

Pontifical Catholic University of Puerto Rico

Self-Study Design



Submitted to:

Middle States Commission on Higher Education

Submitted by:

Pontifical Catholic University of Puerto Rico

February, 2012



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Prepared by members of the PCUPR-MSCHE Executive
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Introduction

Brief Overview

Pontifical Catholic University of Puerto Rico (PCUPR) is a co-educational non-profit private institution of higher education with bonds to the Catholic Bishops Conference of Puerto Rico. It was founded in September 1948 under the guidance of the Bishops of Puerto Rico and was affiliated with Catholic University of America in Washington, DC. The university was incorporated by the Board of Regents of the University of the State of New York and granted an absolute charter as an institution of higher learning with programs leading to academic and professional degrees. PCUPR was canonically established in 1972 and granted the title of Pontifical in 1991. This distinction officially ratified the authenticity of Pontifical Catholic University of Puerto Rico as a genuine Catholic institution of the Church. As a **pontifical** university, the institution must adhere to the dogmas and teachings of the Holy Roman Catholic Church as expressed by the Holy See and the Sacred Congregation for Catholic Education. Established as a teacher-training college, the university has grown to become a comprehensive institution that offers degrees at the associate, bachelor's, master's, and doctoral levels.

Mission and Vision

The essence of the mission of the university is the same as the one reported in the 2003 PCUPR Self-Study. Nevertheless, there was a perception within the community that the wording was too elaborate. The Board of Trustees met at the beginning of the 2007-2008 academic year to reformulate the text of the university's mission, vision, and values based on this perception. It is important to note that the central ideas remain true to the 2003 wording.

The reformulated version approved by the Board of Trustees in the fall 2008 semester is based on ***Ex Corde Ecclessaie*** and most recently on the documents produced in the Catholic Bishops Conference held in Brazil in 2007. The mission now states:

“The mission of Pontifical Catholic University is to honor and promote the life and dignity of the human being as well as to educate him/her in accordance with the values of the Gospel and the disciplines of current scientific knowledge in order to build a better local and global community.”

The method to accomplish the mission of the university is “by means of a dynamic, critical, and creative educational encounter, framed around Christian amity and committed to the quest for answers and solutions to the issues of culture and to the challenges of the Puerto Rican, Caribbean, and global realities, within a peaceful and harmonious environment.”



In accordance with the mission, the vision of PCUPR is that it will be the primary option to achieve an integral Christian and academic formation of excellence aimed towards a life of fulfillment and adventure. The university will pursue this vision by integrating the following values in our educational encounter: faith and reason, Catholic life, family, integrity, community service, educational quality, and dialogue.

Administrative Structure

PCUPR is a university system composed of a main campus, Ponce, and two branch campuses - Mayagüez and Arecibo. All PCUPR campuses abide by the same mission and vision. PCUPR has a two-tiered governance structure: a Corporation and a Board of Trustees. The Corporation is comprised of *de jure* members, who are the Apostolic delegate to Puerto Rico and the members of the Puerto Rican Conference of Catholic Bishops. The Board of Trustees is appointed by the Corporation whose chair is elected from among the Puerto Rican Conference of Catholic Bishops. The President, who administers the university, is appointed by the Board of Trustees and is an ex-officio member of that body. The President presides over the University Senate, the University Board, and the Administrative Board. The Arecibo and Mayagüez Branch Campuses are administered by a chancellor. The University Senate is the representative body of the administration, the faculty, and the student body of the three campuses.

Recent Developments

From 1996 to 2009, the Mayagüez and Arecibo Branch campuses were accredited by MSCHE to function as operationally separate units. However, in the Statement of Accreditation Status of November 2009, the MSCHE requested that the next Self-Study of PCUPR clarify the relationship between the Arecibo and Mayagüez campuses with the Ponce Campus. After a pondered analysis, PCUPR requested that MSCHE revise its 1996 decision to include the Arecibo and Mayagüez campuses within the scope of the Ponce Campus governance structure. This would mean a main campus located in Ponce with branch campuses in Arecibo and Mayagüez. On June 28, 2011, the Executive Committee for Substantive Change of MSCHE approved the accreditation of PCUPR as a single institution with three campuses: Ponce as main campus and Arecibo and Mayagüez as branch campuses.

Since the submission of the 2009 Periodic Review Report (PRR), there have been changes in leadership. In October 2009, Dr. Jorge Iván Vélez Arocho was appointed President of the institution. In July 2010, Dr. Leandro Colón was appointed Vice President of Academic Affairs. A new Vice Presidency for Institutional Development, Research, and Planning was created with Dr. Félix Cortés as its head. Upon the untimely death of Dr. Juan Quintana in September 2011, Dr. Herminio Irizarry was appointed Associate Vice-President of Academic Affairs. At the Arecibo campus, Dr.



Edwin Hernández Vera was named Chancellor in January 2011, and he appointed a new Dean of Academic Affairs and an Associate Dean of Student Affairs.

With regard to curriculum, in March 2009, the Institute for Distance Learning (IDL) was established, and Dr. Carmen Betancourt was appointed director. This institute has impacted all three campuses through teacher training, the development of on-line and hybrid courses, and the creation of an assessment plan to evaluate on-line courses and assess student satisfaction. The Bachelor of Science in Biotechnology was approved by the Puerto Rico Council on Higher Education (PRCHE) in November 2010 and began at the Ponce Campus in January 2011. In October 2010, the Arecibo Branch Campus was awarded \$3.2 million by the Title V Federal Grant New Opportunities in Science (NOIS) which has the approval from the PRCHE to offer two new bachelor degrees in science (biotechnology and environmental sciences) as well as construct facilities to meet the needs of these programs. Effective August 2011, the Arecibo Branch campus is offering eleven new degrees distributed between the bachelor and master's levels.

Two new additional locations have been established since the 2009 PRR. In May 2009, the School of Architecture was inaugurated in the downtown area of Ponce. In 2011, a center for teaching and research in biotechnology and agro-biotechnology (*CEIBA*) was opened on the outskirts of Ponce.

Fall enrollment for the institution as a whole has risen significantly since August 2008. Undergraduate/graduate enrollment total for 2008 was 9,679; for 2009, it was 9,908; for 2010, it was 10,411; and for 2011, it was 11,210. This data is based on a cut-off date of October 15 for each year. This represents an increase of 16 percent since 2008 when the projected enrollment was a decline of up to 3 percent for those years.

Nature and Scope of the Self-Study

Steps Taken to Date to Prepare for Self-Study

In November 2011, Dr. Herminio Irizarry, Chair of the Institutional Self-Study Process, Prof. María de los A. Muñiz, Director of the Institutional Assessment Office, and Dr. María de los A. Nazario, Co-chair of the Mayagüez Branch Campus, attended the MSCHE Self-Study Institute in Philadelphia. After discussing the various models of Self-Study design with Dr. Tito Guerrero, MSCHE liaison to the institution, university representatives selected the comprehensive model which grouped several standards. This model was presented to the Administrative Board and the Academic Council for discussion and approval. At the meeting with the Academic Council, deans and chancellors were asked to submit research questions for each standard and to recommend faculty and students to represent each college or branch in the different task groups. Non-academic units were also asked to submit candidates for these

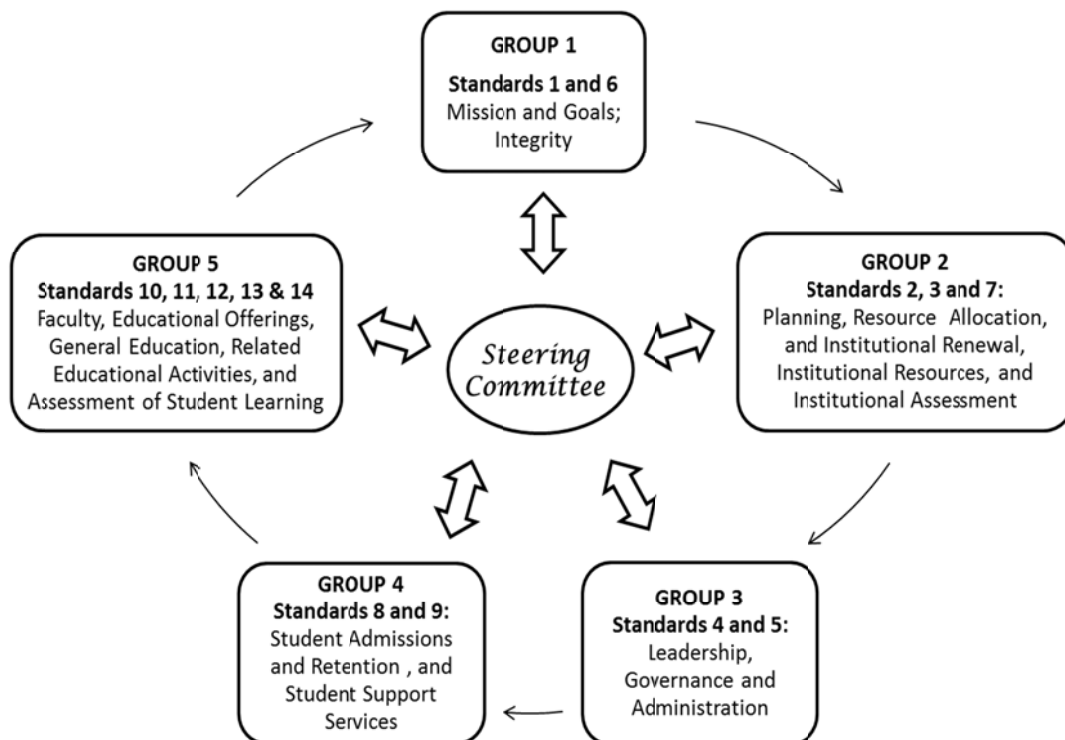


groups. In January, the Executive Committee was named, and the chairs and co-chairs of the task groups were appointed. At a general faculty assembly, Dr. Irizarry informed the faculty of the Self-Study process and its goals and structure. The Executive Committee met on January 23, 2012 to discuss the Self-Study Design process and timeline of tasks; on January 25, 2012 the Steering Committee was given a similar orientation. A separate orientation was given to the faculty of the Mayagüez Branch Campus to emphasize that even though this process is an institutional one, it will take into consideration the peculiarities of each campus. An Editing Committee was formed to further revise the research questions submitted by the different colleges and branches and complete the proposal of the Self-Study design. This proposal was submitted to the Executive Self-Study Committee and the President of the university for their recommendations and approval. It was then circulated to the Steering Committee so that the task groups could begin working once approved by Dr. Tito Guerrero III, the institution's liaison with MSCHE.

The Comprehensive Model with Related Standards

The comprehensive model chosen for the Self-Study allows for a wider analytical discussion among all constituencies of the accreditation standards which are related. This enables the university to identify achievements and challenges based on interrelated evidence leading to institutional improvement at all levels. (See Figure 1.)

FIGURE 1: PCUPR SELF - STUDY MODEL





The institution endeavors to construct an integrated vision of its processes and activities instead of a fragmented one. The use of this model also facilitates the gathering of related evidence and the assessment of the results in each of the 14 standards while at the same time focusing on three specific areas vital to achieving expected educational outcomes: the fulfillment of the institutional mission linked to effective strategic planning and the assessment of student learning and institutional practices.

Intended Outcomes of the Self-Study

Through the Self-Study process the university will be able to assess its performance based on the fourteen standards stipulated in **Characteristics of Excellence**. This will enable the institution to further strengthen the institutional strategic and operational planning process and address the challenges of the next decade. Consequently, the primary goal of the PCUPR Self-Study process is to evidence institutional effectiveness in accordance with its mission, vision, and goals in order to promote self-understanding and renewal. This is demonstrated through an analytical and reflective self-assessment process which identifies effective strategic planning consistent with the standards of excellence coupled with the assessment of student learning outcomes. Therefore, the intended outcomes of this study include:

- to assess how the institutional mission and vision are embedded in all administrative and academic university activities;
- to actively involve the university community in aspects of the strategic and operational planning process on a continuous basis; and
- to assess the effectiveness of academic programs and services regarding expected student learning outcomes and prepare students professionally and personally from a Christian framework to be members of a dynamic society.

The secondary goal is to demonstrate compliance with relevant standards of accreditation and federal requirements.

Organizational Structure of the Executive Committee, Steering Committee, and Task Groups

The Self-Study structure consists of an Executive Committee composed of 15 members: a chair and co-chair, an executive secretary, and 12 other members representing the three campuses including faculty, administrators, non-academic personnel, a Board of Trustees representative, and a student representative. The Executive Committee is responsible for the managerial functions of the Self-Study process. It is directly responsible for designing and implementing the Self-Study process throughout the institution. It directs and supervises the activities of the Steering



Committee and coordinates with the corresponding offices and units the distribution of data and information from surveys, statistical reports, and institutional documents among the task group chairs. It is ultimately responsible for editing and submitting the final Self-Study report.

The Executive Committee, along with the chairs and co-chairs of the task groups responding to the grouped standards, form the Steering Committee. The Steering Committee meets every other month to receive and discuss the follow-up reports from the task groups. Through a collaborative effort, recommendations are discussed to enable each group to perform the activities necessary to effectively answer the research questions designed for each one. Each task group is composed of representatives from the three campuses who represent faculty, administrators, staff, and students. It is through the wide representation of the different constituents of the university community that the institution aims to formulate a comprehensive view of its activities. It is important to note that the Arecibo and Mayagüez branch campuses have a similar structure including task groups to collect data for the institutional report.

The President of the institution, Dr. Jorge Iván Vélez Arocho, appointed Dr. Herminio Irizarry, professor of the Graduate School in the College of Business Administration and consultant to the Vice Presidency for Institutional Development, Research, and Planning, chair of the Executive and Steering Committees in August, 2011. Upon the unexpected passing of Dr. Juan Quintana in September of 2011, Dr. Irizarry was named Associate Vice-President of Academic Affairs. In January of 2011, Professor Shirley Santiago-Jiménez was asked to co-chair the Self-Study process. After consultation with Dr. Irizarry and Dr. Carmen Judith Acosta, Director of the Accreditation Office, a list of candidates for the membership of the Executive and Steering Committees was prepared and submitted to President Vélez Arocho for his review. Letters of appointment were then sent to the candidates.

The members of the Executive Committee are:

- Dr. Herminio Irizarry, Chair, Associate Vice President of Academic Affairs
- Prof. Shirley Santiago-Jiménez, Co-Chair, Department of English and Foreign Languages
- Dr. Annie Montero, Executive Secretary, Department of English and Foreign Languages
- Dr. Carmen J. Acosta-Fumero, Director, Accreditation Office
- Dr. Félix Cortés, Vice-President, Institutional Research, Planning, and Development Office
- Prof. María Muñiz, Director, Institutional Assessment Office
- Prof. Damaris Rosado, Director, Budgeting Office

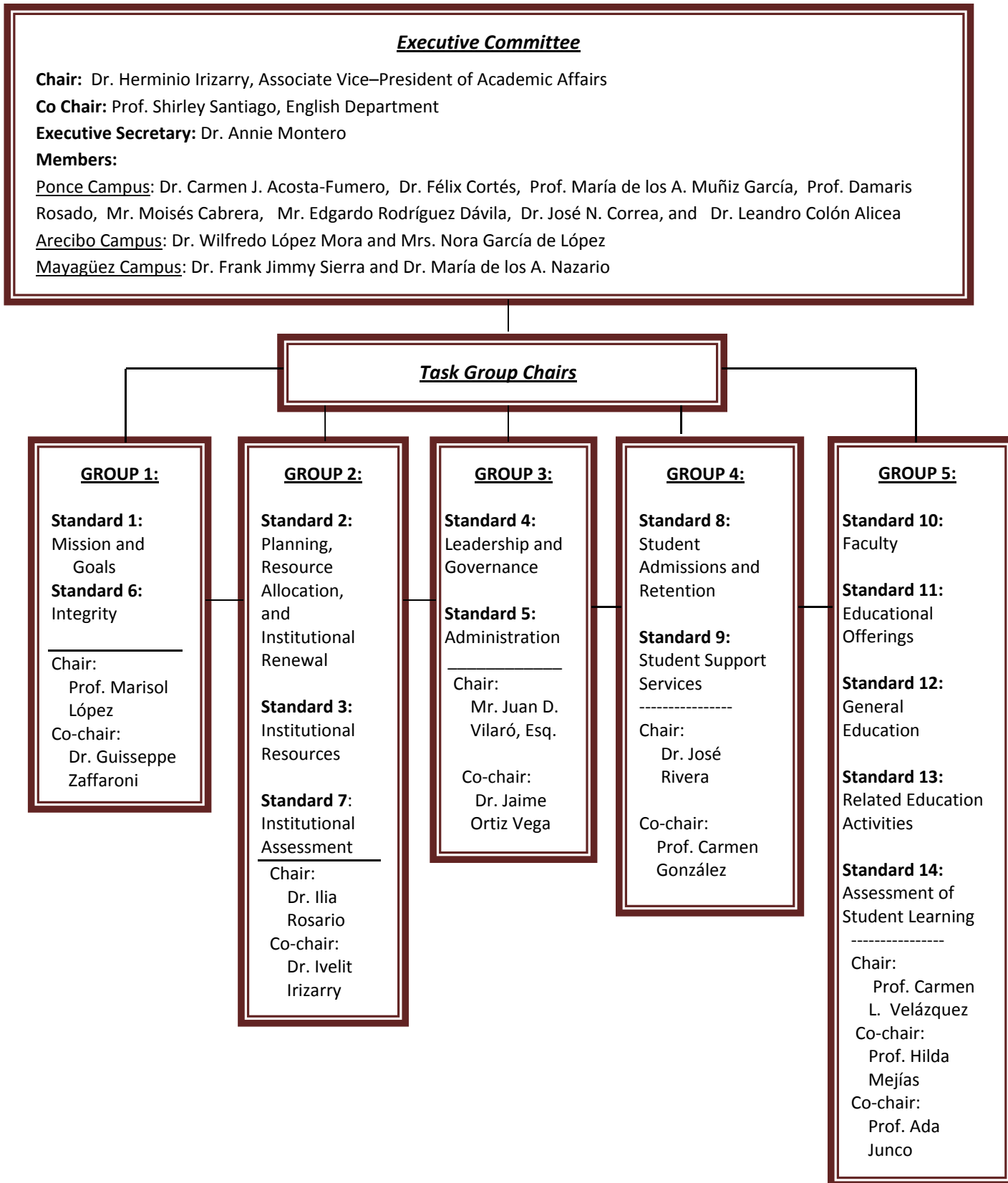


- Dr. Wilfredo López Mora, Dean of Academic Affairs, Arecibo Branch Campus
- Mrs. Nora García de López, Coordinator, Arecibo Branch Campus
- Dr. Frank Jimmy Sierra, Dean of Academic Affairs, Mayagüez Branch Campus
- Dr. María de los A. Nazario, Graduate School of Education, Mayagüez Branch Campus
- Mr. Moisés Cabrera, Director, Data Systems
- Mr. Vidal Pérez, Institutional Statistician
- Mr. Edgardo Rodríguez Dávila, Student Representative
- Dr. José N. Correa, Board of Trustees Representative
- Dr. Leandro Colón Alicea, Vice President of Academic Affairs (ex-officio member)

The structure of the Steering Committee is illustrated in Figure 2.



Figure 2: Self-Study Steering Committee Structure





The membership of the five task groups is:

TASK GROUP 1 - Standard 1: Mission and Goals and Standard 6: Integrity

Chair: Prof. Marisol López, Director, Tourism Department

Co-Chair: Dr. Giuseppe Zaffaroni, Director, Institutional Office of Social Doctrine of the Church

Faculty and Administrative Personnel:

Sister Nancy Arroyo, Ph.D., Biology Department

Dr. José L. Rodríguez, College of Business Administration

Prof. Félix Ramos, College of Arts and Humanities

Dr. Nilde Cordoliani, College of Graduate Studies in Behavioral Sciences and Community Affairs

Dr. Ana Plaza, College of Graduate Studies in Behavioral Sciences and Community Affairs

Mr. Franklin Avilés Santa, Esq., School of Law

Prof. Carmen Z. Torres, Counseling Center

Prof. Maritza García González, College of Education

Dr. Ana Muñoz, College of Education

Prof. John Ellis, College of Arts and Humanities

Ms. Edna Santiago, Esq., School of Law

Mrs. Juanita De la Torre, Accounting Office

Mrs. Mandy Deligne, Executive Secretary to the President

Dr. Gerardo Cabán, Mayagüez Branch Campus

Mrs. Luz C. Rivera Correa, Arecibo Branch Campus

Students:

Mr. Javier Meléndez Irizarry, College of Arts and Humanities

Miss Gabriela Falto Mas, College of Science

Miss Heidsha Alindato, College of Business Administration

Miss Marylin Zelaya, College of Business Administration

Miss Virgen Gómez, College of Education

Miss Normarie Meléndez, College of Education

TASK GROUP 2 - Standard 2: Planning, Resource Allocation and Institutional Renewal; Standard 3: Institutional Resources; and Standard 7: Institutional Assessment

Chair: Dr. Iliá Rosario, College of Graduate Studies in Behavioral Science and Community Affairs

Co-Chair: Dr. Ivelit Irizarry, College of Business Administration

Faculty and Administrative Personnel:

Prof. Beverly Zapata, College of Arts and Humanities

Prof. Luis Rivera, College of Business Administration

Prof. José M. Irizarry, College of Business Administration



Prof. Migdalia de Jesús, College of Business Administration
Prof. José Reyes, College of Graduate Studies in Behavioral Science and
Community Affairs
Dr. Maximiliano Ramos, College of Graduate Studies in Behavioral Science and
Community Affairs
Prof. Juan Acevedo, College of Science
Prof. Daily Mangual, College of Education
Prof. Gamaliel Toro, College of Education
Dr. Carlos Cintrón Valpais, College of Education
Prof. Brunilda Guzmán, College of Arts and Humanities
Prof. Wanda Valentín, School of Law
Prof. Juan Román, Bursar
Ms. Evelyn Alvarado, Director, Accounting Office
Prof. Angela Nazario, Mayagüez Branch Campus
Prof. Sandra Arocho, Arecibo Branch Campus

Students:

Miss Nina González Battistini, College of Arts and Humanities
Mr. Francisco Pérez Catillo, College of Business Administration
Miss Lilliana Rivera Vicéns, College of Business Administration
Miss Karen Martínez, College of Business Administration
Miss Nicole Yordán, College of Science
Miss Elidia Rodríguez, College of Education
Miss Valeria Candelario, College of Education
Miss Wanda Pagán Torres, College of Education

**TASK GROUP 3 - Standard 4: Leadership and Governance and Standard 5:
Administration**

Chair: Prof. Juan D. Vilaró, Esq., School of Law

Co-Chair: Dr. Jaime Ortiz Vega, College of Education, Mayagüez Branch Campus

Faculty and Administrative Personnel:

Dr. Edgar Soto, College of Business Administration
Prof. Caridad Álvarez, College of Arts and Humanities
Prof. Hilda Escabí, College of Science
Dr. Hilda Burgos, College of Graduate Studies in Behavioral Science and
Community Affairs
Dr. Edwin Asencio, College of Graduate Studies in Behavioral Science and
Community Affairs
Prof. Gladys Vidal, College of Education
Prof. Roberto García, Esq., College of Arts and Humanities
Prof. Lygia Westwood, College of Arts and Humanities
Dr. Enid Miranda, College of Arts and Humanities
Prof. Modesto Bigas, School of Law



Ms. Karen Colón, Accounting Office
Mrs. Gladys Díaz, Director, External Resources
Mr. Armando Rodríguez, Director, Institutional Infrastructure
Prof. Yazdel Martínez, Arecibo Branch Campus

Students:

Miss Yaliset Rivera Rentas, College of Business Administration
Miss Grace Caro Vargas, College of Business Administration
Mr. Héctor Ruiz Pérez, College of Business Administration
Miss Carmen Febles, College of Education
Mr. Xavier Rosado Vázquez, College of Education
Miss Karen L. Ayala Ortíz, College of Science

TASK GROUP 4 - Standard 8: Student Admissions and Retention and Standard 9: Student Support Services

Chair: Dr. José A. Rivera, Chair of Chemistry Department

Co-Chair: Prof. Carmen González, Chair of Counseling Center

Faculty and Administrative Personnel:

Prof. Pedro Ángel Rosario Torres, School of Architecture
Prof. Zoriel Rodríguez Aquino, College of Arts and Humanities
Prof. Victor Rivera, Esq., College of Business Administration
Prof. Luis Lugo Cortijo, College of Business Administration
Dr. Marisol Camacho, College of Science
Prof. Zulmarie Hernández, College of Graduate Studies in Behavioral Science and Community Affairs
Dr. Roberto González, College of Graduate Studies in Behavioral Science and Community Affairs
Prof. Sylvia Lugo, Student Support Services
Dr. Ana Bonilla, Director of Admissions
Prof. Rosanny Rodríguez, College of Education
Prof. María Sierra, College of Education
Prof. Amelia Cuenca, College of Arts and Humanities
Ms. Linette J. Milette Gaztambide, Director of Recruitment Office
Prof. Jorge Carmona, Esq., School of Law
Prof. Noelia Padua, Esq., School of Law
Mrs. Rosalía Martínez, Director of Financial Aid Office
Mrs. Janine Rivera, Administrative Secretary, Vice-Presidency for Financial Affairs
Dr. Sandra Morales Arroyo, Mayagüez Branch Campus
Dr. Mayra Lugo González, Arecibo Branch Campus

Students:

Mr. Joshua Goyco Velázquez, College of Arts and Humanities
Mr. Ernesto Báez Sáez, College of Science
Mr. Isaac Pérez Montalvo, College of Business Administration
Miss Dailyn Ortíz, College of Business Administration



Mr. José Toro, College of Education
Miss Pilar Martínez, College of Education

**TASK GROUP 5 - Standard 10: Faculty; Standard 11: Educational Offerings;
Standard 12: General Education; Standard 13: Related Education Activities; and
Standard 14: Assessment of Student Learning**

Chair: Prof. Carmen Velázquez, Chemistry Department

Co-Chair: Prof. Hilda Mejías, Social Science Department, (Standards 10 and 14)

Co-Chair: Prof. Ada Junco, College of Science, (Standards 11, 12, and 13)

Faculty and Administrative Personnel:

Prof. Fernando Collazo, College of Business Administration

Prof. Sonia Negrón, College of Business Administration

Dr. Eugene Pichette, College of Graduate Studies in Behavioral Science and
Community Affairs

Dr. Angela Velázquez, College of Graduate Studies in Behavioral Science and
Community Affairs

Dr. Norma Maldonado, College of Graduate Studies in Behavioral Science and
Community Affairs

Prof. Luzaray Quiñones, Student Support Services

Prof. Xenia Arvelo, Counseling Center

Prof. Xedric Díaz, Counseling Center

Prof. Magda Vargas, Director of Encarnación Valdés Library

Prof. Vidalina Rodríguez, Encarnación Valdés Library

Mr. Javier Echevarria, Esq., School of Law

Prof. Edward Torres, College of Arts and Humanities

Prof. Alex López, Esq., School of Law

Dr. Elsa Torres, College of Arts and Humanities

Dr. Edgardo Avilés Garay, College of Education

Dr. María S. Santiago, College of Education

Prof. Ada Velázquez, College of Education

Prof. Marta González, College of Education

Prof. Mirta Rivera, College of Education

Prof. José Javier Irizarry, College of Business Administration

Prof. Vivian Asad, College of Business Administration

Prof. Lourdes De León, College of Business Administration

Prof. Ernesto Hernández Millán, Esq., School of Law

Prof. Margarita Miranda, Esq., School of Law

Dr. Carmen Betancourt, Director, Institute of Distance Learning

Mrs. Anadela Santiago, Payroll- Vice-Presidency of Financial Affairs

Ms. Sheila Torres, External Resources – Vice-Presidency of Institutional
Development, Planning and Research Affairs



Prof. María Ruiz de la Cruz, Arecibo Branch Campus

Prof. Mayra Negrón, Mayagüez Branch Campus

Students:

Mr. Alfredo Vélez, College of Education

Mr. Alexis Castro García, College of Arts and Humanities

Mr. Nelson A. Ramos Negrón, College of Science

Miss Pierina Ortíz Cortés, College of Business Administration

Miss Natasha Torres Borrero, College of Business Administration

Miss Angélica Torres, College of Business Administration

Mr. David Umbacia Pinzón, College of Business Administration

Miss Jomayra Toro, College of Education

Miss Carmen Pi Arbona, College of Education

Mr. Alexis García Borrero, College of Education

Miss Danielle C. McMasters, College of Education

Charges to the Task Groups, Research Questions, and Guidelines for Reports

Summary of the Process

Once the President appointed the Task Group chairs, meetings of the Steering Committee were held in January and February 2012. The importance and magnitude of the Self-Study process was discussed. The Editing Committee would be providing the revised research questions which had been submitted by the different colleges and branches. Task groups were asked to meet with their committees and recommend any additional revisions to the questions upon receipt. They were also informed that due to the nature of the grouping of the standards, collaboration and interaction among the task groups will be imperative. The principal charge of the task groups is to identify and analyze the key issues found as a result of their research and to provide recommendations and possible solutions for institutional improvement. To aid in the research process, the chairs were informed that all the necessary resources would be available in a special office designated for this purpose and staffed by the secretary assigned to the Self-Study process, Ms. Angélica Vera. In addition, other digital resources are being posted on the university's webpage by Mr. Moisés Cabrera.

Task Group Charges and Research Questions

Each task group will respond to the following charges and research questions in accordance with the designated standards.



Task Group 1 -Standard 1: Mission and Goals and Standard 6: Integrity

Standard 1: Mission and 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.

Charges:

- to study how the mission and its corresponding goals are integrated in the academic and administrative activities of the institution and the effectiveness with which it is achieved;
- to evidence how the mission is an integral part of the strategic and operational planning process and its particular goals and activities and to the extent in which it is also assessed as part of student learning outcomes; and
- to study how and to what extent the institution demonstrates the practice of ethical principles and the observance of stated institutional policies in its programs and activities in both the internal and external community while supporting academic and intellectual freedom and respecting diversity.

Questions for Standard 1: Mission and Goals

1. To what extent has PCUPR achieved its goals and objectives in accordance with the stated mission and vision? What activities exist to demonstrate and support these findings?
2. How are the mission, vision, and goals of PCUPR reflected in the processes involving planning, resource allocation, curriculum development, and student learning assessment?
3. What significant changes regarding administration, governing bodies, faculty, and students have occurred in accordance with the reformulated mission, vision, and goals since the last Self-Study? What role have planning, resource allocation, curriculum development, and student learning assessment played in driving these changes?
4. What internal and external factors have influenced institutional goals and promoted changes in activities related to the mission and vision?



5. To what extent has the institution incorporated assessment of its goals in order to promote institutional improvement? How effective has this process been? What recommendations are necessary to further improve this process?

Questions for Standard 6: Integrity

1. How are the ethical institutional policies reflecting appropriate standards of conduct and conflict resolution related to teaching, scholarship, service, and administration promoted and assessed within the institution? To what extent are these policies effective in maintaining institutional integrity?

2. To what extent does the institution assure that student grievances are addressed promptly, appropriately, and fairly? Is there equitable and consistent treatment in the evaluation and discipline of students? What are the established processes and how are they disseminated to the constituents of the academic community?

3. To what extent do the existing policies and practices regarding hiring, evaluation, promotion, tenure, compensation, retention, and dismissal of employees demonstrate fairness and impartiality? Are these policies and practices effectively disseminated among the faculty and non-academic personnel?

4. How are the changes that affect the institution disclosed to the internal and external community, and how accurately and timely is this disclosure?

5. To what degree do university and promotional materials and documents such as the university catalog, faculty and non-academic personnel manuals, student handbook, and public relations advertisements truthfully reflect the mission, vision, and goals of the institution? How readily available, in both paper and electronic form, are university documents? How often are these documents updated and published widely?

6. To what extent does the university facilitate and promote a climate of respect for diverse cultural and social backgrounds as well as divergent ideas and perspectives?

7. To what degree does the university foster discussion, dialogue, the search for truth, and academic and intellectual freedom? Are the university's policies governing academic and intellectual freedom widely known and effectively practiced? What is the institution's commitment to principles protecting intellectual property rights?

8. How is the assessment of integrity evidenced in institutional policies, processes, and practices?



Task Group Two - Standard 2: Planning, Resource Allocation, and Institutional Renewal; Standard 3: Institutional Resources; and Standard 7: Institutional Assessment

Standard 2: Planning, Resource Allocation, and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, 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 support the development and change necessary to improve and to maintain institutional quality.

Charges:

- to assess the effectiveness of the implementation of the strategic planning process which integrates the institutional mission, vision, and goals and its alignment with resource allocation;
- to analyze how the strategic planning process utilizes the results of its assessment activities to direct and promote institutional renewal;
- to study how the strategic planning process incorporates the outcomes of student learning assessment in other operational plans (financial, enrollment, facilities, and technology) and unit-level plans to improve educational programs and offerings; and
- to analyze the effect of institutional changes and assess how open the university's constituencies are to analyzing, discussing, and reviewing or changing administrative processes and academic offerings.

Standard 3: Institutional Resources

The 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, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

Charges:

- to analyze the effective and efficient use of institutional resources (human, financial, technical, facilities and others) necessary to achieve the institutional mission and goals as well as the objectives of the institutional strategic plan and improve student learning outcomes; and
- to analyze the diversification of the financial resources as they comply with the objectives of the mission and the strategic planning process in order to assess the financial stability of the institution.

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 accreditation standards.



Charge:

- to evaluate the process of implementing institutional assessment to verify that the university supports, communicates, and uses assessment results to foster institutional improvement and improve student learning outcomes.

Questions for Standard 2: Planning, Resource Allocation, and Institutional Renewal

1. How has the university improved the alignment of its strategic plan with the operational planning of all university units? How has this process improved the effectiveness and efficiency of strategic planning and the functioning of the university's units?
2. How has the strategic planning process guided and improved the allocation of resources (financial, physical facilities, technology, and human) according to the institution's priority areas?
3. How does the university evidence the alignment of strategic planning and resource allocation based on the priority areas and corresponding goals with institutional renewal?

Questions for Standard 3: Institutional Resources

1. To what extent are the human, financial, technical, physical facilities and other resources effectively distributed among programs and support divisions? How is this distribution monitored?
2. To what extent are the libraries at all campuses adequately supported and staffed to achieve the institutional objective for student learning, both on campuses and at a distance? Does the university provide the library staff with professional development activities?
3. How adequate and appropriate are the physical facilities, the collections, the operating schedule, the access, and the services of the libraries? Are students, faculty, and staff satisfied with these aspects? How are these aspects assessed by the university community? How are the results of this assessment used in the allocation of funds and strategic planning?
4. How well and to what extent are budget allocations consistent with existing policies and procedures? How effective is budget allocation in providing the adequate student services, faculty, staff, technology, and physical facilities to accomplish the institution's objectives for student learning?



5. To what extent do the financial planning and budget allocation processes and policies respond effectively to institutional priorities and unit goals? What are the elements used for this distribution?
6. What financial indicators guide the university's budgeting efforts, finances, assets management, and administrative controls to ensure the financial stability of the institution and implement its plans for future development?
7. What evidence does the university have to demonstrate its fiscal commitment to further develop its student support services, expand research, and integrate its community service programs?
8. How well and to what extent does PCUPR's acquisition and replacement plan provide for the needs of the institution - including the provision for current and future technology for fulfilling and extending educational offerings, providing academic support, and meeting administrative needs? Which are the benchmarks for further implementation?
9. How well and to what extent do annual independent audits determine the financial expediency and fiscal responsibility of PCUPR? How does the institution follow up on any concerns and recommendations cited in the audit's accompanying management letter?
10. How and with what frequency is the use of institutional resources assessed? How are results used to improve efficiency, control costs, redirect resources, and develop new revenue sources to support the institution's mission and goals?
11. How effective are institutional strategies and mechanisms in increasing and generating external funds?

Questions for Standard 7: Institutional Assessment

1. How has the institution fulfilled the goals of its strategic plan through the implementation of the operational unit plans and institutional assessment plan? How congruent is the institutional assessment plan with the institutional strategic plan?
2. How effectively are institutional assessment results shared with the internal and external community?
3. To what extent are assessment results used to support planning and continuous improvement?
4. How effective is the institutional assessment process in promoting appropriate decision-making? Does the assessment process provide the institutional support and confidence to make appropriate decisions?



5. How cost-effective is the institutional assessment process as related to the appropriate investment of institutional resources? Do assessment results effectively inform budget and resource allocations and renewal?

6. How is the institutional assessment process evidenced, organized, and sustained in order to evaluate and improve academic programs and services? How are attrition, retention, and graduation rates used in the strategic planning and assessment processes as well as enrollment management?

7. To what extent do faculty and administrators support and collaborate in assessing student learning outcomes and in responding to those assessment results? Is there an institutional culture to encourage, recognize, and value assessment efforts for institutional effectiveness and improvement of programs and services?

Task Group Three - Standard 4: Leadership and Governance and Standard 5: 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.

Charges:

- to study the structure, operations, and activities of the Board of Trustees in the governance of the institution and the realization of its mission and goals;
- to determine and analyze what administrative and organizational changes may have occurred in the past decade and their impact within the Board of Trustees in institutional decision and policy-making processes;
- to analyze the effectiveness of the Board of Trustees in developing and generating resources needed to sustain and improve the institution; and
- to determine and analyze the assessment process used to evaluate the effectiveness of institutional leadership and governance.

Standard 5: Administration

The institution's administrative structure and services facilitates learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

Charges:

- to assess the impact and effectiveness of administrative changes within the last decade;



- to determine the efficiency of the current administrative structure, processes, and leadership roles and responsibilities in achieving the mission and goals of the institution and promoting research and scholarship; and
- to document and analyze the processes used for communication among all the university's constituents.

Questions for Standard 4: Leadership and Governance

1. How well documented are the processes for the selection of the different members of the Board of Trustees? Are the roles and responsibilities clearly stated and defined? Have these changed since the last Self-Study?
2. What administrative and organizational changes have occurred in the past decade? What has their impact within the Board of Trustees in the institutional decision and policy-making processes been?
3. How does the university assure the availability of governing documents, by-laws, and related documentation regarding the university structure, duties, lines of authority, and accountability to the campus community? How does the institution communicate this information to its constituents (i.e. branch campus administration, administrative personnel, faculty, students, and external community)?
4. What planning mechanisms does the Board of Trustees use to develop and generate external funding resources? How effective are these mechanisms in sustaining and improving the institution?
5. How effective is the interaction among the Board of Trustees, the administration, and the faculty? What strategies are used to promote an open discussion among these groups in relation to the institution's mission, goals, program offerings, and resources? What opportunities does the university provide its members to participate in institutional leadership and governance?
6. What assessment process exists to evaluate the effectiveness of the institutional leadership and governance? Is it performed periodically? Who is assessed in this process? What constituents participate in this process? How are the results shared and acted upon?

Questions for Standard 5: Administration

1. What administrative and organizational changes have occurred in the past decade? What has the impact of these changes been? What has the perception of the university community been regarding these changes? What input has the university community had in these changes?



2. How clearly defined are the requirements and qualifications of administrative personnel? Do the administrative leaders and staff have the appropriate degrees and training to perform their responsibilities and functions in accordance with the mission, vision, and objectives of the institution? Do administrative leaders have the adequate information and decision-making systems to perform their responsibilities and functions?
3. What types of professional development or administrative training are regularly offered to administrative staff to promote excellence in their functions? How effective are they?
4. To what extent are the administrative personnel adequately qualified to perform their duties and comply with the mission, vision, and goals of the institution? How are they evaluated and assessed and how effective is this process? How are the results of this assessment (qualitative and quantitative) used to further improve the institution?
5. To what extent are the academic and administrative units appropriately staffed in order to perform their duties and work toward the accomplishment of institutional goals?
6. Is there a periodic assessment of the effectiveness and efficiency of the administrative structure? How are they measured?
7. How effective is the communication among administration, faculty, staff, and students? What strategies are used to promote an open discussion among these groups in relation to the institution's mission, goals, program offerings, and resources? How effective are these strategies in providing input in the decision-making process of the administration?

Task Group Four - Standard 8: Student Admission and Retention and Standard 9: Student Support Services

Standard 8: Student Admissions and Retention

The institution seeks to admit students whose interests, goals, and abilities are congruent with the mission and seeks to retain them through the pursuit of the students' educational goals.

Charges:

- to analyze the institution's recruitment, admission, and retention policies to ensure that they are congruent with the institutional mission, vision, goals, and objectives;
- to analyze the institution's recruitment, admission and retention policies and procedures to identify if the diverse student population is provided equal opportunities for success in meeting educational goals; and
- to assess current enrollment management practices and their impact on student retention and institutional efforts for improvement.



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.

Charges:

- to identify to what extent the institution provides accurate and comprehensive information and advice to the student body regarding academic offerings and financial aid;
- to determine the effectiveness of current academic offerings and student support services in all locations and using diverse modes of delivery in the assessment of expected student learning outcomes; and
- to analyze how student assessment outcomes are used for future strategic planning regarding student admissions, retention, and services as well as institutional improvement.

Questions for Standard 8: Student Admissions and Retention

1. How do the recruitment, admission, and retention policies reflect the institutional mission, vision, goals, and objectives? How are these congruent with the institutional student profile?
2. To what extent are the admission policies and procedures as well as the academic offerings and requirements available to potential students?
3. How effective is the recruitment process at all campuses? Are there sufficient resources for its implementation?
4. How effectively does the institution meet the needs of the diverse student body (e.g. traditional and non-traditional undergraduate and graduate students, transfer students, and students with disabilities)? What is the level of satisfaction among these students?
5. To what extent is there on-going and appropriate orientation, training, and support for students taking on-line courses?
6. How effective are the Financial Aid Office and the Registrar's Office in informing students of their services and corresponding duties and procedures? What is the level of student satisfaction with these offices?
7. How does the institution ensure that students receive accurate and comprehensive information and advice regarding academic offerings and financial aid (e.g. scholarships, grants, and loans) in order to make informed decisions about academic and financial expectations and opportunities?
8. How effective and comprehensive are the current enrollment management practices at the institutional and branch campus levels? How is the analysis of these results used



to improve student admission and retention practices as well as future strategic planning?

Questions for Standard 9: Student Support Services

1. How do the various student support services reflect the mission, vision, and goals of the university?
2. How effective is the structure of student support services in reflecting and meeting the strengths and needs of the diverse student body institutionally and at the branch campuses? What strategies do the campuses use to guarantee that programs and services are integrated with the main campus?
3. How are student support services updated to meet student needs (physical, fiscal, and human resources)? Are they provided and supervised by qualified professionals? When appropriate, how often do students request these services? What is the level of student satisfaction with these services?
4. How effective is communication in the community regarding student support services? How informed are students, faculty, and staff of the academic and non-academic support services? What mechanisms exist for faculty referral and to what extent does the faculty use these mechanisms?
5. How are student services assessed? How are the results of this assessment implemented in making evidence-based decisions for improving these services, responding to student needs, and achieving student learning outcomes? How are these results incorporated into the strategic planning process at the unit and institutional level?
6. How effective are the student support services in achieving expected student learning outcomes for students in different institutional programs (e.g. athletic program, honors program, and TRIO)?

Task Group Five - Standard 10: Faculty; Standard 11: Educational Offerings; Standard 12: General Education; Standard 13: Related Education Activities; and Standard 14: Assessment of Student Learning

Standard 10: Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Charges:

- to analyze how effectively the faculty aids in the achievement of the mission, vision, and goals of the institution in the activities related to teaching and learning, academic advising, assessment of student learning outcomes, research, curricular development and revision, and institutional governance;



- to assess the effectiveness of the recruitment, evaluation, retention, and professional development of the faculty in accordance with the mission, vision, and goals of the institution;
- to evidence how the institution adheres to principles of academic freedom within the context of its institutional mission; and
- to analyze the faculty's involvement in the strategic planning process.

Standard 11: Educational Offerings

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

Charges:

- to examine the congruence between educational programs at the undergraduate and graduate levels and their related support activities with the mission, vision, goals, and objectives of the institution;
- to evidence that the educational programs at all levels and modes of delivery exhibit the academic content, rigor, and quality consistent with the programs or degrees offered;
- to determine whether these academic programs are adequately supported with the necessary human, physical, instructional, technological, and fiscal resources;
- to assess to what extent these educational programs are achieving expected student learning outcomes; and
- to evaluate the implementation of the results of program and student learning outcomes assessment in the strategic planning process.

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.

Charges:

- to analyze to what extent changes have occurred in the general education curricula to meet the needs of the changing student population and external community as well as comply with the mission, vision, and goals of the institution;
- to analyze how assessment of student learning outcomes demonstrate the achievement of the institutional goals and objectives and have impacted the revision of the general education curricula; and
- to identify how the university's planning, resource allocation, and assessment processes reflect institutional commitment to general education goals.

Standard 13: Related Educational Activities

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivered, or sponsorship meet appropriate standards.



Charge:

- to analyze that related educational activities such as basic skills or developmental courses; certificate programs; evaluated experiential learning; non-credit offerings; branch campuses, additional locations, and instructional sites; distance education; and contractual relationships ensure institutional integrity while complying with the mission, vision, and goals of the institution and the expected outcomes.

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.

Charges:

- to analyze how the institutional assessment plan regarding student learning has evolved with the institutional mission and is linked to the vision and goals of the institutional strategic plan and the goals of higher education;
- to evidence that the institutional assessment plan related to student learning is a well-documented and sustained process with institutional support at all levels and that results are shared and discussed with appropriate constituents in order to improve the teaching-learning process and the institution as a whole; and
- to study how the implementation of the institutional assessment plan regarding student learning has reflected that students at graduation or through capstone courses and experiences are meeting the expected student learning outcomes.

Questions for Standard 10: Faculty

1. How does the institution recruit new faculty, and what criteria does it use to identify candidates who are qualified and reflect the institutional mission and vision? Are the policies and procedures used to ensure the use of qualified professionals periodically assessed?
2. Is there sufficient faculty to meet the academic and service needs of students? How does the institution plan for the hiring of faculty in relation to priorities, program needs, and budget?
3. Is the hiring process different for full-time and part-time faculty? To what extent does the hiring of part-time faculty impact academic planning, resources, and academic quality? How does part-time faculty evidence its commitment to the mission, goals, and objectives at the institutional, college, and departmental levels?
4. How has the university faculty profile changed in the last ten years? What impact has this change had in the faculty's responsibilities of teaching/learning, advising, and other academic activities at the institutional, college, and departmental levels? What retention



practices exist to sustain academic continuity and excellence, and how effective are they?

5. How actively is the faculty involved in achieving the mission, vision, and goals of the university (e.g. classroom and campus activities, curriculum development and revision, research, and community services)?

6. How extensive and effective is the participation of faculty in processes such as academic advising, assessment of student learning outcomes, research, curricular development and revision, and institutional governance? To what extent do faculty have input in the planning process to secure the necessary resources to perform these activities?

7. To what extent is the faculty aware of the published standards and procedures regarding decisions of faculty issues (e.g. promotion, tenure, and grievances among others)? What input does the faculty have in safeguarding the principles of fairness and the rights of all involved?

8. How effective is the institutional structure for the professional development and academic support of the faculty? Is this institutional support directly related to faculty professional development needs?

9. How does the university promote and defend the principles of academic freedom according to the institutional mission? What forums or participatory processes exist for the presentation and discussion of ideas within an atmosphere of academic respect? What is the faculty's perception and level of satisfaction regarding these practices?

10. How effective is the faculty evaluation process? How are faculty teaching on-line courses evaluated? Besides using this process for promotion in rank or confirmation of tenure, how else is faculty performance assessed? How are the results of this assessment process used?

Questions for Standard 11: Educational Offerings

1. How well articulated and to what extent is the relation between the educational programs at the undergraduate and graduate levels and their related support activities with the mission, vision, goals, and objectives of the institution? How is this evidenced and assessed?

2. To what extent are program goals stated in terms of student learning outcomes? Does the student profile upon graduation reflect the expected student learning outcomes for these programs? How is this assessed, and how are the results of this assessment used to further improve academic offerings?



3. To what extent are the different academic programs consistently balanced in terms of the number of credits required at the general education, college/school, and department levels? Is information regarding the distribution of credits and the course requirements readily available and consistently updated?
4. To what extent are faculty, administrative staff, physical facilities, technology, and support services adequate and appropriate to maintain academic excellence in existing programs? Are the fiscal resources sufficient and adequately distributed among the existing academic programs? To what extent is the assessment of the adequacy of these resources incorporated into the strategic planning process?
5. How effective has the incorporation of information literacy and technological competency skills across the curriculum been in the use of new information, technology, and media for study and research by students?
6. How do the academic offerings, educational policies, support services, and technology-based instruction respond to the needs of a diverse and changing student body?
7. How effectively do the curricula of the graduate programs, as supported by the available educational resources, provide for the development of research and scholarly publications at the advanced level?
8. How effectively has the institution managed the complexities of off-site locations in terms of planning, scheduling, use of physical facilities, and incorporating technology among others in order to sustain academic excellence and uniformity?
9. Are there new educational programs and courses being developed to meet the current trends and needs of a diverse student body as well as the local and global communities? To what extent are these offerings consistent with the mission, vision, goals, and objectives of the institution's strategic planning process? Are the necessary financial, human, and physical resources contemplated in the planning process?
10. To what extent do traditional, on-line, and hybrid courses at all campuses exhibit the same academic content, rigor, and quality consistent with the programs or degrees offered? How frequently are on-line courses updated? Are we measuring the educational effectiveness regardless of the location or delivery mode? What actions are taken as a result of this assessment?
11. What are the procedures to validate student identity where on-line courses are concerned?
12. What resources (e.g. technical, physical, fiscal, and human) are available to adequately support and provide access to on-line learning? Is there ongoing and appropriate orientation, training, and support for faculty teaching on-line courses?



13. How is the alignment among the effectiveness of the academic offerings, the student support services, and the available resources measured? How do the results of this alignment affect the assessment of student learning outcomes?

14. To what extent do all course syllabi reflect student learning outcomes? Does the institution have a standard course syllabus to maintain uniformity and consistency in the compliance of the institution, college, and departmental mission and goals?

15. How is the assessment of student learning outcomes integrated to curriculum revision, program development, and course planning at both the undergraduate and graduate levels?

Questions for Standard 12: General Education

1. What are the institutional goals for general education, and how does institutional strategic planning incorporate the necessary strategies to effectively support them?

2. To what extent does the structure of the general education program provide sufficient scope for developing and enhancing the necessary skills and abilities to be applied to the academic major or concentration? Is this structure clearly stated in official publications?

3. How does the general curriculum of this institution reflect the study of values, ethics, and diverse perspectives consonant with its mission and vision?

4. How has the institution evidenced that, upon degree completion, students are proficient in oral and written communication, scientific and quantitative reasoning, and technological competency appropriate to the discipline?

5. To what extent has the general education curricula been revised to meet the needs of the changing student population and external community as well as comply with the mission, vision, and goals of the institution? How have the results of student learning outcomes assessment been incorporated in the revision process?

Questions for Standard 13: Related Educational Activities

Basic skills:

1. How does the institution identify students not fully prepared for college level work? What institutional support (courses and services) is provided to this population?

2. To what extent have these courses and services achieved stated student learning goals? How are the results of student assessment in these courses used? How is the allocation of sufficient resources for the continued improvement of these courses and services incorporated in the strategic planning process?

3. What has the university done to assure that non-credit course offerings for under-prepared students are consistent with the institutional mission and goals?



4. What orientation does the university provide to students enrolled in these courses to make them aware of their remedial and non-credit nature? What is the student satisfaction with these courses and services?

Certificate Programs:

1. How does the institution evidence that the goals, objectives, and student learning expectations of certificate programs are clearly articulated and aligned with the institutional mission, goals, and objectives?

2. What is the procedure used to validate the transfer of certificate program courses (both within the institution and from other institutions) for the completion of a degree program? How does the university assess this transfer process?

3. How are student learning outcomes of certificate programs assessed?

Experiential Learning:

1. What are the policies and procedures to accredit experiential learning relative to academic credit and in accordance with the goals and objectives of institutional curricula? Are these policies and procedures clearly stated, published, and known in the academic community?

2. To what extent are the evaluators of the experiential learning experience knowledgeable about the subject matter and the institution's criteria for the granting of college credit? What evidence is there of training and development for those who evaluate experiential learning?

3. How does the institution safeguard that credit awarded for experiential learning is supported by an evidence-based evaluation indicating the level, quality, and quantity of that experience?

Non-credit Offerings (Continuing Education):

1. How are non-credit offerings designed, approved, and administered? Do they have clearly articulated goals, objectives, and expectations of student learning?

2. To what extent does the university assure that non-credit offerings are appropriate and compatible with its mission and resources?

3. How are non-credit offerings assessed for their potential for credit validation and transferability to degree programs or professional continuing education programs?

Branch Campuses, Additional Locations, and Other Instructional Sites:

1. What have the effects of the substantive change regarding the relationship between the branch campuses and the main campus been, and how have they impacted the educational offerings at the institutional and campus levels?

2. To what extent do offerings at branch campuses, additional locations, and other instructional sites meet standards for quality of instruction, academic rigor, and educational effectiveness as those on the main campus, including expectations for learning outcomes? How are these aspects assessed as compared to the main



campus, and how are the results of this assessment incorporated in the improvement of the institution as a whole?

3. How effectively has the institution managed the complexities of off-site locations in terms of planning, scheduling, use of physical facilities, and incorporating technology among others in order to sustain academic excellence and uniformity?

4. To what extent is there periodic assessment of the impact of branch campuses, additional locations, and other instructional sites on the institution's resources (human, physical, and fiscal) and its ability to fulfill the institution's mission, vision, and goals? How effectively are the results of this assessment incorporated into institutional strategic planning?

Contractual Relationships:

1. How and to what extent is institutional integrity regarding the mission, vision, and goals safeguarded in the contractual relationships that the institution assumes?

2. How is the consistency between our contractual relationships and the goals and activities of the institutional strategic plan evidenced?

3. What policies and procedures exist to ensure that there is adequate review and approval of the performance of the contracted party regarding areas such as admissions criteria, appointment of faculty, content of courses or programs, instructional support resources, evaluation of student work, and outcomes assessment?

Questions for Standard 14: Assessment of Student Learning

1. How has the institutional assessment plan evolved since the last Self-Study? How do these changes support the mission, vision, and goals of the university as linked to the strategic planning process? Is there an alignment between student learning assessment and institutional assessment?

2. How effective is the implementation of the institutional assessment plan as linked to budgetary allocations? Are there adequate institutional resources available to support institutional assessment at all levels?

3. How does the institution evidence that it has a well-documented and sustained assessment process? Are there clearly articulated statements of expected student learning outcomes at all levels and at all branch campuses? How are benchmarks used to assure that student learning outcomes at the program level are consistent among the branch campuses?

4. How does the administration provide institutional support to the assessment process? What measures have been implemented to assure faculty and staff continued participation and training to sustain an assessment culture? What is the degree of participation and satisfaction among faculty regarding assessment and its role in institutional improvement and the improvement of student learning?



5. What evidence exists that student learning assessment information is shared and discussed with the appropriate constituents? How effective are the means of communicating and sharing this information?
6. How are assessment results of student learning outcomes used to inform and improve decision-making regarding student learning in areas such as curricular development, teaching strategies, faculty development, and student admissions, retention and support?
7. What have the results regarding expected learning outcomes in the competencies articulated in the learning goals of the institution been? What actions have been taken as a result of these findings?
8. What evidence is there that students at graduation and through capstone courses are meeting the expected student learning outcomes? What affirmative actions have been taken as a result of these findings?

Guidelines and Template

During the Self-Study process, task groups will be required to submit written progress reports in English every other month at the Steering Committee meetings as designated by the Self-Study Time Table (see pages 37-38). These reports should reflect an analytical approach to the research questions and document all collaborative efforts among the different task groups as well as progress to date including challenges encountered. Minutes documenting progress and attendance at task group meetings should be kept by the designated task group secretary.

The final task group reports should be written in English using Microsoft Word 2010, Calibri font, 12 point lettering, and 1.15 line spacing. Paragraphs should not be indented, and content should be justified. Each report should be submitted both in paper and CD format and include all supporting documentation used as appendices. These reports should be limited to no more than fifteen pages and include the following sections:

1. a final list of the task group members with pertinent academic information;
2. a statement of the standards addressed according to **Characteristics of Excellence**;
3. an overview of the group's charges, the research questions addressed, and the methodology and documentation used;
4. a detailed analysis of the results obtained from the research based on evidence and references to information gathered from other task groups; this analysis should indicate strengths of and challenges for the institution as well as the relationship between those findings and the institutional mission and goals, future strategic planning, and the assessment of student learning outcomes; and
5. recommendations for institutional improvement.



Inventory of Supporting Documents

An initial inventory of supporting documents is included in Tables 1A-1D. This inventory is organized according to the combined standards for each task group. This list will be expanded during the Self-Study process as each group articulates its particular needs. At present, these documents are found in room 308 of the Founders Building. In addition, many of these documents are being digitalized and will be made available to all task group members through a secure Self-Study link (*Acceso Pionero*) on the university's webpage (www.pucpr.edu).

TABLE 1A PCUPR: Inventory of Supporting Documents by Standards

GROUP STANDARDS	DOCUMENTS									
	Academic Senate Documents	Academic Senate Meeting Minutes	MSCHE Annual Institutional Profile	IPEDS	PCUPR Strategic Plan	PCUPR Operational Plans	Financial Reports	Assessment Plans	Annual Outcomes Assessment Plan	Annual President's Report
Task Group 1 - Standards 1 and 6: Mission and Goals; Integrity	✓	✓			✓					✓
Task group 2 - Standards 2, 3 and 7: Planning, Resources and Institutional Renewal; Institutional Resources; and Institutional Assessment			✓	✓	✓	✓	✓	✓	✓	✓
Task Group 3 - Standards 4 and 5: Leadership and Governance; Administration	✓	✓	✓		✓	✓	✓	✓	✓	✓
Task Group 4 - Standards 8 and 9: Student Admissions and Retention; Support Services	✓		✓	✓	✓	✓		✓	✓	✓
Task Group 5 - Standards 10, 11, 12, 13, And 14: Faculty; Educational Offerings; General Education; Related Educational Activities; and Assessment of Student Learning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



TABLE 1B PCUPR: Inventory of Supporting Documents by Standards (Cont.)

GROUP STANDARDS	DOCUMENTS									
	Campus Website	On-line courses	Christian Values document	Student Enrollment Report	Faculty Handbook	PCUPR Statutes	PCUPR Catalog	Information Access Center (Library)	Periodic Review Report (2009)	Self-Study Report (2003)
Task Group 1 - Standards 1 and 6: Mission and Goals; Integrity	✓		✓	✓	✓	✓	✓		✓	✓
Task Group 2 - Standards 2, 3 and 7: Planning, Resources and Institutional Renewal; Institutional Resources; and Institutional Assessment	✓	✓	✓			✓	✓		✓	✓
Task Group 3 - Standards 4 and 5: Leadership and Governance; Administration				✓		✓	✓		✓	✓
Task Group 4 - Standards 8 and 9: Student Admissions and Retention; Support Services	✓	✓	✓	✓		✓	✓	✓	✓	✓
Task Group 5 - Standards 10, 11, 12, 13, and 14: Faculty; Educational Offerings; General Education; Related Educational Activities; and Assessment of Student Learning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



TABLE 1C PCUPR: Inventory of Supporting Documents by Standards (Cont.)

GROUP STANDARDS	DOCUMENTS									
	Mission Statement and Goals	Information and Technology Plan	Institutional Audited Financial Statements	Student Hand-book	Student Recruitment Plan	Course Programming Satisfaction Studies	Student Profile	Monitoring Reports	Course Syllabi	Consortia
Task Group 1 - Standards 1 and 6: Mission and Goals; Integrity	✓	✓	✓	✓	✓		✓	✓	✓	✓
Task Group 2 - Standards 2, 3 and 7: Planning, Resources and Institutional Renewal; Institutional Resources; and Institutional Assessment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Task Group 3 - Standards 4 and 5: Leadership and Governance; Administration	✓	✓	✓	✓	✓		✓	✓	✓	✓
Task Group 4 - Standards 8 and 9: Student Admissions and Retention; Support Services	✓	✓		✓	✓	✓	✓	✓	✓	✓
Task Group 5 - Standards 10, 11, 12, 13, and 14: Faculty; Educational Offerings; General Education; Related Educational Activities; and Assessment of Student Learning	✓	✓		✓	✓	✓	✓	✓	✓	✓



TABLE 1D PCUPR: Document Analysis by Committee for Standards (Cont.)

GROUP STANDARDS	DOCUMENTS									
	PCUPR Curriculum Revision Policy	PCUPR Organizational Chart	PCUPR Administrative Manual	PCUPR Job Descriptions	Academic Unit Annual Reports	PCUPR Promotional Documents	PCUPR Physical Facilities	PCUPR Faculty Profile	PCUPR Student Aid Information	PCUPR Policies
Task Group 1 - Standards 1 and 6: Mission and Goals; Integrity	✓		✓			✓		✓	✓	✓
Task Group 2 - Standards 2, 3 and 7: Planning, Resources and Institutional Renewal; Institutional Resources; and Institutional Assessment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Task Group 3 - Standards 4 and 5: Leadership and Governance; Administration	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Task Group 4 - Standards 8 and 9: Student Admissions and Retention; Support Services	✓				✓	✓	✓		✓	✓
Task Group 5 - Standards 10, 11, 12, 13, And 14: Faculty; Educational Offerings; General Education; Related Educational Activities; and Assessment of Student Learning	✓	✓	✓		✓	✓		✓	✓	✓



The Organization of the Self-Study Report

The PCUPR Self-Study report will have the following format:

- I. Membership List of Self-Study Steering Committee
- II. Table of Contents
- III. Lists of Tables, Figures, and Appendices
- IV. Executive Summary and Eligibility Certification Statement
 - A. Major Findings and Recommendations
 - B. Eligibility Certification Statement
- V. Overview of Pontifical Catholic University of Puerto Rico
 - A. General Information and History
 - B. Mission and Vision
 - C. The Self-Study Process
- VI. Task Group Findings and Recommendations for Institutional Improvement
 - A. Group 1 - Standard 1: Mission and Goals and Standard 6: Integrity
 - B. Group 2: Standard 2: Planning, Resource Allocation, and Institutional Renewal; Standard 3: Institutional Resources; and Standard 7: Institutional Assessment
 - C. Group 3: Standard 4: Leadership and Governance and Standard 5: Administration
 - D. Group 4: Standard 8: Student Admissions and Retention and Standard 9: Student Support Services
 - E. Group 5: Standard 10: Faculty; Standard 11: Educational Offerings; Standard 12: General Education; Standard 13: Related Education Activities; and Standard 14: Assessment of Student Learning
- VII. Conclusion
- VIII. Appendices

Editorial Style and Format of All Reports

Each task group has a secretary who with the chair and co-chair(s) is responsible for synthesizing the group's responses to the charges and research questions into a final Task Group Report in English. The guidelines and template for the final task group report were stipulated in the section titled: **Charges to the Task Groups, Research Questions, and Guidelines for the Reports** found on page 31.

The final Self-Study Report will be written using Microsoft Word 2010, Calibri font, 12 point lettering, and 1.0 line spacing. Paragraphs will not be indented, and content will be justified. Graphs, tables, charts, and other graphics will be incorporated into the report. Supporting documentation used as appendices should follow these guidelines for consistency.



The Editing Committee of the final Self-Study Report will be composed of the following members of the Executive Committee: Prof. Shirley Santiago, Dr. Annie Montero, Dr. Carmen Judith Acosta, and Prof. Damaris Rosado. This committee is in charge of synthesizing the final task group reports into a comprehensive report emphasizing the strengths, challenges, and future opportunities of PCUPR.

Timetable for the Self-Study and Evaluation

The Self-Study process initiated with the participation of PCUPR in the Middle States Self-Study Institute in November 2011. The activities to be performed from 2012-2014 are summarized below and are explained in further detail in Table 2:

- August-December 2011: MSCHE Self-Study Institute
- January-May 2012: Appointment of Executive and Steering Committees; appointment of Task Group chairs and members; draft and submission of Self-Study Design; task groups begin working on research and analysis
- August-December 2012: Task groups continue research and analysis
- January-May 2013: Task groups submit final reports; editing of Self-Study Report begins
- August-September 2013: Final editing of Self-Study Report; submission to draft to PCUPR community and final report to MSCHE
- March-April 2014: MSCHE Evaluation Visit

Table 2: PCUPR Self-Study Report Process Timetable

ACTIVITIES	Time Frame
MSCHE Self-Study Institute	November 2011
Appoint Committee Members	January 2012
Executive Committee Meetings	Jan/Mar/May/Aug/Oct/Dec 2012 Jan/Mar/May/Aug 2013
Steering Committee Meetings	Feb/Apr/May/Aug/Sept/Nov 2012 Jan/Feb/Apr/May/Aug/Oct 2013
Revision of Task Group Membership	February 2012
Reorganization of Task Groups	February 2012
Task Group Meetings	Feb/Mar/Apr/May/Aug/Sept/Oct/Nov/Dec 2012 Jan/Feb/Mar/Apr 2013



ACTIVITIES	Time Frame
Task Group Progress Reports	Apr/May/ Aug/Sept/Nov 2012 Jan/Feb/Apr 2013
Final Task Group Reports	Mar/Apr 2013
Editing of Final Report	Mar/Apr/May/Aug/Sept 2013
Submission of Final Report to PCUPR	August 2013
Submission of Self Study Report to MSCHE <ul style="list-style-type: none"><li data-bbox="250 716 672 793">• Four to six months prior to visit	September 2013
Visit by MSCHE Evaluation Team	January – April 2014

Profile of the Visiting Evaluation Team

Pontifical Catholic University of Puerto Rico requests that the members of the Visiting Evaluation Team include persons who are sensitive to the mission of a Pontifical Catholic university and are familiar with institutions of similar scope and characteristics. We further request that the Visiting Evaluation Team consist of eight to ten members with expertise in outcomes assessment and strategic planning and academic and administrative experience in business administration, natural sciences, education, arts and humanities, law, and architecture at the undergraduate and graduate levels. Lastly and if possible, we ask that at least two members of the team be fluent in Spanish for the purpose of interviewing students and faculty.