



**University of Puerto Rico** at Aguadilla

# *Middle States Self-Study Design*

November 2009

*Submitted to*

*Middle States Commission on Higher Education  
In partial Fulfillment of Reaccreditation Requirements*

*Submitted by*

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## **BACKGROUND INFORMATION**

The University of Puerto Rico (UPR) is a coeducational, public supported higher education system that offers undergraduate, first professional, five years, four years, and two years programs, as well as continuing education courses. The highest governing body of the University of Puerto Rico is the Board of Trustees. The Board formulates policy for the system, guides its development, allocate its budget, and appoint the President and Chancellors. The University of Puerto Rico, founded in 1903, is the oldest and largest university system in Puerto Rico. Is a system of 11 campuses, with approximately 65,118 students and a faculty of 5,468. On January 20, 1966 a new law reorganized the University of Puerto Rico granting complete autonomy to the Mayagüez, Río Piedras and the Medical Science campuses. During the period of 1966 to 1978 eight new campuses were established with regional impacts. In 1993, legislation was approved to create a Board of Trustees for the UPR that would take on the duties of university governance that were previously performed by the Council on Higher Education (CHE). CHE remains as the regulatory body for public and private universities in Puerto Rico.

The President of the University of Puerto Rico, with guidance from the University Board which he presides, coordinates the academic, administrative, and financial affairs of the University. Each of the eleven units of the University of Puerto Rico is headed by a Chancellor, who is its Chief Executive Officer. The Chancellor presides over the Academic Senate, the Administrative Board, and faculty meetings, exercising academic and administrative authority as stipulated in the 1966 University Law and the University of Puerto Rico By-Laws.

As part of the University of Puerto Rico system, the University of Puerto Rico –Aguadilla (UPR-Aguadilla) is committed in accordance to its mission:

“To provide educational alternatives, within the arts, sciences and technologies that respond to the economic, social, and cultural needs of Puerto Rico, particularly those of the northwestern part of the island. Academic options include programs at the baccalaureate and associate degree levels, professional certificates, and credit and non-credit courses for professional and technical development or personal growth.”

The UPR-Aguadilla total fall enrollment for 2008- 2009 was 3,036. Eighty- nine percent (89%) of the student population studied full time, 74% received financial aid, and 62% were female. Seventy-seven percent of the student body was enrolled in bachelor’s degree programs, 15% in transfer programs, and 5% in associate degrees. The rest are classified in other categories. The four-year programs with the highest enrollment are related to Business Administration (35%) and Biology (29%). The transfer programs with the highest enrollment are related to Social Sciences (54%) and Humanities (24%).

The student body is served by 202 non-faculty personnel and 183 faculty members. Eighty one percent of the faculty members are full-time employees of the institution, 64% of whom are tenured. Full time faculty distribution by rank is as follows: 22% are Full Professors, 19% Associate Professors, 27% Assistant Professors, and 33% Instructors. Seventeen percent (17%) of the full-time faculty members possess a doctoral degree.

## **NATURE AND SCOPE OF THE SELF-STUDY**

A close scrutiny of the Strategic Plans 2000-2005 and 2006-2011 clearly shows that the development focus of UPR-Aguadilla is centered on teaching and learning. It emphasizes program development as a function of societal needs and rests on academic assessment as the mechanism to ensure that all programs and academic initiatives are actually promoting learning and are in line with quality standards as set forth by external accrediting bodies. Accordingly, at present the Instructional Technology (IT) Initiative and the Accreditation Initiative are the two overall efforts that are having the most significant impact on the institution.

To sustain the IT Initiative, the institution has improved its network infrastructure and computing capabilities. Moreover, it has made significant strides towards developing effective faculty IT skills, and student IT skills have also received special attention.

Through the Accreditation Initiative, program assessment and revision is emphasized. The goal is to obtain external professional accreditation or validation of programs and services, in all instances in which such options are available. To date, the Business Administration Programs have attained accreditation from the Association of Collegiate Business Schools and Programs (ACBSP) and the Library has been recognized as being in substantial agreement with the American Association of Colleges and Research Libraries (ACRL) standards. Once the new library facilities are inaugurated in November of 2009, it will be in complete agreement. The Education, English, Office Systems, Electronics Technology baccalaureate programs, and the Professional Counseling Services are all moving toward professional accreditation status by fulfilling the standards of their corresponding accreditation agencies.

In light of the above, the UPR-Aguadilla has chosen to conduct a **comprehensive self-study with special emphasis on information technology for instruction and learning and professional program accreditation**. This design model enables an institution to appraise every aspect of its programs and services, governing and supporting structures, resources and educational outcomes in relation to institutional mission and goals, while maintaining particular focus in one or more areas of special interest. Thus the proposed design will provide the UPR-Aguadilla with an opportunity to assess the significant changes in the emphasis areas in light of its mission and chosen direction as expressed in its strategic plan.

## **SPECIFIC GOALS AND OBJECTIVES OF THE SELF-STUDY**

The goal of the Self-Study process is to evaluate the implicit and explicit priorities of our current curricular, co-curricular, institutional programs and practices in the context of our stated mission, goals and, objectives. Further, we intend to examine the extent to which our work at UPR-Aguadilla engages the areas of instructional technology and program accreditation, as well as the Middle States Commission on Higher Education (MSCHE) accreditation standards. In order to achieve these purposes, the following objectives have been established:

1. To identify strengths and weaknesses in reference to Middle States' accreditation standards, in partial fulfillment of reaccreditation requirements.
2. To use findings to engage in a proactive strategic planning process that will set the agenda for institutional improvement in the next three to five years.
3. To strengthen the scope and effectiveness of the assessment processes to support the analysis of institutional and educational effectiveness, in keeping within the Middle States accreditation standards.
4. To ascertain the impact of both the IT and the Professional Accreditation initiatives and further their advancement.
5. To make all members of the UPR-Aguadilla more knowledgeable about the institution in order to nourish their continuing commitment to its mission and goals.

## **ORGANIZATIONAL STRUCTURES OF THE STEERING COMMITTEE AND SUBCOMMITTEES**

In December 2008, the Self-Study Steering Committee was appointed by the Chancellor in consultation with the chair. In selecting the members the Chancellor used the following criteria:

- Organizational, communication, and leadership skills;
- Expertise in academic and administrative areas; sufficient breadth perspective to balance specialized knowledge.
- The ability to reach conclusions based on objective data.
- An opportunity to develop accreditation expertise in individuals new to the process.

The full Self-Study Steering Committee includes faculty, administrators, and students. All academic and major administrative divisions of the UPR-Aguadilla are represented. Experience is balanced; it includes both seasoned members of the academic community and some relatively new members.

### **Self-Study Steering Committee**

Sandra I. Pérez Rodríguez - Chair	Assistant Dean of Academic Affairs
José L. Arbona Soto	Chancellor
Jesús Lee Borges	Acting Dean of Academic Affairs

Pablo Ramírez Méndez	Dean of Students Affairs
Edna E. Hernández Bonilla	Dean of Administration
Damaris Hernández Cruz	Special Assistant to the Dean for Assessment and Accreditation
Olga I. Natal Ortiz	Director, Office of Planning and Institutional Research
Edwin Ríos Cruz	Executive Assistant to the Chancellor
Elba I. Román González	Director, Department of Counseling
Eileen Vega Pérez	Director, Budgeting Office
Ana E. Cuebas Irizarry	Director, Division of Continuing Education and Professional Studies
Candelaria Gómez Pérez	Director, Library
Luis Rivera Rivera	Director, Finance Office
Luis Álvarez Ruiz	Director, Human Resources Office
Carlos A. Jiménez Valle	Director, Office of Information Technology
Sylvia Castillo Calero	Director, Multimedia Educational Technology Center
Miguel González Valentín	Business Administration Professor
Evelyn Cajigas Ramos	Director, Office Systems
María Montes Remis	Mathematics Professor
José M. Planas Rivera	Natural Sciences Professor
Liza V. Jiménez Rodríguez	Natural Sciences Professor
Sonia Rivera González	Chemistry Professor
Olga I. Pérez Rivera	Social Sciences Professor and Academic Senator
Carmen I. Cabán Ramírez	English Professor
Evelyn Pérez Medina	Education Professor

Nery Lugo Ramírez	Humanities Professor
Leticia Ruiz Rosado	Spanish Professor
Awilda L. Meléndez Navas	Electronics Professor
Gladys Cruz Rivera	English Professor
Sara A. Paredes Vélez	Professional Counselor
Yaitza Méndez Badillo	President Student Council 2009-2010
John A. González León	Vice President Student Council 2009-2010
Delfin Cardona González	Student Council Member 2009-2010
David Y. Román Segarra	Student Council Member 2009-2010
Milagros J. Ruiz Bonet	Student Council Member 2009-2010
Mireni Concepción Alfonso	Student Council Member 2009-2010

The Steering Committee is responsible for coordinating all phases of the self-study process and providing the necessary leadership on campus. It has developed the self-study design and prepared charges for the sub-committees. It will adhere to the timetable as closely as possible, ensure public dissemination and discussion on the drafts of the Self-Study report and coordinate efforts to produce the final version.

Nine subcommittees have been organized based on the fourteen standards of the Middle States Commission on Higher Education. In several cases, related standards were grouped under one subcommittee. Each subcommittee will be coordinated by a member of the Steering Committee, chosen for his or her proven expertise or interest. This arrangement will provide for direct communication between the Steering Committee and the subcommittees. The subcommittees include faculty, students, and administrative staff, as appropriate.

## **CHARGE TO SUBCOMMITTEES AND METHODOLOGY**

The Chair of the Steering Committee met with subcommittees at the start of their work and provided them with their respective charges. Subcommittees will work accordingly to their own meeting schedules but will be expected to meet common deadlines set forth by the Steering Committee. All subcommittees will have access to relevant printed documents and an electronic inventory of support documents, cross referenced by standard. Because the Steering Committee will also have a regular meeting schedule, any issues or concerns with progress or resource availability can be brought to the group's attention in a timely manner.

The subcommittee coordinators will facilitate how their respective working groups approach their research and analytical questions and will encourage not just questionnaires and document review, but other methods for data gathering that seem appropriate (e.g., focus groups, individual meetings with key people). However, as much as possible, these additional methods will be discussed at the Steering Committee meeting to avoid redundancy. Ideally, if surveys are proposed, data collection will be coordinated by the Steering Committee to avoid over-sampling constituency.

During the Middle States process, the Steering Committee will periodically request drafts of and provide feedback on all working group reports. Final drafts of the reports of each subcommittee will be due in specific dates shown in the timetable. The Steering Committee will then develop a comprehensive report to be discussed among the UPR-Aguadilla constituencies.

For the purpose of this self-study design, the subcommittees will be referenced according to the standards of the Middle States Commission on Higher Education that each will be addressing.

Group I
<p><b>Standard 1 Mission and Goals &amp; Standard 6 Integrity</b></p> <p><b>Coordinator</b></p> <ul style="list-style-type: none"> <li>✓ Leonardo López López- Social Sciences Professor</li> </ul> <p><b>Members</b></p> <ul style="list-style-type: none"> <li>✓ Carlos A. Jiménez Valle- Director, Office of Information Technology</li> <li>✓ Gladys Cruz Rivera- English Professor</li> <li>✓ Evelyn Cajigas Ramos- Director, Office Systems</li> <li>✓ John A. González León - Student Council Member 2009-2010</li> </ul>

**Standards to be addressed:**

Standard 1- Mission and Goals

Standard 6- Integrity

**WORKING GROUP I: MISSION, GOALS, AND INTEGRITY**

**STANDARD 1: MISSION GOALS** *The institution’s mission clearly defines its purpose within the context of higher education and indicates who 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 used 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.*

### Charge Questions

1. To what degree are the UPR-Aguadilla academic programs goals and learning objectives, academic support and co-curricular initiatives aligned with the institution's mission statement? How is alignment working for us?
2. To what degree are the instructional technology and accreditation initiative integrated and aligned with the mission statement and goals of the institution?
3. What elements of the curriculum (general education courses, technology, others) contribute to the holistic student embodied in the mission statement?
4. In what ways does UPR-Aguadilla promote a climate of academic and intellectual freedom?
5. To what degree is there congruency between the academic honesty policy and practice?
6. How does the UPR-Aguadilla support the implementation of policies (sexual harassment, security, equal employment opportunity, others)? How do we know?

### Group II

#### Standard 2 Planning, Resource Allocation, and Institutional Renewal & Standard 3 Institutional Resources

##### Coordinator

- ✓ Luis Álvarez Ruiz- Director, Human Resources Office

##### Members

- ✓ Luis Rivera Rivera- Director, Finance Office
- ✓ Eileen Vega Pérez- Director, Budgeting Office
- ✓ Edna E. Hernández Bonilla- Dean of Administration
- ✓ Olga I. Natal Ortiz- Director, Office of Planning and Institutional Research

### Standards to be addressed:

Standard 2- Planning, Resource Allocation and Institutional Renewal

Standard 3- Institutional Resources

## **WORKING GROUP II: PLANNING, RESOURCE ALLOCATION, AND INSTITUTIONAL RENEWAL**

**STANDARD 2: PLANNING, RESOURCE ALLOCATION, AND INSTITUTIONAL RENEWAL** *An institution conducts ongoing, planning, and resources allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessments activities for institutional renewal. Implementation and subsequent evaluation of success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.*

**STANDARD 3: INSTITUTIONAL RESOURCES** *The human, financial, technical, physical 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, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.*

### **Charge Questions**

1. What evidence suggests that the strategic plan supports the mission and clearly identifies goals and objectives?
2. What are the current methods for reviewing and revising the strategic planning process? How effective are these processes to ensure change and improvement?
3. How well does resource allocation, financial planning and budgeting relate to the plans, goals and objectives of the institution?
4. How well do resource allocation, financial planning and budgeting relate to the goals and objectives of the instructional technology and accreditation initiatives?
5. What decision-making processes are in place to allocate resources to priority areas identified in the strategic plan and action plans?
6. How do the departments, divisions, and the institution assess whether planning, resource allocation, and institutional renewal process are effective and efficient?
7. What processes exist to control and ensure legal and ethical use of the institution's resources? How are those processes effective?

## Group III

### Standard 4 Leadership and Governance & Standard 5 Administration

#### Coordinator

- ✓ Ana E. Cuebas- Director, Division of Continuing Education and Professional Studies

#### Members

- ✓ Edwin Ríos Cruz- Executive Assistant to the Chancellor
- ✓ Julio Montalvo Del Valle- Director, Social Sciences
- ✓ David Y. Román Segarra - Student Council Member 2009-2010

### Standards to be addressed:

Standard 4 - Leadership and Governance

Standard 5 – Administration

### WORKING GROUP III: LEADERSHIP, GOVERNANCE, AND ADMINISTRATION

**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 assure 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.*

### Charge Questions:

1. Does the structure and organization of the governance system provide for effective policies development and decision-making?
2. Are policies, procedures, and mission statements written, organized, and available? In what manner do those allow for the effective governance and administration of the UPR-Aguadilla?
3. How does the selection process of the governance system (Boards, Senate, Committees, and others) provide for effective leadership?
4. How effective are the procedures for recruiting and retaining people to fill key leadership positions in the administration?

5. Does the institution effectively assess the performance of administrators, including department directors?
6. How do we ensure that administrative activities result in policies, programs and services that support learning and facilitate scholarships?

#### Group IV

#### Standard 8 Student Admissions and Retention & Standard 9 Student Support Services

##### Coordinator

- ✓ Elba I. Román González- Director, Department of Counseling

##### Members

- ✓ Pablo Ramírez Méndez- Dean of Students Affairs
- ✓ Sonia Rivera González- Chemistry Professor
- ✓ Juan M. Concepción López- Electronics Professor
- ✓ Milagros J. Ruiz Bonet - Student Council Member 2009-2010

#### Standards to be addressed:

Standard 8 - Students Admissions and Retention

Standard 9 - Student Support Services

#### **WORKING GROUP IV: STUDENT ADMISSIONS, RETENTION AND SUPPORT SERVICES**

**STANDARD 8: STUDENT ADMISSIONS AND RETENTION** *The institution seeks to admit students whose interest, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the student educational goals.*

**STANDARD 9: STUDENT SUPPORT SERVICES** *The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.*

#### Charge Questions

1. What does the institution need to increase our applicant pool and to attract students who fulfill our desired profile?
2. How and at what points during the undergraduate years are institutions assessing student success and performance? (i.e., retention, overall satisfaction, co-curricular involvement, graduation rates). How is the data used to revise admissions criteria and policies?

3. What retention strategies are in place? Are they fulfilling their goals and objectives? What evidence exists?
4. What evidence exists that the strategies to support students with learning and other disabilities are fulfilling their intended purpose?
5. What evidence exists about the effect of the financial aid programs in student retention?
6. How does the UPR-Aguadilla compare to its peers with regard to student retention?
7. How are the available technological support services assisting students and the faculty in keeping up with rapidly growing technology?
8. How has increased reliance on student information systems affected personalized attention and face-to-face contact with the students?
9. What services have been or are to be accredited in accordance to the Accreditation Initiative?
10. Is the accreditation of services producing positive results? How does the institution demonstrate that?

## Group V

### Standard 10 Faculty

#### **Coordinator**

- ✓ Nery Lugo Ramírez- Humanities Professor

#### **Members**

- ✓ Liza V. Jiménez Rodríguez- Natural Sciences Professor and Senator
- ✓ Leticia Ruiz Rosado – Spanish Professor
- ✓ Aida R. Ocasio Pérez- Office Systems Professor

### **Standards to be addressed:**

Standard 10- Faculty

### **WORKING GROUP V: FACULTY**

**STANDARD 10: FACULTY** *The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.*

## Charge Questions

1. How does the allocation of faculty positions reflect our academic and programmatic priorities? How do these processes reflect on the instructional technology and professional accreditation initiatives?
2. Does the faculty have a reasonable workload? (average class size, credit per faculty, student/professor ratio, and other). What is the impact in the academic process?
3. To what degree do the faculty and other academic professionals know, utilize and integrate instructional technology?
4. What impact do the professional accreditation standards have on the faculty? (recruiting, appointment, evaluation, and others)?
5. How effectively are faculty involved in academic program development, assessment, revision and improvement?
6. How have the methods or mechanisms of involvement changed in the past five years in response to professional accreditation standards or criteria? What is the expected impact of these changes?
7. Are faculty development opportunities equitably distributed and in line with institutional priorities? How is the focus and expenditure for faculty development prioritized? Has the level of institutional support increased, decreased, or remained stable over time? What has been the impact?
8. Has the institution's policies and practices actually enabled it to recruit, develop and retain faculty who support its mission, goals and objectives?
9. How does the faculty of UPR-Aguadilla compare to its peer institutions?
10. How has the utilization of the part-time faculty changed over the past five years?
11. How effective is the orientation provided for new faculty?

### Group VI

#### Standard 11 Educational Offerings

##### Coordinator

- ✓ José M. Planas Rivera- Natural Sciences Professor

##### Members

- ✓ Miguel González Valentín- Business Administration Professor
- ✓ Sara A. Paredes Vélez- Professional Counselor
- ✓ Yaitza Méndez Badillo -Student Council Member 2009-2010

## Standards to be addressed:

Standard 11- Educational Offerings

### **WORKING GROUP VI: EDUCATIONAL OFFERINGS**

**STANDARD 11: EDUCATIONAL OFFERING** *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.*

### Charge Questions

1. What mechanisms exist to ensure that educational offerings reflect the mission of the UPR-Aguadilla? Are programs properly assessed and periodically improved?
2. How well do the academic and non-academic programs in the process of accreditation or evaluation reflect the mission of the institution?
3. What is the degree of advancement of the instructional technology initiative (multimedia resources and on-line courses)? To what degree is instructional technology being used in the educational offering?
4. How well do the UPR-Aguadilla learning resources (library, CETEM, bookstore, learning media, and laboratories) support student learning and educational offerings and support the accreditation initiative?
5. How do the learning resources of the UPR-Aguadilla compare with peer institutions?
6. Does the current practice of curricular development and evaluation reflect and evidence emphasis on instructional technology integration and on meeting the standards of professional accreditation agencies?
7. What effect is professional accreditation having on:
  - program quality improvement?
  - faculty involvement in assessment?
  - faculty professional improvement?
  - student learning and support services?
  - resource allocations?

## Group VII

### Standard 12 General Education

#### Coordinator

- ✓ Evelyn Pérez Medina - Education Professor

#### Members

- ✓ Candelaria Gómez Pérez- Director, Library
- ✓ Olga I. Pérez Rivera- Social Sciences Professor and Academic Senator
- ✓ Mireni Concepción Alfonso - Student Council Member 2009-2010

### Standards to be addressed:

Standard 12- General Education

### **WORKING GROUP VII: GENERAL EDUCATION**

**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.*

### Charge Questions

1. How well are the institutional mission with programs and their respective curriculum aligned? How was the articulation improved?
2. How well are the academic programs, learning objectives and support services articulated with the general education skills?
3. What evidence does the institution have that our general education skills requirements adequately prepare students for the challenges after they complete their studies at UPR-Aguadilla?
4. How well do programs in the accreditation process, or already accredited, evidence the achievement of general education skills?
5. What are our academic criteria and expectations for general education skills? Do our current general education requirements or disciplinary courses intentionally and effectively address these expectations?
6. Given the UPR-Aguadilla mission, how do educational offerings ensure proper balance between general education and professional education? Has this been affected by professional accreditation?

7. To what degree are the general education skills integrated in the general education courses? How are these skills developed and assessed in the courses? Are they properly addressed and balanced?
8. What evidence exists that the students master or adequately improved their information literacy skills?
9. To what degree are essential knowledge, cognitive and technological skills, ethics and values integrated in the general education courses?

## Group VIII

### Standard 7 Institutional Assessment & Standard 14 Assessment of Student Learning

#### Coordinator

- ✓ Marcos A. Rosado Torres - Biology Professor

#### Members

- ✓ Jesús Lee Borges- Dean of Academic Affairs
- ✓ Damaris Hernández Cruz- Business Administration Professor
- ✓ Awilda Meléndez Navas- Electronics Professor
- ✓ Delfin Cardona González - Student Council Member 2009-2010

### Standards to be addressed:

Standard 7 - Institutional Assessment

Standard 14 - Assessment of Student Learning

### WORKING GROUP VIII: INSTITUTIONAL AND STUDENT LEARNING ASSESSMENTS

**STANDARD 7: INSTITUTIONAL ASSESSMENT** *The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with the accreditation standards.*

**STANDARD 14: ASSESSMENT OF STUDENT LEARNING** *Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.*

### Charge Questions

1. How does the UPR-Aguadilla develop, implement and assess a systematic institutional assessment plan?

2. What kinds of assessments strategies and measurement methods have been used and what data has been generated by the process?
3. How does the UPR-Aguadilla evaluate the accuracy, usefulness, and cost- effectiveness of its institutional assessment plan?
4. How are the processes and the information regarding the outcomes of institutional assessment communicated to constituents and the broader community?
5. How well does the UPR-Aguadilla relate the outcomes of the institutional assessment process with its planning and budgeting activities? What evidences exist that outcomes are used in decision-making?
6. How is the student learning assessment plan developed, implemented and assessed? How can the institution enhance an active participation of the faculty and the students in the student learning assessment?
7. How does the UPR-Aguadilla evaluate the accuracy, usefulness, and cost- effectiveness of its student learning assessment plan?
8. What barriers exist to impede successful implementation of the student learning assessment plan?
9. How are the processes and the information regarding the results of student learning assessment communicated to constituents and the broader community?
10. How does the UPR-Aguadilla articulate the results of the student learning assessment, planning, and budgeting? What evidence exist that outcomes are used in decision-making? How do we use assessment of student learning in formative ways at course, departmental, and institutional level?
11. Has the Accreditation Initiative influenced the learning assessment process and the use of its results for program improvement?

## Group IX

### Standard 13 Related Educational Activities

#### Coordinator

- ✓ Carmen Cabán Ramírez - English Professor

#### Members

- ✓ Sylvia Castillo Calero - Director, Multimedia Educational Technology Center
- ✓ Aida Méndez Cruz- Biology Professor
- ✓ Ivelisse Vega Acevedo- Business Administration Professor

## **Standards to be addressed:**

Standard 13 – Related Educational Activities

### ***WORKING GROUP IX: RELATED EDUCATIONAL ACTIVITIES***

**STANDARD 13: RELATED EDUCATIONAL ACTIVITIES** *The institution's programs or activities that are characterized by particular content, focus, location mode of delivery, or sponsorship meet the appropriate standards.*

### **Charge Questions**

1. How effective are the processes developed and implemented by the institution to identify the basic skills deficiencies of their students?
2. What are the activities used by the institution to overcome those deficiencies?
3. How effective are the processes for developing, implemented, and evaluating certificate programs to meet the student learning outcomes?
4. How do policies and procedures for providing experiential learning sustain the quality, quantity, and level of learning?
5. How does the institution assure that experiential learning is appropriate to meet the academic program standards?
6. To what extent are non credit offerings and their related educational activities open to the general community and meet their needs?
7. What evidence exists to assure that the faculty that teaches online courses are qualified?
8. How does the institution assure that hybrids and online courses offered comply with the academic norms and the integrity with which traditional courses?
9. How does the institution measure the efficiency of these courses?
10. How does the institution train its faculty to offer online courses? What evidence exist that it was effective?
11. How does the institution assure that it has effective technical support to offer online courses?

## INVENTORY OF SUPPORT DOCUMENTS

Materials that are prepared, organized and readily available include, but not limited to:

<b>General Documents</b>	
Documents that apply to more than one Standard	
<b>Document</b>	<b>Location</b>
UPR-Aguadilla Catalog	<a href="http://www.uprag.edu/uploads/academicos/catalogo.pdf">http://www.uprag.edu/uploads/academicos/catalogo.pdf</a>
IPEDS Reports	<a href="http://www.uprag.edu/index.php?page=estadisticas">www.uprag.edu/index.php?page=estadisticas</a>
Certifications	Academic Senate Office <a href="http://www.uprag.edu/index.php?page=politicas">http://www.uprag.edu/index.php?page=politicas</a> <a href="http://www.upr.edu/?type=servicios&amp;id=3&amp;string=DOCUMENTOS+DESCARGABLES+">http://www.upr.edu/?type=servicios&amp;id=3&amp;string=DOCUMENTOS+DESCARGABLES+</a>
Strategic Plan	<a href="http://www.uprag.edu/uploads/opei/PlanEstrategico20062011Revisado.pdf">http://www.uprag.edu/uploads/opei/PlanEstrategico20062011Revisado.pdf</a>
Action Plan	<a href="http://www.uprag.edu/index.php?page=informes">http://www.uprag.edu/index.php?page=informes</a>
Annual Report	<a href="http://www.uprag.edu/index.php?page=informes">http://www.uprag.edu/index.php?page=informes</a>
Fact Books	<a href="http://www.uprag.edu/index.php?page=informes">http://www.uprag.edu/index.php?page=informes</a>
Audited Financial Statements	<a href="http://www.upr.edu/?type=servicios&amp;id=3&amp;string=DOCUMENTOS+DESCARGABLES+">http://www.upr.edu/?type=servicios&amp;id=3&amp;string=DOCUMENTOS+DESCARGABLES+</a>
UPR- Organizational Chart	Office of Planning and Institutional Research
Middle States Association Publication	<a href="http://www.msche.org/">http://www.msche.org/</a>
Characteristics of Excellence	<a href="http://www.msche.org/">http://www.msche.org/</a>
Assessment of Student Learning: Options and Resources	<a href="http://www.msche.org/">http://www.msche.org/</a>

<b>Standards 1 and 6</b>	
<b>Document</b>	<b>Location</b>
UPR- Aguadilla Catalog	<a href="http://www.uprag.edu/uploads/academicos/catalogo.pdf">http://www.uprag.edu/uploads/academicos/catalogo.pdf</a>
Mission Statement	<a href="http://www.uprag.edu/index.php?page=mision-y-vision">http://www.uprag.edu/index.php?page=mision-y-vision</a>
Fact Books	<a href="http://www.uprag.edu/index.php?page=informes">http://www.uprag.edu/index.php?page=informes</a>
Institutional Policies	<a href="http://www.uprag.edu/uploads/politicas/1reglamento.pdf">http://www.uprag.edu/uploads/politicas/1reglamento.pdf</a> <a href="http://www.uprag.edu/index.php?page=politicas">http://www.uprag.edu/index.php?page=politicas</a> <a href="http://www.upr.edu/?type=servicios&amp;id=3&amp;string=DOCUMENTOS+DESCARGABLES+">http://www.upr.edu/?type=servicios&amp;id=3&amp;string=DOCUMENTOS+DESCARGABLES+</a>
Human Resources Policies, Procedures, and Practices	<a href="http://www.uprag.edu/index.php?page=funciones-y-servicios">http://www.uprag.edu/index.php?page=funciones-y-servicios</a> <a href="http://www.uprag.edu/index.php?page=politicas-y-reglamentos">http://www.uprag.edu/index.php?page=politicas-y-reglamentos</a> <a href="http://www.upr.edu/?type=servicios&amp;id=3&amp;string=DOCUMENTOS+DESCARGABLES+">http://www.upr.edu/?type=servicios&amp;id=3&amp;string=DOCUMENTOS+DESCARGABLES+</a>
Institutional Assessment Plan	Office of Planning and Institutional Research
Strategic Plans	<a href="http://www.uprag.edu/uploads/opei/PlanEstrategico20062011Revisado.pdf">http://www.uprag.edu/uploads/opei/PlanEstrategico20062011Revisado.pdf</a>

Strategic Plan Committee Minutes	Office of Planning and Institutional Research
Action Plans	<a href="http://www.uprag.edu/index.php?page=informes">http://www.uprag.edu/index.php?page=informes</a>
Annual Reports	<a href="http://www.uprag.edu/index.php?page=informes">http://www.uprag.edu/index.php?page=informes</a>

<b>Standards 2 and 3</b>	
<b>Document</b>	<b>Location</b>
Annual Reports	<a href="http://www.uprag.edu/uploads/opei/PlanEstrategico20062011Revisado.pdf">http://www.uprag.edu/uploads/opei/PlanEstrategico20062011Revisado.pdf</a>
Fact Books	<a href="http://www.uprag.edu/index.php?page=informes">http://www.uprag.edu/index.php?page=informes</a>
Compensation Comparison	Budgeting Office
Library Resources	UPR-Aguadilla Library
Technology Resources	Budgeting Office, MET-CENTER, Dean of Academic Affairs
Audited Financial Statements	<a href="http://www.upr.edu/?type=servicios&amp;id=3&amp;string=DOCUMENTOS+DESCARGABLES+">http://www.upr.edu/?type=servicios&amp;id=3&amp;string=DOCUMENTOS+DESCARGABLES+</a>
Human Resources Policies, Procedures, and Practices	<a href="http://www.uprag.edu/index.php?page=funciones-y-servicios">http://www.uprag.edu/index.php?page=funciones-y-servicios</a> <a href="http://www.uprag.edu/index.php?page=politicas-y-reglamentos">http://www.uprag.edu/index.php?page=politicas-y-reglamentos</a> <a href="http://www.upr.edu/?type=servicios&amp;id=3&amp;string=DOCUMENTOS+DESCARGABLES+">http://www.upr.edu/?type=servicios&amp;id=3&amp;string=DOCUMENTOS+DESCARGABLES+</a>
Institutional Assessment Plan	Office of Planning and Institutional Research
Strategic Plans	<a href="http://www.uprag.edu/uploads/opei/PlanEstrategico20062011Revisado.pdf">http://www.uprag.edu/uploads/opei/PlanEstrategico20062011Revisado.pdf</a>
Annual Reports	<a href="http://www.uprag.edu/index.php?page=informes">http://www.uprag.edu/index.php?page=informes</a>

<b>Standards 4 and 5</b>	
<b>Document</b>	<b>Location</b>
UPR Bylaws	<a href="http://www.uprag.edu/uploads/politicas/1reglamento.pdf">http://www.uprag.edu/uploads/politicas/1reglamento.pdf</a> <a href="http://www.uprag.edu/index.php?page=politicas">http://www.uprag.edu/index.php?page=politicas</a> <a href="http://www.upr.edu/?type=servicios&amp;id=3&amp;string=DOCUMENTOS+DESCARGABLES+">http://www.upr.edu/?type=servicios&amp;id=3&amp;string=DOCUMENTOS+DESCARGABLES+</a>
Human Resources Administrative Position Descriptions	Human Resources Office
Human Resources Performance Evaluation Forms	Human Resources Office Dean of Academic Affairs, Dean of Administrative Affairs, Dean of Student Affairs
Minutes of Governance Bodies (Executive Committee, Administrative Board and	Chancellor's Office, Dean of Academic Affairs, Academic Senate Office

Academic Senate)	
Organization Chart	Office of Planning and Institutional Research
Strategic Plans	<a href="http://www.uprag.edu/uploads/opei/PlanEstrategico20062011Revisado.pdf">http://www.uprag.edu/uploads/opei/PlanEstrategico20062011Revisado.pdf</a>
Annual Reports	<a href="http://www.uprag.edu/index.php?page=informes">http://www.uprag.edu/index.php?page=informes</a>

<b>Standard 8 and 9</b>	
<b>Document</b>	<b>Location</b>
Academic and Students Advising Materials	<a href="http://www.uprag.edu/index.php?page=admisiones">http://www.uprag.edu/index.php?page=admisiones</a> <a href="http://www.uprag.edu/index.php?page=funciones">http://www.uprag.edu/index.php?page=funciones</a> <a href="http://www.uprag.edu/index.php?page=funciones-y-servicios">http://www.uprag.edu/index.php?page=funciones-y-servicios</a>
Catalog sections on Admissions, Financial Aid, Academic Regulations	<a href="http://www.uprag.edu/uploads/academicos/catalogo.pdf">http://www.uprag.edu/uploads/academicos/catalogo.pdf</a>
Articulation Agreements	Dean of Academic Affairs Academic Offer <a href="http://www.upr.edu">http://www.upr.edu</a>
Fact Book	<a href="http://www.uprag.edu/index.php?page=informes">http://www.uprag.edu/index.php?page=informes</a>
Satisfaction Surveys	Office of Institutional Planning and Research
Outcomes Assessment Student Affairs: Athletics, Counseling, Honor Program, Summer Institutes, Career Services, Tutoring Services, Health Center, Diversity, and others.	Dean of Student Affairs, Dean of Academic Affairs
Retention Data	Office of Planning and Institutional Research
Student Exit Survey Data	Office of Planning and Institutional Research
Students Handbooks	<a href="http://www.uprm.edu/procuraduria">http://www.uprm.edu/procuraduria</a>
UPR Bylaws	<a href="http://www.uprag.edu/index.php?page=politicas">http://www.uprag.edu/index.php?page=politicas</a>
<i>Manual de Servicios Estudiantiles</i>	Dean of Student Affairs
<i>Manual sobre seguridad-crimen</i>	Dean of Student Affairs
Policy and Regulations on the illicit use of drugs, controlled substances and alcohol abuse	<a href="http://www.uprag.edu/index.php?page=politicas">http://www.uprag.edu/index.php?page=politicas</a> <a href="http://www.uprm.edu/procuraduria">http://www.uprm.edu/procuraduria</a>
Students Right to Know	<a href="http://www.uprag.edu">http://www.uprag.edu</a>
<i>Protocol for reasonable student accommodations for handicapped students</i>	Dean of Students Affairs
<i>Protocol for the Management of domestic violence</i>	Dean of Students Affairs

<b>Standard 10</b>	
<b>Document</b>	<b>Location</b>
Faculty Handbook	<a href="http://www.uprag.edu/index.php?page=politicas">http://www.uprag.edu/index.php?page=politicas</a>
Faculty Information related to Resources, Policies, and Procedures	<a href="http://www.uprag.edu/index.php?page=politicas">http://www.uprag.edu/index.php?page=politicas</a>
Faculty Orientation Materials	Dean of Academic Affairs
Faculty Peer Evaluation Forms	Dean of Academic Affairs
Academic Senate, Faculty Affairs Committee minutes for non-personnel issues	<a href="http://www.uprag.edu/index.php?page=comites">http://www.uprag.edu/index.php?page=comites</a>
Definition and Procedures for Academic Senate	<a href="http://www.uprag.edu/index.php?page=funciones-2">http://www.uprag.edu/index.php?page=funciones-2</a>
Minutes of Academic Senate	Academic Senate Office
Minutes of the Standing Committee of Academic Senate	Academic Senate Office
Student Satisfaction Survey	Office of Planning and Institutional Research
Published Criteria for Hiring	<a href="http://www.uprag.edu/index.php?page=politicas">http://www.uprag.edu/index.php?page=politicas</a>
Faculty Tenure and Promotion Procedures	<a href="http://www.uprag.edu/index.php?page=politicas">http://www.uprag.edu/index.php?page=politicas</a>
Fact Books	<a href="http://www.uprag.edu/index.php?page=informes">http://www.uprag.edu/index.php?page=informes</a>
Annual Reports	<a href="http://www.uprag.edu/index.php?page=informes">http://www.uprag.edu/index.php?page=informes</a>

<b>Standard 11 and 12</b>	
<b>Document</b>	<b>Location</b>
UPR- Aguadilla Catalog	<a href="http://www.uprag.edu/uploads/academicos/catalogo.pdf">http://www.uprag.edu/uploads/academicos/catalogo.pdf</a>
Distance Education Policies and Documents	Academic Affairs Dean
Academic Department Assessment Plans	Academic Affairs Dean <a href="http://cetemhost.uprag.edu/prof/avaluo">http://cetemhost.uprag.edu/prof/avaluo</a>
Academic Department Program Review with Comments of External Reviewer	Academic Affairs Dean of, Academic Departments(Education, English)
Academic Program Review	Academic Affairs Dean, Academic Departments
Accreditations Reviews	Academic Affairs Dean
Accreditations Reports	Academic Affairs Dean
Evaluation Reports	Academic Affairs Dean
Articulation Agreements	Academic Affairs Dean
Assessment Committee Minutes	Office of Planning and Institutional Research Dean of Academic Affairs <a href="http://cetemhost.uprag.edu/prof/avaluo">http://cetemhost.uprag.edu/prof/avaluo</a>

Experimental Learning Reports	Dean of Student Affairs, Dean of Academic Affairs
Academic Senate Minutes	<a href="http://www.uprag.edu/index.php?page=funciones-2">http://www.uprag.edu/index.php?page=funciones-2</a>
Academic Senate Curriculum Committee Minutes	Academic Senate Office
Institutional Assessment Plan	Office of Planning and Institutional Research
Technology Resources	<a href="http://www.uprag.edu/index.php?page=tecnologia-educativa">http://www.uprag.edu/index.php?page=tecnologia-educativa</a> , Dean of Academic Affairs, Budget Office
Department of Education Proposal Submission	Office of Planning and Institutional Research Division of Continued Education and Professional Studies(DECEP)
Department of Education Final Reports	Office of Planning and Institutional Research Division of Continued Education and Professional Studies(DECEP)
New Program Proposal	Dean of Academic Affairs
Strategic Plans	<a href="http://www.uprag.edu/uploads/opei/PlanEstrategico20062011Revisado.pdf">http://www.uprag.edu/uploads/opei/PlanEstrategico20062011Revisado.pdf</a>
Annual Reports	<a href="http://www.uprag.edu/index.php?page=informes">http://www.uprag.edu/index.php?page=informes</a>
Student Surveys	<a href="http://www.uprag.edu/index.php?page=estadisticas">http://www.uprag.edu/index.php?page=estadisticas</a>
Data of Grading Patterns and Satisfaction of General Education Requirements	Office of Planning and Institutional Research Dean of Academic Affairs
Guide for New Programs and Programs Evaluation	Dean of Academic Affairs

<b>Standard 13</b>	
<b>Document</b>	<b>Location</b>
Syllabi of practice courses	<a href="http://www.uprag.edu/index.php?page=prontuarios">http://www.uprag.edu/index.php?page=prontuarios</a>
Annual Reports	<a href="http://www.uprag.edu/index.php?page=informes">http://www.uprag.edu/index.php?page=informes</a>
PCA Reports	Dean of Academic Affairs -Institutional Assessment Coordinator
<i>Articulation agreements' of the Pre-University Studies of the University of Puerto Rico</i>	Dean of Academic Affairs Division of Continued Education and Professional Studies(DECEP)
Certifications of the Academic Senate	Office of the Academic Senate
Assesment Plans	Dean of Academic Affairs, Institutional Assessment Coordinator <a href="http://cetemhost.uprag.edu/prof/avaluo">http://cetemhost.uprag.edu/prof/avaluo</a>
<i>General Regulations of the UPR</i>	<a href="http://www.uprag.edu/index.php?page=politicas">http://www.uprag.edu/index.php?page=politicas</a>
Tutoring reports of evidence (accounting)	Dean of Students Affairs, Orientation and Advising Department

Tutoring reports or evidence form the following departments	Academic Departments (Business Administration, Natural Sciences, Mathematics)
MSEIP Program	Electronics Department
Mathematics Test for Placing Students	Mathematics Department
UPR-Aguadilla Catalog	<a href="http://www.uprag.edu/uploads/academicos/catalogo.pdf">http://www.uprag.edu/uploads/academicos/catalogo.pdf</a>
Certification for Placing Business Administration students in mathematics courses based on the scores of the tests offered by the College Entrance Examination Board	Dean of Academic Affairs
<i>Diez para la Decada</i> (Ten for the Decade)	<a href="http://www.uprag.edu">http://www.uprag.edu</a> <a href="http://www.upr.edu">http://www.upr.edu</a>
Curricular sequence in <i>Instrumentation</i> approved by the Academic Senate 2008	Dean of Academic Affairs
Curricular sequence in <i>Commercial Education</i>	<a href="http://www.uprag.edu/uploads/academicos/catalogo.pdf">http://www.uprag.edu/uploads/academicos/catalogo.pdf</a>
Strategic Plan 2006-2011 Goals and Objectives	<a href="http://www.uprag.edu/uploads/opei/PlanEstrategico20062011Revisado.pdf">http://www.uprag.edu/uploads/opei/PlanEstrategico20062011Revisado.pdf</a>
Periodic Review Report to the Middle States Commission on Higher Education	Dean of Academic Affairs <a href="http://cetemhost.uprag.edu/prof/avaluo">http://cetemhost.uprag.edu/prof/avaluo</a>
Program Reviews	Dean of Academic Affairs, Academic Departments
Qualification records of faculty who supervise Experiential Learning	Dean of Academic Affairs
Policies, procedures and history in various academic departments	<a href="http://www.uprag.edu/index.php?page=departamentos-2">http://www.uprag.edu/index.php?page=departamentos-2</a>
Samples Non Credit Publications	Dean of Academic Affairs Division of Continued Education and Professional Studies (DECEP)
Procedure and Implementation for Non Credit Courses	Dean of Academic Affairs Division of Continued Education and Professional Studies(DECEP)

<b>Standard 7 and 14</b>	
<b>Document</b>	<b>Location</b>
Academic Department Program Reviews with Comments of External Reviewers	Dean of Academic Affairs Academic Department (Education, English, Business Administration) <a href="http://www.ncate.org">http://www.ncate.org</a>
Academic Program Reviews	Dean of Academic Affairs
Academic Plans	Dean of Academic Affairs
Accreditation Programs Reviews	Dean of Academic Affairs, Academic Departments (Education, English, Business

	Administration)
Accreditation Reports	Dean of Academic Affairs Academic Department (Business Administration)
Annual Program Assessment Reports	Dean of Academic Affairs
Course Syllabi with Learning Objectives and Outcomes	<a href="http://www.uprag.edu/index.php?page=prontuarios">http://www.uprag.edu/index.php?page=prontuarios</a>
Evaluations of Faculty and Deans	Dean of Academic Affairs
Institutional Assessment Plan	Office of Planning and Institutional Research
Learning Assessment Handbook	Dean of Academic Affairs <a href="http://cetemhost.uprag.edu/prof/avaluo">http://cetemhost.uprag.edu/prof/avaluo</a>
Learning Assessment Plans and Outcomes	Dean of Academic Affairs <a href="http://cetemhost.uprag.edu/prof/avaluo">http://cetemhost.uprag.edu/prof/avaluo</a>
Rubrics for Assessing General Education Skills	<a href="http://cetemhost.uprag.edu/prof/avaluo">http://cetemhost.uprag.edu/prof/avaluo</a>
Strategic Plans	<a href="http://www.uprag.edu/uploads/opei/PlanEstrategico20062011Revisado.pdf">http://www.uprag.edu/uploads/opei/PlanEstrategico20062011Revisado.pdf</a>
Annual Reports	<a href="http://www.uprag.edu/index.php?page=informes">http://www.uprag.edu/index.php?page=informes</a>
Assessment Instruments	<a href="http://cetemhost.uprag.edu/prof/avaluo">http://cetemhost.uprag.edu/prof/avaluo</a> Office of Planning and Institutional Research
UPR-Aguadilla Budget	Office of Planning and Institutional Research Budgeting Office

## TIMETABLE

Year	Month	Activity
2008	December	Steering Committee formed
2009	February	Working groups formed
	February	Steering committee discuss self-study design and development
	March	Steering Committee prepares a draft design for Institutional Self-Study Design including charge, questions for working groups.
	April-May	Design is subject to revision by interested parties
	June-July	Summer Recess
	August-October	Administrative offices gather/produce data and information needed by subcommittees. Working groups conduct research and write preliminary reports. (First draft due to steering committee-August 2009, comments returned September 2009;

		final working groups reports due to Steering Committee October 2009)
	November	Submit Self-Study Design
2009-2010	November-February	Subcommittees involve various campus constituencies, as appropriate, in their work by standard for the reports and draft of Self-Study. Monthly progress reports and draft submitted to the steering committee.
2010	February-May	Subcommittees compiles reports and draft for Self-Study by standards
	June	Steering Committee compiles draft reports by standards and develops draft Self-Study.
	September	Discussion, comments and review on Self-Study report by campus community.
	November	Prepares final version of Self-Study
2011	January	Send Self-Study to agencies
	March-April	Evaluator team visit

## **EDITORIAL STYLE AND FORMAT**

Because one component of every subcommittee charges includes writing a chapter for the final Self-Study document, subcommittee coordinators will be asked to ensure that each chapter fits with the Self-Study documents as a whole. Each chapter should be well-researched, well-documented, and well written and should also adhere to the specific style and format guidelines outlined below:

- Microsoft Word for the chapters' text
- Tables in Microsoft Word or as embedded Microsoft Excel for tables
- Charts in Microsoft Excel, use single-line borders
- 12 Times New Roman font
- Center primary headings with letter in bold, caps in 14-point
- Left justify secondary headings with letter in bold, caps 12-point
- Double spaced

- Indented paragraphs
- 1 inch margins (top, bottom, left, right)
- Not exceed thirty doubled-spaced pages
- Relevant tables and figures pertaining to each charge should be incorporated into the narrative.

So that each chapter has a consistent and comprehensive approach to its coverage of the Self-Study questions, each subcommittee will also be asked to consider and address the following components in its final narrative:

- An overview of the issues being covered, including relevant historical information to contextualize the questions and analysis.
- An analytical, critical, and reflective approach to addressing each question with the intention to pursue evidence-based responses.
- A conclusion that summarizes the central findings for the assigned Standards and discussion of any topical connections or collaborations with other subcommittee.
- Recommendations to address any concerns or opportunities for improvements and innovations based on the research findings.

Additional supporting evidence and material such as catalogs, brochures, newsletters, manuals and others should be included in the appendices. All recommendations should be based on specific data and findings. The final version will be submitted to the Steering Committee on a compact disc together with one unbound hard copy by scheduled due date.

## **ORGANIZATION OF THE SELF-STUDY REPORT**

The Self-Study report will be organized as follows:

Executive Summary

Table of Content

Chapter 1	Introduction (History and characteristic of the Institution, Nature and Scope of the Self-Study, Goals of the Self- Study, Organization of the Self-Study, Special Focus of the IT Initiative and the Accreditation Initiative, Methodology)
Chapter 2	Mission, Goals, and Objectives/Integrity
Chapter 3	Planning, Resource Allocation, and Institutional Renewal/

## Institutional Resources

Chapter 4	Leadership and Governance/Administration
Chapter 5	Student Admissions/Student Support Services
Chapter 6	Faculty
Chapter 7	Educational Offerings
Chapter 8	General Education
Chapter 9	Related Educational Activities
Chapter 10	Institutional Assessment/ Assessment of Student Learning
Chapter 11	Summary of Strengths, Challenges, Key Issues and Recommendations

## Appendices

## Self-Study Document

## Collection

The substance of the subcommittees work will be contained in Chapters 2 through 9. Each subcommittee will structure its chapter according to the following outline:

- Introduction
- Identification of the first standard addressed
- Statement of each charge question(s) followed by analysis of the charge based on the research questions
- Identification of the second standard to be addressed (if applicable)
- Statement of each charge question(s) followed by analysis of the charge based on the research questions
- Overall analysis assessment within its area of concern
- Chapter summary of the institution's major strengths and the challenges

- Identification of key issues and recommendations with regard to the key issues

## **PROFILE OF THE EVALUATION TEAM**

The University of Puerto Rico-Aguadilla suggests that the evaluation team be constituted by individuals that individually or, if that is not possible, collectively have the following characteristics:

- Academic credentials in the field of study offered by the institution
- Experience in instructional technology
- Experience in professional accreditation processes
- Experience with the financial limitations faced by public university systems in times of economic hardship
- Preferably, a Spanish speaking team chair
- As many team members as possible with reading and speaking skills in Spanish