on budgeting and institutional infrastructure development, aligned with other activities that are mainly under the purview of the Deanship of Administrative Affairs. The plan would entail that one of the Faculty Researchers will work in close affiliation with the Deanship of Administrative Affairs to carry out and lead all institutional research initiatives pertaining to administrative affairs such as financial projections, satisfaction with administrative processes, and program efficiency, among others.

4. Assign a Faculty Researcher to collaborate with the Deanship of Students Affairs, an area where institutional studies on student satisfaction with services, student life, and other student activities is a critical benefit from more online based methods and which can generate more accurate and real time data.

5. Appoint a researcher to collaborate with the Deanship of Academic Affairs, to aid in data gathering for institutional research, academic decisions, and accreditation initiatives under the purview of a Faculty Assessment Coordinator.

6. All three collaborative initiatives will meet and work together with the Faculty Committee for Assessment and Planning in order to serve as an advisory committee to the Chancellor.

7. Maintain the number of programs undergoing accreditation processes by Professional Accreditation Agencies.

8. Provide a stable communication system that allows faculty, administrators and staff to conduct real-time assessment. Thus, the Institution must evaluate the expansion and efficiency of its technology infrastructure.

9. Align the expected current student profile to ensure that the assessment process meets students' learning outcomes. There is a need of a structure procedure of annual data-gathering and analysis related to the student profile.