



**Inter American University of Puerto Rico
Ponce Campus**

SELF-STUDY REPORT

SUBMITTED TO:

Middle States Association of Colleges
and Schools

Commission on Higher Education
3624 Market Street, Philadelphia, PA 19104-2680

SUBMITTED BY:

Inter American University of Puerto Rico
Ponce Campus

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January 15, 2003



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Ponce Campus Steering Committee

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ACRONYMS

AY	Academic Year
AIC	Audiovisual Information Center
IAC	Information Access Center (CAI for its Spanish acronym)
IDC	Instructional Development Center (CDI for its Spanish acronym)
CEEB	College Entrance Examination Board
CET	Center for Educational Technology
CRE	Center for Educational Resources
DAS	Dean of Academic Studies
DTSAI	Dean of Technological Services for Academic Information
DOL	Puerto Rican Department of Labor
DSDW	Dean of Student Development and Well-Being
HEP	High School Equivalency Program
IAUSCO	Inter American University System Central Office
IAUPC	Inter American University Ponce Campus
IAUPR	Inter American University of Puerto Rico
MAP	Master Assessment Plan
MSCHE	Middle States Commission on Higher Education
OPED	Office of Planning, Evaluation and Development
OSEMS	Office of Student Enrollment Management Services
GEP	General Education Program (PEG for its Spanish acronym)
TEP	Teacher Education Program (PEM for its Spanish acronym)
PRGCE	Puerto Rico General Council on Education

PRCHE.....Puerto Rico Council on Higher Education
SBDCSmall Business Development Center
SSRSelf-Study Report
TELEMAT.....Touch Tone Telephone Registration
TQM.....Total Quality Management
VPAAPVice Presidency for Academic Affairs & Planning
VPMFSSVice Presidency for Management, Financial and Systemic Services

EXECUTIVE SUMMARY

Inter American University Ponce Campus, is one of the eleven (11) units of Inter American University of Puerto Rico. Located on Puerto Rico's south coast in the Island's poorest senatorial district, IAUPC is a four year, commuter Campus. The approximately 4,600 students (an enrollment increase of 32% in the last ten years) come mainly from nearby regional towns. All of them are Spanish speaking, 45% are first generation college students; 90% are from low income families. The average student is 24 years old and attends class full-time but the non-traditional adult population makes up 20% of the student body. There are seventy-seven full-time faculty, and 125 to 150 part-time faculty, teach IAUPC students. Seventy-one percent of the professors have at least Masters' degrees; 26% hold Doctorates. The Campus has four Deans, heading the Office of Deanship of Academics Studies, Student Development and Well-being, Technological Services and Academic Information, and Administration. The Chancellor chairs the Administrative Council, which oversees the Deans and Directors.

Widespread alterations in daily living styles and the complexities of the information revolution called for a re-examination of the Campus, its population, teaching methods, programs and activities. This re-examination resulted in substantial changes and innovation, directly related to its Mission, Goals and Objectives. The resulting changes focus on five areas: new educational concepts, improved and expanded curricular offerings, new alliances with other institutions and the community at large, technological innovation, and administrative restructuring to provide better services.

Changes involved the entire Campus: students, faculty, and administration, in addition to the Community Advisory Committee. Information and data to support changes came from many sources including students and alumni, the surrounding community, the many diverse

populations of potential students, various surveys given different populations, e.g., alumni, possibilities and directions for growth, capabilities inherent in changing technology, and Information Age requirements, Campus strengths and areas needing improvement, and financial realities: resources for such progress on a solid, long term financial base. Analyses led to the evaluation of possibilities, establishing priorities, and then careful planning of new directions for the Campus future.

Innovations Two major areas for innovation underlie these improvements: the Campus-wide adoption of up-to-date technology and administrative decentralization and realignment. These form solid functional bases for other, more visible innovations.

Administration New awareness developed through the Total Quality Management philosophy and its adoption by the Campus led to complete administrative restructuring. Regrouped services and re-trained staff led to dramatic results. For example, the student financial aid processes shrank from the original two month process to the current 15 working days. Individual professional development plans, yearly personnel evaluations, and rethinking of responsibilities, coupled with cross-training, have changed attitudes and achievements. Currently, more output is provided by fewer resources with better results.

Redefining existing Deans' responsibilities and activities, and establishing the new offices of Dean of Technological Services and Academic Information and the Assistant Dean of Accreditation are among the changes. Establishing the Office of Planning, Evaluation and Development is part of the increased emphasis on gathering accurate data for planning and assessment of Campus activities.

Technology Changes and realizing the outcomes that technology can support are really the linchpin of these innovations. Two grant, Title III and Title V enabled IAUPC to establish up-

to-date technology throughout the Campus. The library morphed into the Information Access Center with Web and Internet use open to students and faculty. Subscription to information database programs immeasurably expanded accessible resources. Intensive training for students, faculty and administration as well as heavy investment in equipment and technical staff mean that software, hardware and technical support are in use from early morning into the night. Most courses incorporate technology; existing laboratories were upgraded and new ones established. These changes involved the entire Campus community.

Expanded curricular offerings and new educational concepts The Self Study Report Goal mandates reaffirming IAUPC's position as an Institution of Excellence in Higher Education. In practice, this meant carefully examining and strengthening academic programs, (which have increased 81% in the last ten years), ensuring they respond to societal needs and to the needs of the diverse student body. The off-Campus Cyber Learning Center and Distance Learning Courses are only two examples responding to these needs.

The Campus has added 15 academic programs. The new Health Sciences Department, a consortium with San Cristóbal Hospital, has space where students receive both theoretical and hands-on training, with access to hospital resources. The Department offers two Bachelor's Degrees and six Associate Degrees.

The Science and Technology Department expanded its degree programs to include Environmental Science and Biomedical Sciences. Three certificate programs fulfill needs for technical and vocational post-secondary programs in an ever more diverse society. Five more technical certificates and two professional certificates are in developmental stages.

Revised courses and programs are more interactive in order to address different learning styles and improve the teaching/learning process. Pilot projects try experimental methods, then

are reviewed to identify outcomes and effectiveness. Strengthened transition programs begin at the Assessment Center to diagnose individual needs and prescribe remediation activities.

There is renewed emphasis on faculty growth with individual development plans, advanced study and support for research and creative work. Faculty have a greater voice in curricular design and improved teaching/learning methods. Computer training aids professors in developing effective modules for different learning styles. Regular assessment and development plans encourage faculty growth and foster stimulating environments for academic development.

New Alliances Innovations include strengthened community programs reaching out to serve newer, more diverse populations – again part of IAUPC’s Mission and Goals. These have resulted in off-campus sites for two programs in another town as well as developing the Distance Learning program. The new two-year pre-engineering course uses professors from other IAUPR campuses in faculty exchanges. The Continuing Education Program has increased its offerings and has still more courses under development. The Campys Advisory Committee, made up of the Chancellor and leaders from many parts of the community, advises the Campus and works out projects of mutual benefit, such as the Cyber Learning Center at the area’s largest and most modern shopping mall. Federal grants for community service added support to these alliances.

Students are the reason for, and the greatest beneficiaries of, the changes that have occurred over the past years. There are broader course and program offerings, geared for diverse populations with newer learning styles. Longer extended hours for course schedules for information access and student services are available. Students can register for classes, receive services and accomplish much else via the Internet. Information is available on the Web. Co-curricular activities are varied in focus, appealing to different interests. The sports program has

expanded with new facilities and equipment thereby attracting more participants. Counseling services address more facets of student life and needs.

Self Study Goal and Objectives

Goal: *To reaffirm the Campus' position as an Institution of Higher Education of Excellence by means of a continuing learning experience through a self-study process, which strengthens its academic programs, support its services and provides for long lasting improvements.*

This Self Study results from a community learning process, which started formally early in 2000, but in reality has been a continuing self-study process since the last accreditation visit. Aware of the IAUPC's reputation for both excellence and innovation, Committee members and teams delved into every corner of programs, services, resources and facilities, in the process identifying many successes, the occasional triumph and some areas for improvement. Previous planning, required for the rapid expansion of the last five years, made the task easier. Using the Characteristics of Excellence criteria for evaluation, Self-Study contributors examined and learned what had been achieved, whether the outcomes had been accomplished and if the project, service or course needed improvement.

Objective (a) *To generate a carefully planned and well-executed self-study report that contributes to the Campus' ongoing development and as a guide for judging quality effectiveness.*

Findings encompassed in the Self Study Report, through its delineation of multiple achievements from every segment of the Campus community and beyond, contribute to continuing development. By writing and publishing (on the Web),

the process produced a compendium of information gathered together only in the Report. The extensive data and backup documentation evidenced the last 10 years' achievements, underline the elements which need more attention and point out the strengths to build on for the future.

Objective (b) *To measure the efficacy of our academic programs and support services in light of the Characteristics of Excellence as stated by the Middle States Association.*

Establishing the Office of Planning, Evaluation and Development was a critical step. Studies in the assessment process revealed the need for new instruments and continued growth in academic program measurements. In examining academic effectiveness, program assessment included all undergraduate degrees and the General Education Program. When low Teacher Certification test scores were detected, remedial strategies led to their improvement. Test scores are now on the rise. .

The Committee and Teams found that the support services have been improved. Student services are gathered together logically with online access to service and information. Student co-curricular services and activities were re-thought to appeal to a wider spectrum of students and needs. Academic support services were reassigned to a single office, resulting in one, effective source for faculty support.

Objective (c) *To apply the Characteristics of Excellence in the achievement and evaluation of the Campus's mission, goals and objectives*

The many changes and innovations, examined against the Characteristics of Excellence criteria, emerge directly from IAUPC's Mission, Goals and Objectives. Carefully planned progress and expansion of academic programs, including distance learning for on-site students, means increased response to different groups in the student population, traditional and adult. Innovative academic methods in teaching/learning and experimental pilot projects recognizing

different learning styles are means to achieve quality instruction and optimum student growth. The re-invented IAC contributes to this essential growth through technology and training, increased online and print resources and expanded service hours. Additional degree and certificate programs widen the choices students have in preparing themselves for life after their university experiences. The Honors Program focuses on talented students while the Assessment and Skills Development Center provides students with help in basic skills.

Supporting the faculty in continued professional development stimulates a Campus environment fostering academic vigor and improvement. Strengthening community programs with new alliances, and joint programs such as the Advisory Committee, supports and increases such activities. An integrated education broadens students' Campus experiences, including technological competency, critical thinking skills, environmental awareness and value systems in an humanistic culture. Co-curricular activities and services include programs and services from athletic programs, extended hour counseling services, religious life activities, student organizations, social and cultural activities, civic and community work, an active prevention program for drug and alcohol abuse, and a safe campus environment.

Objective (d) *To develop an action plan to address identified areas for improvement*

Plans for improvements follow the Five Year Strategic Plan, the Assessment Plan, the Master Plan for Physical Facilities, among others. Many of these action plans, identified in the Self Study Report, have already been implemented, including:

- (1) Enhancing faculty in-service training,
- (2) Encouraging more faculty investigation/research,
- (3) Continuing faculty review and updating of course curricula;
- (3) Expanding on-line study from individual courses to complete study programs;
- (4) Increasing external funding proposals and successful grants;

(5) Exploring and developing internships; (6) Updating and maintaining the IAC academic collection; and (7) Reviewing, adapting and expanding assessment.

Other findings and plans are in process including: (1) Reviewing programs and then revising program assessment; (2) Working-out long term strategies to meet increased enrollment; (3) Planning and putting in place the necessary infrastructure for graduate programs; (4) Developing a formal plan with the IAC to increase all students' informational skills; (5) Evaluating computer and communication technology effectiveness in learning; and, (6) Studying and fine tuning the administrative reorganization.

Still other strategies can be accurately described as ongoing, e.g., continuing to focus on older non-traditional students to provide programs for their special needs, or updating and maintaining computers and communications to keep up with developing technology. The strengthening of telecommunication capacities, including diversified platforms and languages to expand academic offerings through sharing with other IAUPR campuses, is in its planning stages.

IAUPC faculty and staff have developed these action plans and strategies with considerable student input to meet identified needs. Because compiling the Self Study Report required data from many sources, reviews and analyses, the Campus was able to assign priorities and ensure these plans are congruent with the Campus Mission, Goals and Objectives.

Objective (e) *To appraise and strengthen the Campus' achievements.*

Changes, carefully thought out and planned on sound financial bases, have been rapid. When new programs are in place, there is a period for examination, consolidation, data gathering and evaluation of both new and existing programs, and student needs and services. (The more

critical recommendations are found in the Self Study Report Overview and are discussed in Objective (d), above.)

It is concluded that the goal and objectives set up in the design for this Self-Study Report were accomplished.

The immediate future calls for concentrated activity in several areas:

Assessment: Outcomes should be identified; data, including instrument development, and data analysis, must be compiled. Program assessment, now in its initial stages, should extend to all programs, including Distance Learning; Faculty assessment should be developed further. Criteria on student enrollment characteristics, retention, transfers, and graduation rates are needed to provide accurate information about student enrollment and program performance rates.

Revisions and fine tuning: A Campus-wide detailed review of outcomes, indicates that careful revision and fine tuning are needed. Further decentralization of administrative activities and some administrative fine tuning is necessary to consolidate changes.

Students: Fine tune and expand student services to meet varied needs. Expand counseling to help university adjustment, to develop realistic expectations, and to deal with personal problems. Enable students to acquire better critical thinking and analytical skills as well as more effective communication habits. Widen student involvement in Campus entities, e.g., organizations, a possible student newspaper, student-planned events, athletics and interactive activities. Increase promotion and recruitment, by

actively involving students and alumni, to reach wider audiences of potential students, and by appealing to diverse populations.

Planning under the revised Mission and Goals: Revise the Campus Long Term Technology Plan, congruent with the IAUPR's Technology Plan, including: updating support services, expanding populations, ongoing training, widening capabilities, and facilities use. Develop faculty professionally to meet needs for new courses and degree programs, including: continuing professional development for existing faculty and involvement in Resource Collection planning and refining. Resource Collection planning and acquisition, keeping up with new courses and programs, increase collection use and further adapt to the Campus diverse student population's needs. Develop external funding, from outside for projects and increased institutional support for programs, courses and faculty development.

Facilities: Installation of air conditioning in all classrooms is now in process. Funding for construction of a new electrical substation and recent upgrading elsewhere on Campus has met the immediate facilities needs. When the situation changes, new recommendations will be incorporated into the Strategic Plan, at its yearly review.

Reviewing the Self Study Goals and Objectives shows how they guided the entire process and procedures to compile this Report. This process permeates each section: gathering information, identifying strengths and needs, evaluating possibilities, prioritizing necessary activities, and developing effective plans for specific actions. All refer to the Mission, Goals

and Objectives, which are the basis for every plan, strategy, activity, course, program, and service.

Conclusion

The Self Study has given unparalleled opportunities for broad involvement and thorough examination in all aspects of Campus academia. Through close teamwork, the Chancellor, Committee and Teams have emerged with new understanding and awareness of our strengths and limitations. As an afterlude, Committee and Team members will comment on the process undertaken, noting what worked well, what should be improved as well as the growing/learning experiences involved.

At present IAUPC looks forward, with energy and enthusiasm, to the challenges inherent in preparing future student generations for the lives they will lead, enabling them to acquire the skills they will need to meet the demands they must face and overcome the obstacles they will confront. The Ponce Campus educates students to become concerned, responsible citizens, able and willing to aim for self-fulfillment while contributing to community needs.

OVERVIEW OF THE SELF-STUDY PROCESS

Preparing this Self-Study (SS) for re-accreditation provided Inter American University Ponce Campus (IAUPC) both challenges and opportunities. From the start, planning, selecting, developing and implementing the design was a campus-wide process. The result is a joint endeavor, reflecting contributions from all sectors of the Campus community.

The faculty, students, and administrative staff of IAUPC have taken this opportunity to systematically assess our academic programs and services. We have considered how to further the professional growth and development of the Campus, developed action plans, and identified areas for improvement. The process has been rewarding, and confirms the wisdom of continually reviewing academic offerings and support services in light of stated mission and goals.

The Ponce Campus Steering Committee is committed to the highest possible standards, and wishes to emphasize that the IAUPC Mission and Goals are congruent with those of IAUPR, (Inter American University of Puerto Rico) and with the MSCHE Characteristics of Excellence.

This Self-Study covers AY 1993-94 through December 2002 but emphasizes the last four years. (The Periodic Review Report, carried out for the MSCHE accreditation re-affirmation in 1997, covered the period from 1993 to 1997.)

IAUPC began working toward re-accreditation after the last MSCHE visit in 1993. It formally began the re-accreditation process in June 1999, appointing members of the Executive Committee, Steering Committee, and Chairs of work teams. Each group assumed responsibility for different self-study components, based on the MACHE Characteristics of

Excellence (1994). After organizing the committees, team members formulated campus-level work plans. The timetable was developed in five phases. All are addressed in the Self Study Design and in the complete timetable presented in Appendix A. The following discussion focuses on Phases I and II.

PHASE I

Phase I focused on selecting and validating the design to guide the Self Study Report (SSR). Teams developed and selected questions to focus on the Characteristics of Excellence. The teams met to consult, gather information, identify documents and prepare drafts. Each team submitted its final drafts (including suggestions from the Steering Committee) to the Executive Committee and the Chancellor. The design was presented to the Campus community via IAUPC's Web page. In April 2001, it went to the IAU System Central Office for feedback. Finally, the design went to Dr. George Santiago, Executive Associate Director at MSCHE and staff liaison for the Institution, who approved it in May, 2001.

Throughout, the Steering Committee kept the academic community involved and aware of the process. The first move was adding a link on the Campus home page, where the community could view both the design and the SSR. Progress reports were available to the entire community. Informal contacts, personal or electronic, kept committee and team members aware of each step. All IAUPC departments and offices provided feedback.

PHASE II

In August 2001, committees and chairs consulted widely with IAUPC constituencies, faculty, administrators, staff and students on data gathering and analysis. They also reviewed relevant IAUPC and IAUPR documents and reports, to begin the first draft.

Supporting data have been transcribed and stored in DocuShare software which permits users to share documents (stored in a controlled, secure environment) over the Web. These documents, displayed in multiple locations, use hyperlinks to indicate the most recent version. This system will also facilitate Report readers' access to background information in order to clarify, validate or supply data. Information will be available in electronic and paper versions. Appendix M presents information that will be available through DocuShare.

For this report, IAUPC assessed the what, how and why of Campus activities. IAUPC is committed to improving, expanding, and continually renewing them, and to undertaking new initiatives that enrich and sustain the the Campus's academic and community life.

METHODOLOGY

The SS (Self Study) group selected a comprehensive model for the SSR design. The model focuses on the relationships between the Characteristics of Excellence and IAUPC's Mission, Goals and Objectives in terms of strategies, activities and outcomes. The model also highlights the Campus' strengths and areas needing improvement. The findings guided analysis throughout the self-study process and in developing action plans. The complete Self-Study Design is on the Web.

Seven teams, composed of faculty, students and administration, formed to address different Characteristics of Excellence. Each selected a team leader, who became a member of either the Steering or Executive Committees. Their first task was to formulate research questions related to their particular area in the Characteristics of Excellence. They then used these questions to examine performance, strengths, and needed improvements. The findings were used to create action plans to address current weaknesses and achieve future growth.

The findings of the seven teams form the basis for the entire SSR. The analysis of the findings, within the framework of the Mission and Goals, composes the main body of this report. For the committees and team members, see Appendix C. The committees and teams structure are shown in Figure 01.

Figure 01. Structure for Self Study Report Team

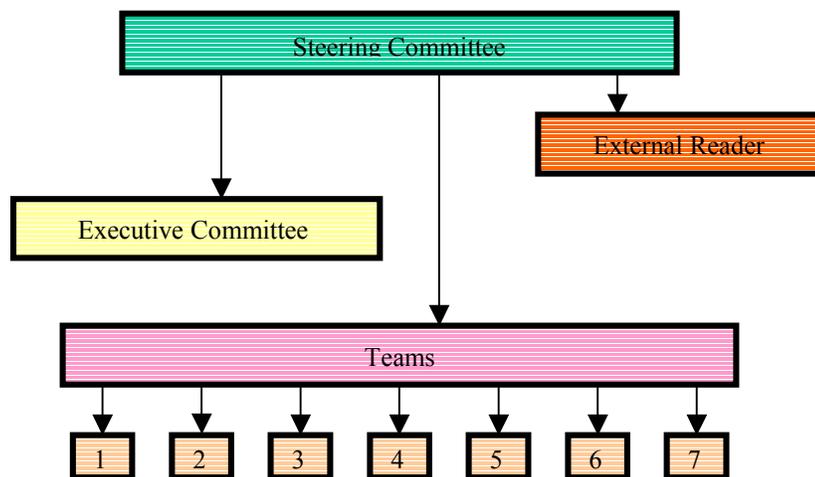


Table 01 shows the correlation of IAUPC Mission and Goals to MSACHE's Characteristics of Excellence.

Table 01. Correlation matrix: MSACHE Characteristics of Excellence and IAUPC Mission Goals

IAUPC Goals	MSA Characteristics of Excellence											
	1	2	3	4	5	6	7	8	9	10	11	12
Goal #1: To offer academic programs responding to society's needs, appropriate for traditional and adult students, according to their different performance levels.	X	<u>X</u>	X	X	X	<u>X</u>	X	X		X	<u>X</u>	
Goal #2: To foster integrated education, promoting the person as a whole, including effective use of technology, mastery in areas of concentration, and sensitivity to nature and human creativity.	X	<u>X</u>	X	X	X	X	X	X		X		X
Goal #3: To achieve optimum student growth through strengthening the teaching/learning process.	X	<u>X</u>	X	X	X	<u>X</u>	X	X	X		X	
Goal #4: To stimulate the faculty's professional development, according to their interests and needs, within IAUPC's Mission	X	X	<u>X</u>	<u>X</u>	X		X	X		X	X	<u>X</u>
Goal #5: To provide co-curricular activities, which enrich and complement students' academic growth.	X	X		<u>X</u>	X	X	X	X	X	X		
Goal #6: To offer high quality services responding to the needs of different groups in the student population.	X		X	<u>X</u>	X	X	X	X	X	X		X
Goal #7: To promote an effective administration, including sound financial status in order to provide better services.	X	X	X	<u>X</u>	X	X	X	X	<u>X</u>	X	X	X
Goal #8: To achieve closer relationships between the university and the community by developing new alliances and strengthening existing ones.	X	<u>X</u>	X	<u>X</u>	X	X	X	X	X	X		X
	← Institutional Integrity →											

Legend:

- | | |
|---|---|
| 1. Mission, goals, objectives | 7. Planning and resources allocation |
| 2. Organization /Administration/ Governance | 8. Financial resources |
| 3. Institutional change and renewal | 9. Student |
| 4. Programs/curricula | 10. Library and learning resources |
| 5. Institutional effectiveness/outcomes | 11. Faculty |
| 6. Facilities, Equipment Resources | 12. Catalogs and publications/promotion |

X=direct correlation

X= indirect correlation

FINDINGS

Since MSCHE's 1993 visit, IAUPC has achieved much carefully-paced curricular, student, services, and administrative changes. Academic offerings have increased 81%; enrollment by 32%. Among the most significant changes is IAUPC's investment in incorporating technology throughout the teaching/learning process. In addition, the Ponce Campus has started distance learning courses. Near-future plans include offering new academic professional certificates, distance learning programs, and Masters' degrees.

For this SSR, the Campus evaluated present academic programs, technological progress, administrative organization and support services. Changes included:

Rewriting the Campus Mission and Goals as part of the ongoing commitment to excellence in rapidly changing times, and to fit IAUPC's amplified roll in meeting different populations' needs.

Reviewing the decision-making processes in the light of TQM philosophy stimulated Campus-wide changes, leading to improved student, academic and administrative services as well as better planning and assessment.

Restructuring responsibilities for the Academic, Student, and Administrative Deans.

Establishing the Dean of Technological Services and Academic Information Office (DTSAI), responsible for integrating academic technology services, eliminating duplication, and overseeing information access, technological services and distance learning.

Revising and expanding academic courses and programs to prepare diverse student populations with the skills needed to meet the challenges of the workplace, e.g.,

establishing a new Health Sciences Department, and revisions in the General Education Program (PEG).

Establishing the Assessment Laboratory and incorporating assessment throughout IAUPC offices and departments.

Adding a greater variety of co-curricular activities to better serve students' needs in many areas.

Changing administrative organization from a hierarchical structure to one incorporating the philosophy of TQM, ISO 9000 (Administrative Quality Control Process) and Quantum Organizations.

Reassigning, modifying and expanding service functions throughout the Campus to better serve departmental and student needs, e.g. the Pre-School Day Care Center for students' children.

Promoting IAUPC's achievements and aspirations through effective local and Island-wide promotion and public relations as well as closer community relations.

Students

Improved student services, anytime/anywhere academic offering and programs addressing special needs serve more diverse populations.

Expanded, reorganized student growth and development services are coordinated by the Office of Student

Increased access for diverse student populations through cooperative efforts with municipalities and public schools.

Community-based programs managed by IAUPC including Upward Bound, High School Equivalency, Gear-up, Alcance and Pre-school. They provide approximately

1,000 potential students with necessary academic enrichment and encourage them to enter a university, vocational or military program.

Expanded Campus “boundaries”: the Cyber Learning Center is in the area largest shopping mall, the Health Sciences consortium is in San Cristóbal Hospital, and the Gear-up and Alcance Programs, for students who have not finished high school are in the town of Coamo.

Larger, well equipped athletic facilities have made the expansion of athletic programs possible and increased student participation in sports.

Student enrollment in a variety of internships complementing their academic programs, both on the Island and outside Puerto Rico.

Increased parking facilities (32% larger) have resulted in more and easier student access.

Academia

Academic departments present **programs in seven of the ten highest demand professions on the Island**, identified through the Puerto Rico Department of Labor.

Additional and improved laboratories make this facilities available to every discipline.

A virtual university component now forms part of distance learning offerings, after the Campus directed substantive effort and resources to creating it.

Added Certificate programs in post-secondary technical areas serve yet another student population.

The new Faculty Office Center, together with **Faculty Management Services** and the **Center for Educational Technology**, permit students easier access to faculty and greater faculty access to instructional support.

Increased classroom space resulted from movement of faculty to new quarters.

Faculty with terminal degrees have nearly doubled in number during the last five years and all faculty meet their positions requirements.

Fifteen faculty members have published in their areas of expertise and interest.

New instructional ideas and methods receive active encouragement, and are supported through Campus and IAUPR proposal system.

Annual assessments are now part of the Faculty Development Plan, not only to identify needed improvements, but also to encourage and fund attendance at professional conferences as presenters and/or participants. The amended faculty assessment system now includes the use of teaching portfolios.

Courses and programs have expanded. Two examples: the academic program, combining optical science studies with an internship under the School of Optometry, prepares highly skilled optical technicians; and the two-year pre-engineering programs begins at IAUPC, with students transferring to UIA-Bayamón Campus to complete their final two years.

Planning and Assessment

The Office of Planning, Evaluation and Development (OPED) collects and analyzes data; then evaluates it as a basis for decision-making.

Using a structured process that includes assessment, sharing information among cross-discipline decision-making teams helps set priorities and allocate Campus resources.

Appropriate instruments and processes define and measure academic outcomes for courses and programs, as part of the Campus' emphasis on assessment.

Students' basic communication skills (English, Spanish) and Mathematics now undergo extensive assessment and support in the Title V grant-funded Assessment Laboratory.

Finance

Growth in external resources has diminished reliances on tuition.

Total resources continue to be adequate, ensuring quality academic programs.

Technology

The transformation of the Learning Resources Center into the Information Access Center (IAC) increased information access markedly, expanded available resources and fostered the necessary design and technology support services.

Technological access to information, for on and off Campus users, has increased so that 96% of students (4,456) now have and use student Internet accounts.

Strategies to engage faculty in using technology, activities to accommodate students in technology use, increased collection development, course development for distance learning and the Cyber Center have all resulted from the **drive to integrate technology throughout the Campus** and use it heavily.

More than 600 computer stations (**1 computer for every 8 students**) are available for students use on Campus.

Effective electronic communications systems.

Administration

Greater local administrative support and control, with IAUPR's System Central Office moving away from a centralized structure to one of increasing Campus autonomy.

Installing the **Institutional management information system Banner** resulted in more efficient data administration at all levels.

Yearly evaluations for each administrator now include a **professional development plan**, with personal and professional goals for each individual.

The new **Office of Student Enrollment Management Services** integrates all student administrative services.

All academic departments now share a **common administrative structure for academic support systems**.

Conclusions

The SS found many areas in which IAUPC has achieved academic excellence as well as effective development and administration; other sections need improvement. The Institution recognizes that in a changing world, maintaining the status quo means falling behind. Therefore, the Campus is committed to building from strengths and to continued change to meet future needs.

RECOMMENDATIONS AND PLANS

In spite of these accomplishments, many challenges remain. To maintain both quality of services and fiscal stability, IAUPC must continually assess its programs and services, then modify them for the varying segments of society. The following recommendations are vital to the Campus' enduring success:

Implement the revised Mission and Goals to keep up with education's changing roles and the community's evolving needs.

Review, adapt and expand assessment so that all sectors of the Campus community can measure progress and outcomes in their strategies and activities.

Diversify income resources (auxiliary enterprises, donations, grants, to continue to reduce tuition dependence).

Increase external funding proposals and grants received, to support various academic projects, e.g. for science and technology and health sciences programs.

Enhance faculty in-service training, focused on teaching strategies and techniques as well as student and curriculum assessment.

Continue the faculty's review and updating of course curricula, expanding their use of instructional technology in response to changing learning styles.

Update and maintain the IAC academic collection, involving the faculty to a greater extent.

Work out long-term strategies to meet increased enrollment, including increasing faculty and facilities.

Encourage greater faculty investigation/research, strengthening their academic base and preparing for new graduate programs.

Plan and put in place the necessary infrastructure for **graduate programs**.

Increase academic programs' globalization through curricula design, expanded distance learning opportunities and strengthened technology infrastructure.

Expand on-line study from individual courses to complete programs of study.

Increase cooperative agreements with other IAUPR campuses to offer broader program and scheduling options.

Develop criteria and instruments to gather accurate data for student success in academic programs.

Review, and revise program assessments, including techniques and instruments, to develop data collection plans to analyze student learning.

Identify at-risk students by developing a tracking system that will indicate strictures in retention and graduation.

Continue to focus on older non-traditional students, providing programs for their special needs, e.g., education in the workplace and mid-career changes.

Explore and develop internships, in addition to other hands-on training to complement traditional academic programs.

Develop a formal plan with the IAC to **increase all students' information skills**.

Update and maintain computers and communications to keep up with developing technology, applications and security as the Campus moves to a wireless systems.

Evaluate computer and communication technology effectiveness in learning and relate them to Campus offerings.

Augment human and material resources dedicated to strengthening educational technology.

Strengthen telecommunication capacities, including diversified platforms and languages, to expand academic offerings through sharing specialized educational programs with other IAUPR campuses.

Improve the Campus' technology infrastructure and data management as the System Central Office continues to decentralize services.

Increase access to the system-wide database for real-time data analysis and improved administrative decision-making.

Evaluate and fine tune the administrative reorganization, then, to assure successful learning as well as maximize quality student services.

Foster administrative development, especially in technology, by identifying additional training and support resources.

Many of these recommendations and plans are already in process or are progressing through planning stages. This is one example, among many, of the Self Study's Process to the entire Campus.

INTRODUCTION

The accreditation self-study required evaluating the Campus' educational effectiveness, integrity, and quality, and aids in maintaining the education community's and the public's confidence. The Campus concurs fully *that the Self-Study... is the most important and valuable aspect of the accreditation process, and the benefits it brings to an institution are proportional to the incisiveness of its inquiry.*

Through self study IAUPC has measured the effectiveness of existing academic programs, support services, future development plans and how the Campus meets established accreditation standards. These findings will lead to strengthening and improving academic programs and services.

Self Study Goals and Objectives

Goal To reaffirm IAUPC's position as an Institution of Excellence in Higher Education by means of a continuing learning experience through the self-study process, which strengthens its academic programs and support services, and effect long term improvements.

Objectives (a) To generate a carefully planned and well-executed self-study report that contributes to the Campus' ongoing development and as a guide for judging quality effectiveness.

(b) To measure the efficacy of the academic programs and support services in light of the Characteristics of Excellence stated by the Middle States Association.

(c) To apply the Characteristics of Excellence in the achievement and

evaluation of the Campus mission, goals and objectives.

(d) To develop an action plan to address identified areas for improvement.

(e) To appraise and strengthen the Campus' achievements.

The following chapters each address one of MSCHE's Characteristics of Excellence within the IAUPR and IAUPC Mission and Goals. Discussion of the Campus' Institutional Integrity are either implicitly or explicitly integrated into the chapters. Table 01, shows the correlation between IAUPC goals and the Characteristics of Excellence. A premise from each Characteristic guides the development of each chapter.

Please note that the chapter order follows the Self Study Design approved by Dr. George Santiago, Executive Associate Director at MSCHE and staff liaison for the Institution, rather than the order in Characteristics of Excellence in Higher Education (MSCHE 1994).

The IAUPR System Central Office's Self Study Report provides supplementary information on the Institution's Governing Board.

Chapter I **Mission, Goals and Objectives** presents evidence that IAUPC's Mission and Goals are consistent with those of IAUPR, showing how they support and guide educational standards.

Chapter II **Organization, Administration and Governance** presents detailed Institutional and campus profiles, showing how they support and give direction to IAUPC.

Chapter III **Institutional Change and Renewal** presents support for the Campus' academic, administrative and student changes in the last 10 years.

Chapter IV **Educational Programs and Curricula** presents programs and curricula, responding to technological advances and changing student needs

within the context of the Mission and Goals.

Chapter V Institutional Effectiveness and Outcomes presents the outcomes and educational effectiveness of programs and services and also plans for strengthening areas which need it.

Chapter VI Facilities, Equipment and Resources presents evidence on IAUPC's financial and physical resources.

Chapter VII Planning and Resources Allocation presents Institutional and Campus planning to provide purpose, direction and structure for the administrative and academic operations.

Chapter VIII Financial Resources presents evidence that IAUPC has sufficient financial resources to support current and projected programs and services.

Chapter IX Students presents data demonstrating that students are the primary beneficiaries from Institutional and Campus Mission and Goals.

Chapter X Library and Learning Resources presents the Campus' substantial technology changes to update students' learning resources.

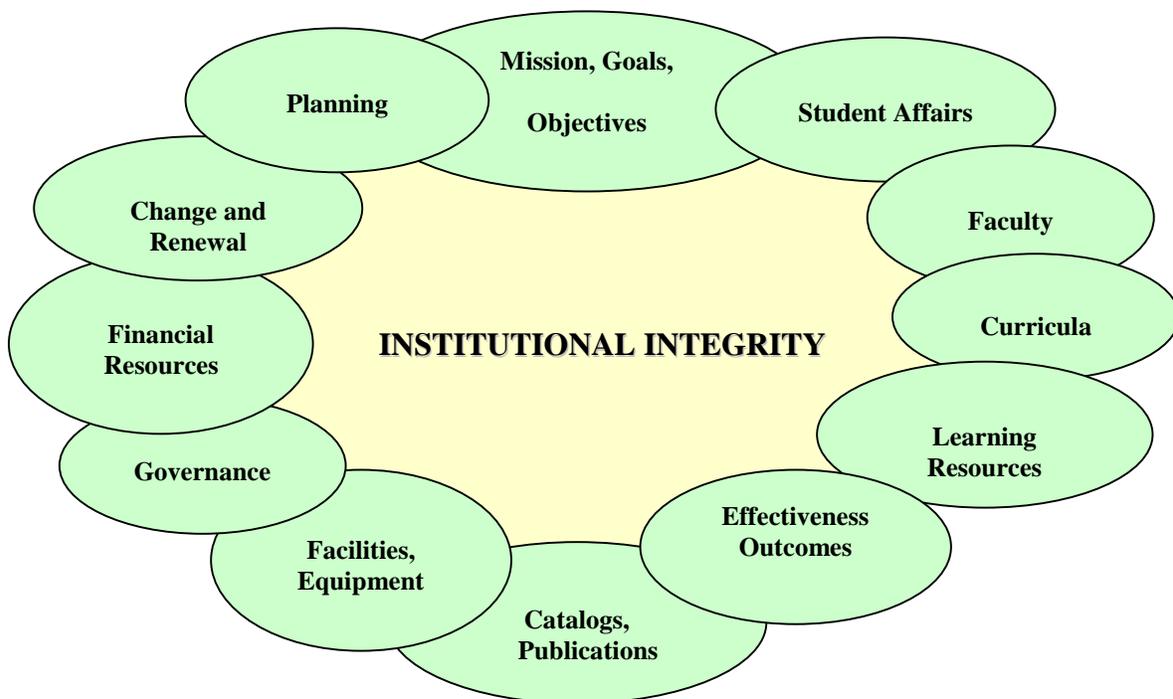
Chapter XI Faculty presents evidence of IAUPC's commitment to teaching/learning excellence through continued academic and administrative faculty support.

Chapter XII Catalogs, Publications and other Promotional Materials presents evidence of the accuracy and reliability of publications, helping students make sound decisions to achieve their educational goals.

Institutional Integrity

IAUPC recognizes institutional integrity as a vital constituent in pursuit of learning and creating the necessary environment to accomplish its Mission and Goals. This quality is implicit or explicit in each of the following chapters. Figure 02 presents its centrality to the characteristics of excellence.

Figure 02. Institutional Integrity's Centrality to each Characteristic of Excellence.



Bibliography and appendixes complete the document of the Self-Study Report.

INSTITUTIONAL PROFILE

History

Inter American University of Puerto Rico is private, coeducational and non-profit with a Christian heritage and ecumenical tradition. It provides college instruction to youthful (traditional) and mature (adults) students. Founded by Reverend J. William Harris in 1912 as the Polytechnic Institute of Puerto Rico, it originally offered elementary and secondary education on land that is today the San Germán Campus. The first college level courses started in 1921. The first group of students graduated with Bachelors' degrees in 1927.

In 1944, the Middle States Association of Colleges and Schools accredited IAUPR, the first four-year liberal arts college outside the continental United States to earn such an accolade. That accreditation has since been maintained continuously. University academic programs are also authorized by the Commonwealth of Puerto Rico's Council on Higher Education and by Puerto Rico's Department of Education. Puerto Rico Council on General Education authorized Technical Certificates Program. IAUPC is also approved by the US Veterans' Administration.

Size

There are nine campuses, a Law School, an Optometry School and the Central Administration Office for the entire University system. The IAU School of Law is accredited by the American Bar Association; the School of Optometry, inaugurated in 1981, by the Council of Optometric Education. In 1982, the first Doctoral program was initiated.

IAUPR is the largest private university in Puerto Rico, enrolling approximately 39,400 students for AY 2000-01, taught by 2,424 faculty members. During the same AY, 5,941 students graduated, earning technical and professional certificates, Associate Degrees, Bachelors' and Masters' degrees, Doctorates in Education and Optometry, and the Juris Doctor degree.

Programs

IAUPR offers academic programs and degrees in its eleven instructional units at pre-university, undergraduate, graduate, and doctoral levels. Professional and non-professional programs leading to certificates, and special programs funded by Federal grants, are also offered. The Continuing Education Program also offers courses, seminars, workshops and institutes.

Governance

IAUPR's highest governing body is the self-perpetuating Board of Trustees. It selects the President, who functions as Chief Executive and Academic Officer. See the Organization Chart in Appendix C.

The University Council and each instructional unit's Academic Senate are primarily concerned with academic matters. The Senates establish academic norms, subject to the Council's ratification and the President's concurrence. They also make recommendations on educational, administrative and research policies.

Orientation

IAUPR is ecumenically oriented but does not follow any particular theology or ecclesiastical body. At IAUPR, ecumenism means openness to society, science, and technology and to a plurality of faiths. It promotes students' integral education so they may follow vocations responsibly and productively within their communities. The University is committed to serve rather than dominate society, to bridge human barriers through promoting friendliness, fellowship and understanding.

Total Quality Management

In 1992, IAUPR and its Board of Trustees approved Policy G-147-92, adopting the Total Quality Management philosophy (TQM). This committed the Institution to client satisfaction

through providing excellent service operations. In implementing the philosophy through in-depth training for the Institution's members, the University advanced effectiveness and efficiency in its activities, functions and operations for all university community members. Forthcoming chapters will underline TQM's implementation, its activities and results.

Ponce Campus Profile

The Ponce Campus, located on Puerto Rico's south coast, is one of the eleven units in the IAUPR system. It is a four year, private, commuter campus serving students from 12 towns in the Island's southern region. Its geographical location, close to one of the Island's main highways, makes approach to the Campus simple. The location also allows easy access to the city, service areas, government buildings, hospitals, malls, the airport, etc. Students from surrounding towns routinely arrive via private or public transportation. Approximately 4,628 students (AY 2001-02) studied at IAUPC.

Demographics

U.S. Census Bureau statistics indicate: The cost of living on the Island is 15% to 20% higher than in the mainland United States; The annual per capita income is \$4,177, compared with the mean U.S. per capita income of \$17,000.

In 1993, the Puerto Rican Planning Board estimated 58% of the families in Ponce lived at or below the national poverty level. A 1994 Ponce profile described a population of 193,069 with an average family income of \$9,988. Detailed demographic information is available through Docushare.

Federal Office of Management and Budget Poverty Income Guidelines show 97% of IAUPC students qualify for maximum benefits offered through Pell grants and other financial

aids. The Mission to educate the whole student to prepare them adequately for the professional lives they will lead is therefore particularly important.

Unemployment in Ponce was 13.4% in May 2001 (Municipality of Ponce figures, reported in the San Juan Star 08/02/02).

Employment is expected to increase through implementing Ponce's Master Development Plan. Among the major elements is the construction of a transshipment port, expected to generate investment and employment. The project will require employees who are trained for the Information Age and the challenges it will bring. IAUPC has prepared to meet these needs.

The Commonwealth Department of Education statistics show that of every 100 students entering first grade, only 50 to 54 graduate from high school, and almost half of that 100 remain unemployed.

This means that IAUPC counseling toward vocational choices is extremely important to help students choose vocations that suit them and for which there are employment possibilities.

IAUPC Students

Of IAUPC's 4,628 students, an average of 65% are first generation, 100% are Spanish-speaking, and over 90% are low income. The average student is full time, 24 years old and averages 12 credit hours per semester. Non-traditional, adult students make up approximately 20% of the population. The IAUPC Student Profile for the last five years is in Appendix D.

Programs

The Ponce Campus currently offers 8 Associate's and 21 Bachelors' degrees, as well as one or two year Certificate programs, and ten special programs funded by Federal grants (AY 2000-01). The faculty is developing Masters' degree programs in different areas of Education, and three degrees to be offered through distance learning. By August FY 2001-02, thirty-three

(33) courses were offered via distance learning, with more than 1,000 students, representing approximately 25% of total enrollment.

IAUPC houses a Small Business Development Center (SBDC) in cooperation with the United States Small Business Administration. The SBDC offers training, seminars, workshops, advice for new and existing small business entrepreneurs, and assistance to women and minorities, e.g., veterans and the physically disabled.

IAUPC also offers a Continuing Education Program to the academic and non-academic university and external communities. Faculty develop and implement a variety of courses, workshops and training in specialized areas to meet identified needs.

Faculty

IAUPC employs a total of 77 full-time faculty , and varies from 125 to 150 part-time faculty members. Full-time faculty teach an average of 15 credits per semester or 59% of the credit hours. This follows the Institutional standard establishing that faculty should teach 60% of credit hours with not more than 40% taught by part-timers. Ninetyseven percent (97%) of the faculty hold at least a Master's degree, with twenty six percent (26%) holding Doctoral degrees. One has a post Doctoral degree. Among other faculty, academic credentials are post-graduate certificates, professional certificates, teachers' certifications and professional licenses.

Governance

The highest Campus officer is the Chancellor, who is supported by an Administrative Council composed of Deans and selected Directors. An Advisory Board of representatives from different off-Campus entities links the Chancellor with the external community. At the present the Chancellors is a member of the Board of Trustees of Ponce School of Medicine within others community organizations. The Student Council connects the Chancellor with the

students. Detailed discussions of these structures are in further chapters. The IAUPC Functional Organizational Chart is in Appendix D.

Accreditation and Certification

The Puerto Rico Council on Higher Education is the government body that authorizes the licensing and operation of higher education institutions on the Island. The PRCHE renewed IAUPC's license in their evaluation site visit in AY 1995-96. MSCHE accepted the Periodic Review Report (1998) reaffirming Campus accreditation with commendations for progress. The Puerto Rico Council on General Education has approved and certified all IAUPC certificate programs. The Puerto Rico Department of Education, which certifies teachers for public schools, has done the same for Education Department offerings. Also, the U.S. Veteran's Administration has approved Campus programs.

Facilities

IAUPC has modern physical and technological facilities that complement student development and well-being activities, in addition to aiding faculty and staff fulfill their responsibilities. Besides the main campus, there are three other sites: one for the Health Sciences Department at San Cristóbal Hospital, the Cyber Learning Center (See Chapter III) and two programs in the town of Coamo. Continued reconsideration and re-design of existing space has allowed IAUPC to better serve the increasing student population.

Technology

In the last five years, IAUPC has developed one of the most advanced technology infrastructures in Puerto Rico. The Campus maintains a Website (<http://ponce.inter.edu>) organized in categories to facilitate information access. The technology infrastructure is detailed in Chapters VI and X and discussed elsewhere as pertinent.

In 1994, a survey showed that 75% of faculty considered classroom technology to mean using transparencies and vertical projectors; only 25% used computers. By 2001, 96% used computers frequently, as well as online courses and other technical resources.

Student and faculty Internet use reached 96% in 2001, resulting from the Campus Title III and V program, (began in 1994 when few entering freshmen were computer literate) assigning each student an Internet account

Community Relations

External relationships are an important element in IAUPC's Mission. The Advisory Board began in 1992 to foster joint efforts between the Campus and the surrounding community. The Board advises and contributes to students' achieving their educational goals. It helps enrich educational experiences, establish strategic alliances with other institutions, and consults and provides feedback on additional curricula and programs responding to new technological trends and labor requirements. In AY 2000-01, an average of 12 agencies and institutions were working with the Campus in a joint effort to serve the University community. The improvements, made with the aid of the Advisory Board and the community at large, have produced more benefits for more students.

IAUPC's Mission and Goals, within the Institution's Mission and Goals, always are the framework guiding Campus operations: programs, student needs, services, assessment, strategies and planning. They are addressed in forthcoming SSR chapters.

CHARACTERISTICS OF EXCELLENCE

Chapter I. Mission, Goals and Objectives

Premise: *“A basic Characteristic of Excellence in an educational institution is the clear expression and active pursuit of its mission and goals in relation to its students. It is essential that goals and objectives are understood and utilized within the institution as a guide for its actions.”* (MSCHE,1994)

IAUPR Institution-Wide Mission and Goals

Developing the talents of men and women, regardless of race, color, creed, sex, age or nationality is IAUPR’s main purpose. The Campuses offer diversified programs including, but not limited to, a liberal undergraduate education as well as graduate, professional and occupational programs leading to the degrees, diplomas and certificates usually granted by higher education institutions.

The **Institutional Mission**, to support these purposes, includes: enabling students to grow into citizens aware of their ethical, social and cultural obligations and committed to democratic Christian principles; preparing occupationally and professionally capable human beings, with civic and social responsibility, who will lead in diverse fields and are able to adapt to changing scenarios, including those of other cultures.

To achieve its Mission, the Institution established the following **Goals**:

Foster and maintain a positive environment in order to facilitate intellectual, social and moral development based on Christian values.

Promote liberal arts education to further students’ whole development. Critical thinking, moral and civic responsibility, social integration skills, scientific and

mathematical awareness, and sensitivity to the arts, all contribute to the quality of human life.

Enable students to express themselves correctly in English or Spanish and acquire an acceptable proficiency level in the other language.

Ensure that students understand and value Puerto Rican culture – its origins, evolution, diversity, contributions and relationship with the Caribbean, the Americas and the world – and feel committed to preserving this legacy.

Offer religious education from a cultural, ecumenical, and ethical non-sectarian viewpoint, creating student awareness of religion's role in this civilization and in other cultures.

Present diversified programs and services at occupational, professional, undergraduate and graduate levels, responding to society's and students' changing needs.

Support continuous faculty development: expanding knowledge within their own disciplines, improving their instructional methodology and reaffirming long term commitment to their personal and professional progress.

Encourage the development of academic support personnel.

Ensure that support programs, student services and activities fit academic programs, thus contributing to students' growth and accomplishment.

Carefully plan and phase the introduction of new technology into academic programs, instructional strategies and support, student services, and administration.

Stimulate the entire academic community's research and creative activities to enrich IAUPC's educational offerings, increase environmental and world awareness and generate new knowledge and technology.

Develop an awareness of Puerto Rico's social, cultural, economic, environmental and political strengths and problems through discussion and definition, encouraging the search for solutions.

Cooperate with educational institutions, agencies and professional groups in Puerto Rico and elsewhere to bring about educational improvement at all levels.

Stimulate the community at large to recognize the **value of continued personal and professional development** through University-sponsored programs, increasing their knowledge and enriching their lives.

Lead in promoting cultural and social enrichment activities as well as economic growth in the communities this Institution serves.

IAUPC Mission

IAUPC expects its graduates to have mastered the skills necessary for successful job performance, adequate Spanish and English communication skills, technological competence and literacy in addition to the capacity for critical analysis and judgment. They should understand professional ethics, be sensitive to human creativity and nature and prepare to be contributing members of society.

In keeping with Institutional Mission and Goals, the Ponce Campus Mission is to:

Enable students to become contributing members of society by acquiring technology and humanistic knowledge and skills.

Prepare direct-service professionals in education, health and management as well as technical areas for business and industry .

The eight goals developed to accomplish IAUPC Mission and their respective objectives, follow:

Goal #1: To offer academic programs responding to society's needs, appropriate for both traditional and adult students, according to their different performance levels.

Objective 1.1 Review all academic offerings to assure they are congruent with the Mission.

Objective 1.2 Create programs for Associate's and Bachelors' degrees and shorter courses, responding to society's needs.

Objective 1.3 Establish an Honors Program for outstanding students.

Objective 1.4 Strengthen transition programs for students needing additional academic support.

Objective 1.5 Develop non-traditional academic modules suitable for adult students.

Objective 1.6 Evaluate existing programs for pertinence and effectiveness.

Goal #2: To foster integrated education, promoting the person as a whole, including effective use of technology, mastery in areas of concentration, and sensitivity to nature and human creativity.

Objective 2.1 Revise the General Education Program curricula to incorporate using new technology and a humanistic focus.

Objective 2.2 Expand and up-date computer laboratories and capabilities so academic programs incorporate technology use.

Objective 2.3 Offer better services to students by improving the language, natural science, mathematics and office systems administration laboratories.

Objective 2.4 Incorporate skill training in critical reasoning and analysis throughout the academic program.

Objective 2.5 Include material expanding students' knowledge of and appreciation for humanistic culture in the teaching/learning process.

Objective 2.6 Enrich the academic curricula with material to raise students' sensitivity to the environment and awareness of the world around them.

Objective 2.7 Add to students' curricula, material emphasizing sound values and fostering their commitment to responsible action within the ethics of their profession.

Goal #3: To achieve optimum student growth through strengthening the teaching/learning process.

Objective 3.1 Promote the use of interactive learning.

Objective 3.2 Design pilot projects to test different teaching strategies.

Objective 3.3 Use educational technology in the classroom.

Objective 3.4 Provide practical experiences to develop critical thinking skills.

Objective 3.5 Adapt syllabi to the Mission and Goals.

Objective 3.6 Establish an Assessment Center, making it possible to track students' development.

Objective 3.7 Augment computer use in teaching, coordinating with the Center for Instruction Development.

Goal #4: To stimulate the faculty's professional development, according to their interests and needs, within IAUPC's Mission.

Objective 4.1 Foster continued formal study among the faculty.

Objective 4.2 Support their participation in Continuing Education programs.

Objective 4.3 Develop faculty programs on using technology.

Objective 4.4 Promote interchange between IAUPC faculty and those of other institutions of higher learning on the Island and abroad.

Objective 4.5 Encourage faculty participation in professional workshops, meetings and conferences.

Objective 4.6 Stimulate research and creative work.

Objective 4.7 Further a campus environment stimulating and facilitating academic work.

Goal #5: To provide co-curricular activities that enrich and complement students' academic growth.

Objective 5.1 Increase student organizations' impact on university life.

Objective 5.2 Offer a selected program of cultural, social and recreational activities.

Objective 5.3 Revise co-curricular activities, assuring balance among different activity types, and maintaining and promoting the most effective.

Objective 5.4 Strengthen the Religious Life Program for greater impact on the university community and to improve the quality of life.

Objective 5.5 Improve the sports program significantly.

Objective 5.6 Support civic activities and community service.

Objective 5.7 Promote creativity through contests, publications and exhibitions.

Objective 5.8 Encourage a campus atmosphere assuring equal treatment for all members of the community.

Objective 5.9 Assure a safe, healthy environment to discourage the use and abuse of drugs and alcohol.

Goal #6: To offer high quality services responding to the needs of different groups in the student population.

Objective 6.1 Maintain an appropriate environment in the Education Resources Center, encourage bibliographic materials' use and improve faculty participation.

Objective 6.2 Establish an effective counseling program for academic and professional advice, according to the needs of diverse student populations.

Objective 6.3 Review student services office hours so they respond to student needs effectively.

Objective 6.4 Improve and expand athletic facilities.

Objective 6.5 Provide physical facilities to house the Orientation Center, the Careers Laboratory, the Assessment Center and an Academic Counseling Center.

Goal #7: To promote an effective administration, including a healthy financial status, in order to provide better services.

Objective 7.1 Review and revise the complete administrative department so it adequately responds to the Campus' new functions and responsibilities.

Objective 7.2 Establish the Planning, Evaluation and Development Office.

Objective 7.3 Diminish fiscal dependence on tuition by increasing efforts to obtain external resource help, obtain external funds through auxiliary programs, and develop fund-raising activities for special projects.

Objective 7.4 Develop land areas adjacent to the university.

Objective 7.5 Evaluate the physical plant, effecting changes necessary for its improvement and effective use.

Objective 7.6 Foster professional development and positive attitudes in non-academic personnel.

Objective 7.7 Revise the Campus Development Plan according to the Mission.

Objective 7.8 Conduct studies and gather statistical data to provide necessary information for decision-making.

Objective 7.9 Encourage and develop leadership qualities and skills among executive personnel.

Goal # 8: To achieve closer relationships between the university and the community by developing new alliances and strengthening existing ones.

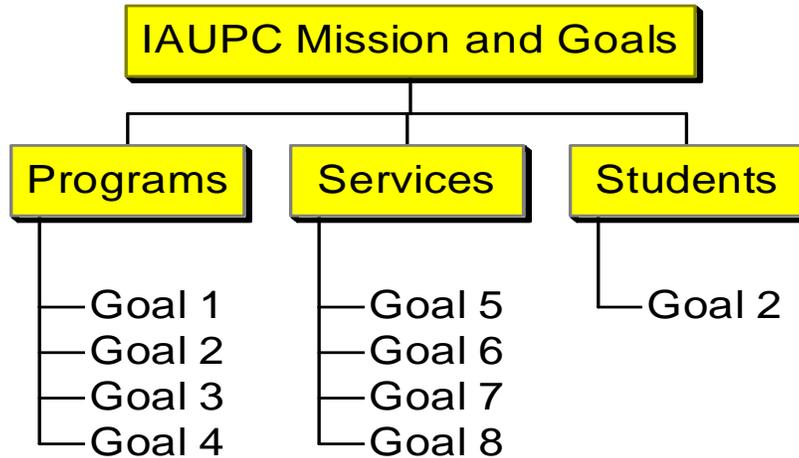
Objective 8.1 Establish programs, institutes and other projects with the business and professional communities.

Objective 8.2 Increase Continuing Education courses and special activities so those students become active members of the Campus community.

Objective 8.3 Join forces with government, industry, banks, commercial enterprises and with local civic, cultural and educational institutions to promote projects beneficial to the University and the community in general.

Objective 8.4 Strengthen community groups, which collaborate with the Campus: Friends of the University, Alumni and the Advisory Council composed of community members, industrialists and businesses.

Objective 8.5 Present various academic offerings responding to the requirements and interests of a diversified student population and of the community, including the needs of mature adultslearners, the physically disabled and those with special skills.

Figure 03. IAUPC Mission and Goals: Relationship with Programs, Services and Students**Vision 2012**

IAUPR and IAUPC realize they must adapt, in these changing times, to maintain effectiveness in upcoming years. The information revolution and dramatic alterations in daily living styles are only the most obvious factors requiring new vision in higher education. To meet these challenges, the University wrote and approved the *Vision 2012* statement. It addresses contemporary higher education issues within a global context, in Puerto Rico, at IAUPR and on the Ponce Campus. It is in *Appendix E*.

Responding to *Vision 2012*, IAUPC revised its Mission and Goals in line with those of IAUPR and the ongoing self-study process. Graduate and distance learning programs, professional certificates and off-campus learning sites are among the new directions. IAUPR's Board of Trustees approved IAUPC's revised Mission and Goals in January 2002. They are in the process of being submitted to the Puerto Rico Council on Higher Education (PRCHE) for approval and authorization. As soon as the PRCHE authorizes the modifications, the new Mission and Goals will lead IAUPC's future educational endeavors. See appendix F.

Vision 2012 describes the University as being without barriers and having technological and humanistic emphasis. The Campus is a learning community led by the well-prepared faculty who promote self-directed, life-long learning. Offerings include departmental and interdisciplinary courses, non-traditional studies, internships and a variety of extracurricular activities. Students learn technology to access information resources necessary for their studies and research, areas of personal interest as well as educational and vocational needs. They gain knowledge, competencies, attitudes and values to ease their transition into the workforce and the society they will serve.

Community service is fundamental to the Mission. Through local and federal funding, IAUPC offers programs such as the Workforce Investment Act and the Technological Opportunity Program, in addition to those mentioned previously. The Campus participates in collaborative efforts with non-profit community organizations as well as the Advisory Board, a source for ideas to meet external community needs. Among the members are marketing and human resources directors, bankers, telecommunications specialists, physicians and other community leaders. The Ponce Campus also sponsors, besides continuing education courses to the outside community, cultural, sports and social activities. Students participate in these congresses, conferences, workshops and activities either as collaborative resources or clients.

Compliance with the Mission and Goals reflects the Campus' integrity. All substantive changes in academics, administration and organization must be planned, considered, amended and approved at the appropriate level. Changes and new projects, together with their adequate financial support, must be within the Mission and Goals.

Chapter II. Organization, Administration, Governance

Premise: *“An institution will retain excellence as an educational institution with a competent, imaginative, responsible administration and governing board. Their importance is measured by the degree to which they facilitate excellence in teaching and successful learning. Likewise, effective organizations provide for empowerment of all constituent groups and opportunities for collegial and collaborative participation” (MSCHE, 1994)*

The IAUPR System Central Office

Inter American University’s System Central Office (IAUSCO) performs two important roles. First, it must assure that the University functions as a consistent entity according to the Institution’s general mission and goals and within policies set by the Board of Trustees. To these ends, it provides for uniform budgetary allocation, administrative procedures and campus oversight. Second, it is committed to each campus’ needs, supporting the work performed, and articulating administrative and academic processes. It supplies each campus unit with the resources, guidance and technical assistance to achieve that unit’s specific mission and goals. It supports campus planning and decision-making by encouraging the development of new programs, initiatives and innovations. IAUSCO supplies expertise and support, strengthening each campus’ individuality, within the unified University.

IAUPC Planning

At IAUPC, open communication and participation among all organizational levels are part of planning and decision making. Procedures follow the Institutional document *Policies and Guidelines for Interaction among Faculty, Students and the Board of Trustees*.(G-011-99). Every office, committee or department conducts a suitable needs assessment, then develops a working plan. Subsequently, it goes to the appropriate Dean or Director for consideration. After

revision, it is submitted to the Administrative Council for evaluation, recommendation, and integration into the Campus' strategic planning before implementation. Planning documents are works in progress; they undergo continued review and modification to meet University community needs.

The Academic Senate

The Chancellor and her staff govern the Campus, advised by the IAUPC Academic Senate. That entity considers normative changes and advises the Chancellor on broad educational, administrative and research policy.

The Senate, created in 1991, is the legislative body responsible for initiating academic policy. It also approves developing projects, curricular modifications and changes to academic and student norms in each academic unit. See Chapter XI for further information about the Senate.

Administrative Structure

After analyzing the existing Campus hierarchical administration in 1997, it was modernized, reflecting new trends in administrative structure to better respond to Institutional and student services. This resulted in a horizontal configuration with cross-trained, integrated work teams and distributed decision-making. Each office has an administrator/coordinator but what once was a single-person's task can now be accomplished by any one of a team of individuals. This modifications have:

- **Increased operations management's quality and productivity;**
- **Consolidated functions, increasing personnel efficiency and reducing duplication;**
- **Fostered an environment based on cooperative work teams;**

- **Refocused administrative staff according to technological changes within the University system.**

The reorganization responds closely to the Campus' Mission and Goals, but each component directs its effort to a distinct area. The Office of the Dean of Studies appraises course offerings and faculty development to produce an optimal academic environment. The Office of the Dean of Student Development and Well-Being focuses on the co-curricular and students' social, emotional, spiritual and physical needs. Student Enrollment Management Services dedicates its efforts to assuring maximum results from efficient minimum effort.

Results of Administrative Changes

Ongoing short and long term evaluations show increases in student and faculty satisfaction. Services flow more rapidly and consistently. Admission decision making has been shortened to two days; loan processing shrank to 15 days. Registration originally took five stops; now it takes one. The Office of the Dean of Student integrated its distinct sections, including religious life, health, athletics and student activities, to address the "whole" student. Representative structures are in place for each Campus' constituency.

Administrative Professional Development

The Mission and Goals emphasize administrators' professional development. Their evaluations now include a Professional Development Plan which defines what the administrator plans to do in areas recommended for improvement or growth. It becomes part of the administrator's Annual Professional Development Plan and is also the basis for the following year's evaluation. After reviewing the Professional Development Plans, the Director of Human Resources Office initiates campus-wide workshops, seminars and other training experiences. They address areas of major concern within particular departments.

These Professional Development Plans contribute to the administrators' on-going growth, not only in areas related to their functions but also in others complementing their work. The plan's interdisciplinary approach results in broader development for Campus administrators. The Docushare data file contains examples of professional development activities.

Participation

Faculty direct input on IAUPC policies and procedures through their departments. Academic concerns are regularly discussed in departmental meetings, with recommendations forwarded through the Dean of Academic Services to the Chancellor and the Administrative Council. Information also flows in the other direction.

The Student Council participates in this process, acting as liaison between students and administration. It consists of delegates from each student organization with officers selected in a campus-wide student election.

Five-Year Strategic Plan

IAUPC's Five-Year Strategic Plan guides changes and developments. Modified and updated on an ongoing basis, it uses information gathered from students, faculty, administration and from the community-at-large to define and predict potential internal and external factors affecting the Campus. Government sources produce data allowing for regular monitoring of regional demographic factors. Analyses show a fairly stable external environment in the Island's southern region. To date, changes are predictable and economic and social tendencies easily monitored. The Five Year Strategic Plan is available on Docushare.

Co-Curricular Activities

The Dean of Student Development and Well Being's office works closely with the faculty to provide experiences complimenting academic programs. These include the Film and

Literature Project, English and Spanish Public Speaking Contests, and a Classical Music Program.

Faculty help students in applying for, and completing, a variety of internships, such as the Cordova, in Washington, D.C. Students are also encouraged to attend conferences and workshops in their specialized areas. The Campus aids some students with part of their expenses. More detailed information on student co-curricular activities is in Chapter IX.

In addition to other Campus efforts for faculty development, the administration has sponsored a variety of supportive activities:

Lap top computers for each full-time faculty member,

A Microsoft/Campus agreement, allowing faculty access to all IAUPC computer programs for both personal and professional use,

Sabbaticals and study trips sponsorship,

Conference and workshop attendance (as participants and/or resources),

Support for participation in professional organizations, as member or officer,

Publication of professional papers, articles and books,

Internet publication for doctoral dissertations and masters' theses and projects.

Publications

Various documents and official publications clearly establish the duties and responsibilities for each University community sector. The Faculty Handbook (2000) and the Part-time Faculty Handbook (1998) delineate faculty privileges and responsibilities. The Administrative Personnel Handbook (1994), amended, and Job Description Files do the same for administrative personnel.

The General Student Regulation (2000), the IAUPC Student Manual Ruling (2001) and the Drug Prevention Handbook (1999) explain students' rights and responsibilities. Among other publications, circular letters, distributed as necessary, establish guidelines to be followed for situations not covered in the handbooks. Service providers from the external community must follow policies and regulations at both Institutional or Campus level. These publications assure that faculty and students know the structure and guidelines for standards of integrity. More information on IAUPR and IAUPC publications is in Chapter XII.

Chapter III. Institutional Change and Renewal

Premise: *“Change and renewal are essential characteristics of educational vitality. The willingness to seek to improve approaches, determines the efficacy of something previously untried, test hypotheses, and resist complacency is sign of institutional vigor.”* (MSCHE, 1994)

As an integral part of the Inter American University system, the Ponce Campus applies Institutional innovations at the Campus level. IAUPR and IAUPC realize that change and growth are necessary for future effectiveness. Consequently, IAUPR developed and approved *Vision 2012*, which addresses issues in higher education on the Campus and in IAUPR while relating Puerto Rico within a global context. Chapter I contains a more detailed discussion. The complete document is in Appendix F.

The Campus Mission describes IAUPC as a laboratory where educational strategies and techniques are tested to offer quality education and maintain the Campus at the vanguard of post-secondary education in Puerto Rico.

The Ponce Campus shares the region with branches of two other universities and more than 30 community colleges and technical schools. Their recent expansion has placed considerable pressure on Campus recruitment and retention. These external forces and other internal trends require IAUPC changes and renewals.

Strategic Planning

As part of its strategy, the Campus evaluates its Mission and Goals within the region’s academic needs. Thus, they become an integral part of the Campus Strategic Plan, which directs the Campus’ ongoing process of change and renewal. Members of the university community proposing changes or innovations must demonstrate suggested changes are congruent with the Plan.

Data from diverse sources contributed to the Plan: statistical reports, feasibility studies, the employment market, competitors' information, government reports, including Department of Labor statistics, planned future developments in Puerto Rico's southern region, student satisfaction surveys, profiles of academic programs, faculty evaluations, the Distance-Learning Student Profile and benchmarking. The latter, an essential tool, supplies important data, such as faculty number and academic background, curricula, administrative personnel's number and qualifications, student services and facilities.

The Office of Planning, Evaluation and Development (OPED) coordinates varied studies, evaluations and assessments, assisting Campus components in their planning and renewal processes.

Feasibility studies are essential in revising current programs and developing new ones.

The addition of Technical Certificates in 1997 resulted from such studies.

The 1998 IAUPC Student Satisfaction Survey (1998) led to Student Services' reorganization and improvement as well as the upgrading of physical facilities.

Students' evaluation of faculty gave impetus to activities promoting faculty professional improvement and assessing teaching/learning processes.

The **Profile of Academic Programs** (2000) is used to assess enrollment and program demands. See Appendix D.

The **Distance-Learning Student Profile** (2001) resulted in better understanding of this population's needs as well as necessary modifications to program offerings and measures to improve students' technology skills.

During the past five years, IAUPC has faced major changes in five areas:

(1) Administrative re-structuring, (2) New alliances with other institutions and the community at large, (3) Technology innovations, (4) Improvements in curricular offerings, and (5) New educational concepts.

These innovations strengthen the learning process and student and community services.

Administration

Significant organizational changes have been made in recent years in accordance with TQM philosophy. To facilitate administrative processes and provide improved services to students, administrative structures were created or reorganized, including:

The Dean of Technological Services for Academic Information (new),
The Office of the Dean of Student (reorganized),
Student Enrollment Management Services Office (new), and the Office of
Academic Management (new).

Integrating Recruitment, Admissions, Financial Aid, Registration and the Bursar's Office into the Student Enrollment Management Services Office improved direct services to students.

Assessment of this new administrative structure shows:

More effective communication channels and teamwork,
Reduced delays in all services, e.g., Financial Aid approval time lessened by 77%,
Greater student satisfaction, according to Satisfaction Studies (1999, 2001) and Alumni Surveys (1997-2000),
Application forms available through the Campus Web page,
Human resources reallocated to accommodate extended hours,
Improved registration: students can register from their homes or any telephone via TELEMAT.

Student Development and Well-Being

In 1997, the Office of the Dean of Students Affairs evolved into the Office of the Dean of Student Development and Well-Being. Its five major service areas are: Socio-Cultural Activities, Recreation and Sports, Counseling, Health Services, and Religious Life. This holistic approach resulted in several new measures: (1) Extended hours in counseling and health services; (2) Psychological services; (3) Increased student participation in campus organizations; (4) Integrated students, faculty and administration activities; (5) Special Campus and community projects; (6) Up-dated and greater equipment availability for physically disabled students; (7) Computerized Student Council elections; (8) Fostering civic leadership, (9) The student mentoring program and (10) Counseling services on line.

Dean of Academic Studies

During the past five years, the Office of the Dean of Academic Studies (previously Dean of Academic Services) has experienced two restructurings. In 1997, it added two Assistant Deans and one Associate Dean. Re-thinking functions and duties led to:

Emphasizing interdisciplinary developments,

Strengthening and expanding services within the Continuous Education Office,

Strengthening technological advancements,

Articulating the processes for program certification and accreditation.

Facilitating accreditation and licensing procedures by a faculty member designated to coordinate such efforts, serving as liaison with related agencies.

In 1998, the Academic Management Office was created. This helped transform the Ponce Campus into a community-based learning entity, creating an interdepartmental structure that fosters academic leadership and teamwork. Academic departments' administrative functions were delegated to a new position: the Manager of Academic Services.

As a result, Academic Directors are able to refocus their efforts on planning as well as strengthening proactive aims. Emphasis is on faculty recruitment, evaluation and development, creating and revising programs, designing interdisciplinary courses and other collaborative endeavors. For example, The General Education Program was revised at the institutional level. Implementation of the new revised program was initiated in January 2002. The revision will be discussed in Chapter IV.

Several innovations and research projects have been developed: more online courses, interdisciplinary courses, articles in professional journals and books, and special projects developed in courses. See "Research and Education Innovation Committee" in Docushare file.

Dean of Technological Services for Academic Information

IAUPC has been responding to educational change. The new Office of Dean of Technological Services for Academic Information began in 2000. It deals with student and faculty services for information access, technology and distance education. In AY 1994-95 there was one distance learning course offered; today there are 52 online courses with around 1,000 students enrolled. Sixteen courses are under development. The goal is to have three complete degree programs online by AY 2002-03. This demonstrates the Campus commitment to lifelong learning amid the challenges of the Information Age.

Alliances and Relationships

IAUPC has developed enriching alliances with community-based organizations, schools and pre-college services. These partnerships provide the Campus opportunities for community involvement and leadership development. They are also a constant source of new ideas and settings to test new models. Among them are:

- The IAUPC Department of Health Sciences established an Eye Institute, affiliated with the IAU School of Optometry. Students can study, improve their skills, do their practicum and gain laboratory experience.
- The Campus “adopted” the Llanos del Sur Community Elementary School (in AY 2000) and now coordinates many tutoring projects and extracurricular activities for students in addition to teacher/parent professional development activities.
- Through the Office of Religious Life, IAUPC students participate in community voluntary services with the homeless, the elderly and abused children.
- The Ponce Campus houses five pre-college programs (Upward Bound, Math-Sciences Upward Bound, and the High School Equivalency Program). There are also two off-site programs in Coamo (Gear Up and the “Alcance” Project). Through these, IAUPC offers academic studies and co-curricular activities to participants, motivating and preparing them -- academically, socially culturally -- for university careers.
- The Chancellor and many other members of the Ponce Campus Administrative Council are members of cultural, entrepreneurial, religious, community and academic boards.
- Various IAUPC members help the Ponce School of Medicine, the Chamber of Commerce, the Art Museum, the Sister Isolina Ferré Community Center, and the Ponce Music Foundation.

-IAUPC gathers valuable information and feedback about curricula and services through participation in these active alliances. Direct contact with varied segments of Puerto Rican society encourages input and recommendations from different sources.

Technology

Technological advances have indeed changed this Campus. Ten years ago, through a Title III grant, IAUPC began its Campus-wide project to include current technology in all areas. Electronic access to academic and administrative data has significantly influenced overall operations:

Reviewing and modifying administrative processes to use technology, including budgeting, communication, and future projections;

Installing and frequently updating the Institutional management information system, *Banner*, for more efficient data use: academic, student, and administrative data management. Administration now processes purchases, manages the budget and monitors property in less time with more accuracy;

Students can access different screens, such as course selection, enrollment, withdrawal, admission forms, credit card payment, and financial aid. Each student receives a free Internet account;

Keeping the Campus Web page updated. It is in continuous use. Students, faculty, administrators, and external users make the most of its offerings. There is an icon for the MSCHE SS Design and the SS Report;

Faculty has integrated technology into their courses and presentations, tele- and video-conferences. They enter course grades directly into the *Banner* system;

The IAC has expanded student services and schedules to meet increasing needs.

Curricula and Programs

Curricula assessment, review, modification and development are ongoing at IAUPC for both new and existing programs. Increasing numbers of adult learners require revised teaching strategies and adapted academic scheduling. Adult learners use expanded learning modalities, increased scheduling and distance learning courses. During the past five years, IAUPC has incorporated many academic initiatives responding to external and internal changes:

- Additional academic programs have enriched the curricula: Bachelors' Degrees in Environmental Science, Health Sciences, Bio-Medical Sciences, Nursing Sciences, Gerontology, Hotel Management and International Commerce. In addition Associate Degrees in Radiation Technology, Optical Technology and Agribusiness.

- Programs have been revised and updated. Education was separated into sub-specialties.

- Office Systems Management (formerly Secretarial Sciences) has been modified, responding to technology advances.

- New Pre-Engineering courses. Students will spend two years studying at IAUPC, then take their advanced engineering courses at IAUPR's Bayamón Campus, which focuses on Technology and Engineering.

- Renewing the certificate programs certified by Puerto Rico's General Council on Education, and the revision of the General Education Program.

Cyber Learning Center

IAUPC opened the Cyber Learning Center at Plaza del Caribe in Ponce (the area's largest mall). The Center is the first in Puerto Rico and the Caribbean to carry educational offerings to the modern marketplace and extends the community-at-large's access to electronic learning. It

offers counseling and enrollment, continuing education courses, on-line or in-person workshops, information access for high school students, and a community training center for business and government.

The Cyber Learning Center is also for the industrial and business sector's personnel use, providing needed facilities and resources. This training will motivate employees to learn skills their employers need. At the same time, they can complete an academic degree in a central location, where they can arrange a convenient schedule, and use available technology.

Integrated education and optimum student growth have guided IAUPC's new educational concepts. Restructuring the IAC is one response. The distance learning education project comprises another. It has changed the Campus into a virtual university: students now take courses on-line, information is available in electronic format, and the traditional library material is now accessible throughout the Campus, the community, and the world.

The Ponce Campus attempts to develop students' talents to the maximum. It is through this renewal process that IAUPC remains in the vanguard of Puerto Rican education, constantly examining new ideas and modernizing strategies to improve learning.

Innovations in Process

To meet future challenges, the following innovations are in different stages of development:

- Graduate Programs in Education, Business and Criminal Justice,
- Professional Certificates,
- Cyber Learning Center expansion to offer academic courses and programs,
- Distance learning expanded to include more subjects,
- Distance learning Associate and Masters' Degree programs,
- Interactive modules for Basic English and Spanish courses,

Increased faculty involvement in more research and publication. Innovations and experiments have stimulated IAUPC vitality, enriched academia with multiple alternatives, motivated creativity, and brought endless challenges to all.

Chapter IV. Institutional Programs and Curricula

Premise: “The quality of educational programs is measured by the extent to which the curricula, activities, academic and other support services foster the achievement of the Institutional and Campus goals.” (MSCHE, 1994)

IAUPC offers a comprehensive array of academic programs in its five academic departments (All listed in appendix H). Proposed academic offerings in the process of being developed, certified or implemented are stated in appendix I.

An Academic Director, who respond to the Dean of Studies, heads each department.

The University curriculum contains three interrelated components: general education, specialization or concentration and electives. These address students’ formation in comprehensive terms. IAUPR recognizes that adapting to changing times while adhering to its essential commitment to education is necessary to maintain effectiveness. In such a dynamic epoch, higher education should prepare citizens to cope with changes responsibly and to contribute towards the well being of mankind and their own country.

With these premises in mind, in 1995 the university community began rethinking its General Education Program (GEP) preparing for a new era in which we are already living. The GEP revision is part of the University’s commitment to promote the search for the truth, expand knowledge and develop new approaches, while adapting curricula to society’s diverse, complex growth. The changes are congruent with the Institutional Mission and in harmony with IAUPR Vision 2012 statement. The main alterations are in the Goals and in new courses responding to the revised Goals. However some previous courses were adapted and retained. GEP total academic credits changed from 55 to 47 for Bachelors and from 25 to 23 for Associates. The revised GEP implementation began; in January 2001; assessment is in the formulation stage.

Independent of the area of specialization that the student selects, the GEP contributes to achievement of the following goals:¹

- Goal I To develop an educated person through the cultivation of skills, knowledge, values and attitudes that strengthen his intellectual formation.
- Goal II To develop a person interested in improving the personal, family, environmental economic and political life of Puerto Rico and the rest of the world.
- Goal II To develop a person capable of communicating with property in Spanish or English using the other language at an acceptable level.
- Goal IV To develop a person capable of quantitative reasoning and the application of mathematical knowledge to diverse situations.
- Goal V To develop a person with the basic knowledge of the use and function of the computer as a means of self-learning and for access to information.
- Goal VI To develop a person with a critical, analytical and constructive mind, capable of reflecting on human being's vital problems.
- Goal VII To develop a person with an ethical conscience, capable of evaluating and making responsible decisions for his life and others.
- Goal VIII To develop a person with an esthetic sensitivity who appreciates artistic values and contributions.
- Goal IX To develop a person who understand and values the Christian faith from an ecumenical openness and its implication for culture.
- Goal X To develop a person who knows and understands the problems of humanity in its social and historical events.
- Goal XI To develop a person who can comprehend the phenomena of nature and its methods of study as well as the contributions of science for the betterment of mankind.
- Goal XII To develop a person, who appreciates and maintains his physical, emotional, Spiritual and social health in a way which promotes the individual and collective well-being and quality of life.

¹ IAUPR General Catalog 2001-03

New categories for the GEP curricular component emphasize:

- Developing personal and social consciences;
- Refining communication skills, quantitative and philosophical thought;
- Using technology as a means to access information;
- Cultivating ethical and esthetical sensitivity;
- Knowing the principles of faith and Christian practice.

The following categories make up the GEP structure:

Basic Skills: Oral and written skills in Spanish and English as a second language, the skills of mathematical analysis and methods of quantitative and qualitative research, using emerging technology. These courses strengthen the skills necessary for a person's personal and professional life.

Philosophical and Esthetical Thought: The competences and skills of logical thought, argumentation and rhetoric skills applying to all knowledge (critical, imaginative, contextual, synthetic, evaluative, among others) and which constitute the principal intellectual repository for learning to learn.

Christian Thought: The development of fundamental knowledge on the history, principles and practice of Christianity and on Jesus as its central figure. From an ecumenical posture, it examines the Christian values of our society, with openness towards other religions.

Historical and Social Context: The fundamental competencies and knowledge of the social sciences and history of Puerto Rico. Included are economics, political, psychological and cultural analyses that foster the understanding of the performance and behavior of our people and of the global community.

Scientific and Technological Context: Fundamental competencies and knowledge of the natural sciences and the technology that foments the development of a responsible ecological attitude.

Health, Physical Education and Recreation: The competencies and skills that contribute to the development of a feeling of the necessary self esteem, confidence and discipline for personal care (physical, emotional and social) which serves as the basis for health and well-being.

The GEP requires the satisfactory completion of 47 credits for the Bachelor's Degree and 23 for the Associate Degree. It allows students to take courses following a sequence of years of study. This is accomplished through the codification of each course where the first number of the course usually responds to the year of study. It is recommended that the students take courses following the established sequence. The Institutional PEG revision is on file on Docu-share. Appendix H presents the table of core courses equivalences

Existing academic programs as well as new curricular developments correspond to the Campus' Mission and Goals statement. These include emphasizing professional preparation to offer direct services in education, to society social sciences, natural sciences, health sciences, and management. The Mission also includes a focus on preparing technical personnel for business enterprises, government, industry and commerce.

The IAUPR General Catalog is the central publication describing all academic programs, stating all requirements and listing all the courses comprising each program. Information also includes credits, laboratory requirements, pre-requisites, and any other pertinent information. Syllabi comprise course description, objectives (terminal and behavioral), units or topics covered, teaching/learning strategies, assessment techniques, evaluation and requirement for satisfactorily completing the courses as well as textbook, bibliography and other pertinent resource information including electronic resources. be information for resources. The integrity of the academics programs and all their components are closely monitored. All course syllabi are filed on Docu-share.

A brief description of various programs by departments follows.

Department of Humanities

The Humanities Department's mission is threefold:

To help students write well, think critically, and read widely;
To provide intellectual experiences that increases student's awareness
of human history, human cultures and values; and
to encourage the lifelong study of human experiences.

To accomplish this, the Department offers introductory and advanced core courses in English and Spanish composition, history, literature, music, philosophy, and religion in addition to a B.A. degree in communication.

Communications (B.A.): The Bachelors in Arts in Communications provides theoretical and practical preparation in public relations, advertising and journalism including knowledge and management of communication media. It also teaches administrative, research and technical skills in communications. The program has a multi-disciplinary curriculum content that prepares professionals able to compete in the employment market or for self-employment. The program offers two specializations: Public Relations and Advertising, and Journalism.

Department of Education and Social Sciences

The Teacher Education Program constitutes an answer to the needs and aspirations of a constantly changing society and meets requirements for teacher certification by the Puerto Rico Department of Education. There are four underling elements: Vision 2012, IAUPR's Mission and Goals, the Institution's concept of an educated person and professional standards characterizing teaching professional. From these, the Teacher education Program provides a framework of integrated educational experiences. The program is directed toward the professional formation of effective teachers who can effectively contribute thereby producing desirable changes in students. Education students must learn about the problems confronting

education in Puerto Rico and become capable of collaborating to improve the quality of both teachers' lives and those of others.

The new vision of teacher preparation requires a study program that includes substantial related experiences. These make the construction of pedagogical knowledge and content possible, to develop the future teacher. Public as well as private schools serve as practice laboratories in real settings so students acquire teaching/learning experience.

The department offers Teacher Education programs for the Bachelors of Art Degree in Early Childhood Education, Preschool Level, Elementary Level K to 3 and 4 to 6, Secondary Education and. Special Education. In addition the department offer a B.A. in Criminal Justice. All Education programs meet Puerto Rico Department of Education requirements for teacher certification.

Master degrees in various areas of education are undergoing approval procedures at the PRCHE.

Criminal Justice (B.A.): This program offers a Bachelor of Arts Degree in Criminal Justice, with two specializations: 1) penology and (2) criminal investigation. The curriculum is interdisciplinary including courses related to human behavior. It stresses adequate development of effective attitudes and characteristics in student's personalities while emphasizing understanding the causes of crime, crime prevention, rehabilitation, and modern techniques of criminal justice. The program requires an internship, held at various private and government agencies. For the past five years, Criminal Justice has been one of the most sought after on the Campus.

Department of Health Sciences

Four years ago, after realizing how much Puerto Rico's southern region greatly needs health services, IAUPC established its fifth academic department, the Department of Health Sciences. Its mission is to educate individuals to be competent health practitioners, with the knowledge, skills and abilities to actively participate in the health care delivery system. There are presently five programs within the Department: Bachelor of Science in Nursing, Bachelor of Science in Health Sciences. The Associate Degrees includes Radiological Technology, Nursing and Optical Technology.

Two other Associate Degrees in Occupational Therapy and in Physical Therapy have been submitted to PRCHE for approval.

An Associate Degree in Health Information Management was implemented for three years, but was phased out since the program was no longer viable.

Nursing (A.A.S.; B.S.N.) The nursing program component leading to the Associate Degree in Applied Science in Nursing provides the appropriate knowledge and skills for that level. Students are prepared to provide direct care to persons with common and well-defined alterations in functional health patterns within the family and community contexts. The curriculum includes theoretical and clinical academic activities. Students gain knowledge in nursing sciences within natural, social, and humanistic concepts and principles as well as the necessary preparation to search for alternative solutions in health problems.

The Bachelor's Degree program prepares generalist nurses and is the entry level for professional nursing. Students learn how to form independent opinions, make responsible, ethical decisions in the nursing field and contribute to modern society as educated citizens. They are thoroughly prepared to assume leadership roles in providing health care, to be

communicators and educators in health care management. The program strives to develop nurses with humanistic values in response to the health needs of a changing society, guided by moral-ethical, legal and spiritual values in their roles as professional nurses.

Mayor requirements are offered in a four-year program, In the first two years, knowledge and skills are taught at the Associate Degree level; the last two years are taught at the professional level. This approach addresses and articulates both preparation levels. It gives student the option of obtaining an Associate Degree in Nursing after completing the sixty three (63) credits required for the first two years of the program. The alternatives are to continue for a Bachelor Degree or obtain an associate degree license, then work for a while and return to finish their nursing studies at a later time. Both programs are in congruence with the Puerto Rico Nursing Act preparing the students for the Nursing State Board Examination at their education level. The passing rates for IAUPC nursing examination candidate's average 80%.

Health Science (B.S.): The Bachelor of Science Degree in Health Sciences is interdisciplinary and flexible. It offers the opportunity to complete a Bachelor's Degree for those students who have an Associate Degree in health and allied health areas but do not yet have a Bachelor's degree in their area of specialization. The program is designed to promote the development of sensitive health professionals who possess knowledge and skills based on concepts and principles of natural, social and health sciences. Students may specialize in administration or education, to prepare them for more responsible position and leadership in health sciences.

Radiological Technology (A.A.S.) This program seeks to educate competent personnel in applied sciences in radiological technology. It prepares radiographers as health professionals, responsible for the performance of radiographic procedures using diagnostic radiological

equipment. The program takes two consecutive years, including their respective summers for academic and training practice. Various health institutions in the southern area participate as affiliates for clinical instruction. After completion of the program the students are prepared to take the State Board Examination for Radiological Technicians. This is another of IAUPC's most sought after programs..

Optical Science Technology (A.A.S.): Study for the Applied Degree in Optical Science Technology provides sound basic comprehensive in addition to the most recent knowledge in the optical science field. The curriculum gives the formal preparation and understanding that will permit the optical technician to competently perform the functions and processes required in an optical laboratory. Courses are geared to prepare students for the Optical State Board Examination. They can compete in the optical labor market.

Department of Science and Technology: Six programs comprise this department:

Biology: The Bachelor of Science in Biology prepares professionals with knowledge derived from the integrated study of biological, chemical, physical and mathematic processes so they can understand and explain the world around them. The program emphasizes ethical aspects and reasoning, enabling students to solve problems in our changing world. They will also be able to meet job requirements and/or continue post graduate or professional studies.

Computer Science (A.A.S. and B.S.): The Associate Degree in Applied Sciences in Computer Sciences offers theoretical and practical preparation to develop students' basic and current concepts in the field of computation and information.

The program promotes the development of skills such as:

Logical reasoning,

Concepts and basic principles of assembly, microcomputer repair and

configuration,

Mastery of at least one programming language,

Database management and

Basic knowledge of technical writing.

The program also aims to develop professionals capable of continuing their learning, programming and installing software, and electronic publication. Additionally, they must be capable of working in teams and thoroughly understand professional ethics.

The Bachelor of Science Degree in Computer Science offers theoretical and practical preparation for developing current concepts in diverse technical areas of the computer field. The program requires skill development, such as:

Logical reasoning,

Writing well documented structure programs in various languages that
work efficiently in a reasonable time period,

Recognizing which types of problems are susceptible to solution by computer,

Using the necessary tools to solve problems, and

Measuring the implications of the student's work as an individual, as well as a team member.

The program also imparts detailed knowledge about the organization, architecture, operation and limitation of computerized system as well as background knowledge that allow students to continue studying and developing in computer sciences.

Environmental Science (B.S.) The Bachelor of Science in Environmental Science is directed to those persons interested in working as professional in environmental science, e.g., pollution control in water, soil and air; and in the conservation of land and water natural resources. The

program includes study of legal bases and training in methodology skills and techniques. It emphasizes the perception of nature as a system.

This Department also meets student needs by offering courses for *the first two years of Engineering* in three specialty areas: Electrical, Industrial or Mechanical Engineering. After finishing these courses, students complete their degrees at the IAUPR Bayamón Campus

Department of Business Administration

Programs in this department are among the most popular in the IAUPC community. Since the last accreditation the department has added Bachelors in International Business, Industrial Management, Hotel Management and Finances. Additionally added an Associate Degree in Tourism with two concentrations: Tourist guide and Tourist Administrative Assistant. This reflects tourism's importance to the Island economy.

Two programs: Associate Degrees in Accounting and in Business Administration are the first program offered through Distance Learning from the Campus.

Responding to the Ponce Municipal Development Plan, Bachelors Degrees in Strategic Marketing for Maritime Services, International Transport and Health Services Management are under development, as is an Associate Degree in Human Resources and a Professional Certificate in Entrepreneurial Development.

The Bachelors and Associate Degrees offered in the department are:

Business Administration with a major in Computerized Management Information Systems (B.B.A.): This program facilitates thorough understanding of the goals, functions and operations of business organizations, their information needs and the role of the information system in such enterprises. It develops the analytical and technical skills required to identify, study and resolve information control problems. It also engenders communication skills that allow effective

interaction with other members of a business organization, especially users and implementers of computerized management information systems.

Finance (B.B.A.) The major in finances is designed to prepare student to understand, analyze and apply the principles governing financial activities. The program trains the student to use analysis instruments in solving problems and formulating decisions in areas of corporate finances, public finances, insurance, real state, banking and investment.

Human Resources Management (B.B.A.): Human Resources Management is vital area of business administration. The program provides students student with knowledge related to the principles, functions and processes of human resources management. Emphasis is on the importance of integrating human resources goals with those of the organization.

Industrial Management (B.B.A.) Industrial management has significant impact in business procedures. The aim of this program is to provide student with the knowledge required to effective apply production factors in manufacturing and service activities.

International Business (B.B.A) This program is offers students the necessary knowledge to perform basic managerial functions within a conceptual framework of international dimensions. The theoretical and practical academic activities aim to prepare the students in the search for alternatives in promoting international business within a global perspective.

Management (B.B.A.) This program is designed to provide the student with the principles, concepts and practices of management. Its purpose is the integrated study of main management roles in planning, organization, leadership and control. Knowledge of these management roles, concepts and practices enables the development of the necessary skills for business success.

Accounting (A.S.S. and B.B.A) These programs exposed student to the application of theory to situations and problems arising among various specialization within the accounting field.

They include cost, auditing, taxation, financial analysis and others. The organization of the profession, the professional ethics and the accountant's obligations are included in the courses.

These help prepare students for the Certified Public Accountant examination.

The ASS in Accounting is offered through both on site and distance learning modality.

Pre-college Programs:

As stated previously the living conditions of most Puerto Ricans are below the United States standards for poverty. The unemployment rate is 16.7% with the population enduring the corresponding economic limitation; island-wide school attrition rate is 51%, and average education stops before the tenth grade.

IAUPC recognizes the need for intervention among school populations to lower the high attrition rate. Through several federally funded programs, the Campus has developed pre-college programs to increase the high school graduation rate. At the same time, student-participants learn necessary academic skills so they can eventually continue into post-secondary education.. These pre-college programs also provide the support services needed to motivate students, enhance their self-esteem, and to develop the life skills and internal strengths necessary for a successful post-secondary education, and a better quality of life.

High School Equivalence Program (HEP) This program enables participants to obtain a High School Equivalence Certificate from the Department of Education of the Commonwealth of Puerto Rico. HEP focuses on serving qualified participants who are, or whose families are, migratory workers or do other seasonal farm work. The goal is to provide academic and support services, and also financial aid. An important component includes continued personal and professional development. Participants have postsecondary counseling and orientation services.

In addition, they receive assistance to help them find employment or places in institutions of higher education or other postsecondary education or training.

Gain Early Awareness and Readiness (GEAR UP): This is a comprehensive program of academic, motivational and informational support to prepare and enable seventh grade and higher students to continue their education beyond high school and through post-secondary education. The target population for this program is located in the municipality of Coamo. It has a population of 36,856, where 90% of the students come from very low-income families; 51% of students do not complete high school and only 9% of adults have completed post-secondary education. Seven community partners participate as supporters or contributors, thereby facilitating and strengthening all the components of the program.

Project “ALCANCE”(Outreach): This project provides a model for the using technology to overcome traditional barriers for accessing educational and commercial services necessary for the socioeconomic growth of an area. The project ‘s goal is to establish a mutually beneficial partnership to providing the people of the municipality of Coamo with access to up-to date information, appropriate training, education and other support services as well as basic computer knowledge together with educational, technological and economic revitalization services. They receive both onsite and distant learning assistance enabling them to complete university degree and non-degree programs. To achieve these goals the project’s principal objectives are:

1. To train third and four-year high school students in skills necessary for successful completion of university degrees including information literacy and information technology skills.
2. To provide distant learning opportunities, job training in the areas of modern agricultural technology, computer application among others.

At the present the project is in its second phase of implementation.

Upward Bound (UB): Program strategies are directed to a comprehensive needs assessment and an individualized service plan for each student, developed from his or her identified needs. The plan includes academic classes and tutoring to remedy deficient academic skill and to help them cope successfully with challenging pre-college courses that supplement regular school offerings. In addition, after receiving motivational services, exposure to various careers and exploring career paths, the student participates in developing a personal goal plan.

The Upward Bound Mathematics and Science Project is designed to identify and address participant's specific instructional and personal needs for those capable and interested in math and science. This will help achieve success in secondary and post secondary education and ultimately lead to math and sciences careers. of math and sciences.

Honors Program

The Honors Program, focuses on capable students seeking a challenging academic environment. It includes interdisciplinary studies integrated into a global context. The program admits students new to IAUPC who have a 3.50 GPA; enrollment is at least 12 credits. Second and third year students must have 3.50 cumulative grade point averages and take 24 credits per year, six of which must be courses in the Honors Program. Those students may take a variety of innovative courses and projects, e.g., The Writing Process and Spanish Linguistic Analysis, Women in Society, The Origin of the Universe or Headlines in a Changing World, among others.

The Honors Program also funds scholarships, based on students' GPAs. Scholarships are: Basic I, for a fee waiver of one honor course per semester; Excellence Award II, for a fee waiver of one honor course and half the remaining tuition fees per semester; Exceptional Award III for a full tuition fee waiver per semester. These help honor students who endure financial hardship continue their studies. Official transcripts and diplomas indicate honor status.

Technical Certificates Programs:

The main mission of the technical or vocational certificates programs is to develop well-prepare human resources for the labor market, strengthening specialized skills in particular areas. The programs keep links with industry, banking, commerce, government, in an effort to update and develop student's knowledge and capabilities responding to technological, social, economic and cultural continuous changes in our society. The Ponce Campus offers technical certificates programs for Pharmacist Assistant, Computer Repairs, Information Management with Medical Billing, Child Care Technician. In response to the Ponce City Master Development Plan the program is developing an array of technical certificates aimed to meet the needs for the Southern Region's proposed transshipment port.

Professional Certificates are in developing stages and a Professional Certificate in Andragogy is under the consideration for approval by the PRCHE.

Continuing Education Program

The purpose of the program is to promote efforts to develop the desire for continued learning. The program is directed to those who need, desire or are required to learn, increase or better their skill and acquire knowledge for their personal or professional improvement. The program facilitates updating knowledge and developing or refining skills for those who return to the University to continue participating and contributing in a highly competitive world.. The program serve those who have the will and interest in continue learning for their own satisfaction. acquiring knowledge for their own satisfaction. Therefore, the program is open to all the external community.

The learning experiences are up-to date, pertinent, dynamic and innovative. offerings. The program also develops courses, training, seminars and other educational activities to meet

requests from professional organizations, private enterprise or government agencies. Continuous Education Contact Hours Units are granted per request.

To facilitate attendance, the programs are also offered at the IAUPC Cybernetic Learning Center.

Ongoing planning and resources allocation has guided changes and institutional renewal in the academic area during the past years. These changes in Programs and Curricula had fostered the achievement of the Institutional and Campus goals. A review of the main changes follows.

Since 1996, the Campus has added 15 new programs: six Associate and nine Bachelors' Degrees. These respond to a changing society and to diversified students' characteristics.

The Campus conducted viability studies to determine which programs to add. These included analyzing Department of Labor and Human Resources reports rating occupations in greatest demand. Area employers and business administrators, through industrial and commercial organizations, supplied other information. Area high school graduates completed survey questionnaires to determine interest in pursuing different occupations.

Analysis underlined the need for technical and vocational post-secondary programs in differing areas. In response, the Campus developed four certificate programs: Pharmacy Assistant, Child-Care Technician, Computer Repair and Health Information and Medical Billing. These certificates are accredited by the PRCGE.

Other programs under development or recently approved by the PRCHE or PRCGE include:

Certificates in Horticulture, Electrician, Industrial Welding, Counseling in Addiction, Multimodal Transport and International Merchandise Transportation;
Professional Certificates in Androgogy (the study of adult learning) and in Business Entrepreneurship, among others.

Humanities now confers Bachelors' degrees in Communications, with two specialties: Public Relations and Advertising and Journalism.

The **Science and Technology Department** upgraded its offerings with Bachelors' degrees in Environmental Science and in Biomedical Sciences.

Education and Social Sciences modified their Bachelors' degrees for Elementary Teacher Education, responding to new Department of Education plans and regulations. Offerings are now divided into three programs: Preschool and Early Childhood, Primary (K-3) and Elementary (4-6). The GEP was revised at the institutional level with the participation of representative faculty from all the Campuses.

New Degrees in process

Currently, additional Bachelors' Programs are in their final approval stage. They are: Teaching English as a Second Language - Elementary Level, Networks and Telecommunications, Security Systems Technology, Health Services Administration, Forensic Science, Forensic Social Work and Radiological Sciences.

In addition, various Associate Degrees are in development phases. These include Human Resources, Addiction Counseling, Pharmacy Technician, Physical Therapy and Occupational Therapy.

Revised Ponce Campus Mission and Goals include graduate studies and professional certificates. Masters' Degrees in Education, Accounting, Human Resources, Marketing, International Commerce, Business Education, and Criminal Justice are in planning stages. The Campus will offer these degrees through both traditional and on-line study methods. The Master Degree in Education in Curriculum and Teaching in: Spanish, English as a Second Language, Biology, Mathematics, Physics and History has been submitted to the PRCHE for evaluation and

approval. Master Degrees in Business Administration and in Criminal Justice are being developed.

The Campus plans to implement at least 75% of planned programs listed in appendix J by 2003-04.

Technology

The Campus has brought about modifications to strengthen teaching/learning. Primary among them is the curriculum-wide introduction/expansion of technology. The IAC makes virtual information resources, including local and Internet access, available to faculty, students and administration. The CAI includes the Audiovisual Center and the Video-Conferencing Center, linking the Campus with real-time worldwide resources.

IAUPC requires incoming students to complete computer technology training as part of the initial registration, matriculation and orientation. They are thus able to use technology and software in their studies from the beginning of their university careers.

The Faculty Development Center plays a critical role in curriculum as faculty use it to include educational technology in their courses. All faculty have laptops and everywhere-access to the Campus' Web site and the WWW. The Center provides frequent workshops at different technology levels, from basic word-processing and electronic communication to developing Web sites and distance learning courses.

Laboratories

In addition, open and closed laboratories in the **Nursing, Radiology, Optical Science, Education, Business Administration and Humanities Departments** provide students with needed technology and equipment. Health Sciences leases space in San Cristobal Hospital with a practice center, including simulated laboratories as well as learning facilities for nursing,

optical science and radiology students. These labs are equipped with all the resources (materials, supplies, furniture, equipment and anatomical models) necessary for individual and group demonstrations and simulated practices. Such collaboration provides students with practice in real life hands-on experiences.

Language Labs are equipped with computers connected to a CD-ROM-based multimedia learning system. There is appropriate software for English as a Second Language and for Spanish grammar and orthographic tutorials. Equipment in an annex to this lab contains 30 student stations, each with individual video monitor and headphones for listening/speaking language development. It also has a digital audio editing system and visual presenter.

For **Business Administration, Information System Management and Office Systems Administration** students there is a Business Lab with 45 IBM computers (Pentium processors) and an AS/400 minicomputer with business-related application and Internet access. For sciences, the Biology Lab houses modern scientific equipment, the Chemistry and Biology labs have high-level instrumentation, including an Environmental Science Lab equipped through a grant from the National Science Foundation. Inventories of the most important of this equipment are in Docushare.

The **Academic Resource Center** provides students with communication and learning activities in Spanish, English and Mathematics, using computer-assisted instruction in several laboratories. Together with the **Assessment Center**, they identify students' strengths and weaknesses, then supply appropriate instructional techniques and tutorial assistance to meet individual needs.

Distance Learning

Distance learning is an academic service for both traditional and non-traditional students. Courses are offered in Web CT formats. Instructional manuals as well as on-line instruction guide students. Each term, distance education has become more viable in meeting students' needs and demands. Student on-line enrollment has increased from 32 in 1996 to 1,049 in Fall 2001 to approximately 1,5000 in Fall 2002.

In 1999, the Puerto Rico Council on Higher Education (PRCHE) reported that higher education institutions are expected to increase their distance-learning course offerings by 84%. IAUPC expects increasing student enrollment and growth in both courses and full degree programs. The Ponce Campus is committed to meeting those demands.

IAUPC is also setting up virtual on-line programs. The Office of the Dean of Technological Services for Academic Information provides the faculty with technical support through a Webmaster and specialized computer technicians. Associate Degrees in Business Administration and Accounting are approved by the PRCHE and will be online by 2002-03.

Through topic and special seminar projects, the Campus extends enriching experiences to talented students. Interdisciplinary courses emphasize team-teaching, combining efforts from the Departments of Science and Technology, Business Administration and the General Education Program. Accounting Program is in the process of modifications aim to help students pass their CPA certification. Many courses from the General Education Program , Education and Social Sciences Programs, Criminal Justice Program, Business Administration Programs and Science an Technology have been also added to online courses.

Chapter V. Institutional Effectiveness and Outcomes

Premise: *“Institutional effectiveness and assessment focus on the extent and degree of student learning and the instruction and services which support that endeavor. It is measured by the extent to which an institution achieves its established goals and objectives. Equally important in a university community setting, is the help a diverse population of students receive in order to achieve its academic goals”* (MSCHE, 1994)

IAUPC’s Mission is to prepare direct-service professionals in education, health and management and in technical areas for business, industry and commerce as contributing members of society.

Graduates

Because Campus programs have been created or revised to meet students’ and society’s needs, 79% of graduates are employed, 57% in their area of study². This and other graduate follow-up studies show that these working professional alumni believe the Campus adequately prepared them for their jobs. The data demonstrate that IAUPC fulfills their needs; they are pleased with their academic programs. In particular, graduates are satisfied with the technology they learned. They use computers, the Internet, and e-mail at their worksites and have adequate technology skills for their professional and personal lives. The great majority hope to continue their education; 97% would choose IAU for graduate study. IAUPC thus fulfills the Mission to meet society’s needs.

The Graduates Comparative Summary Study also revealed that alumni demonstrate strong social commitment. They volunteer in the community and take part in recycling, cultural, civic, electoral, and religious activities. Table 02 shows their participation during AY 1996-98.

² IAUPC Graduates Comparative Study Summary 1994-95 to 1997-98

Table 02. % of Alumni Participation in the Community

Community Activities	1996-97	1997-98
Religious services	87%	83%
Volunteer services	71%	70%
Recycling projects	64%	63%
Civic organizations	25%	28%
Electoral events	85%	84%
Cultural activities	81%	78%

Source: IAUPC Graduates Comparative Summary Study (1996-98)

Assessment

IAUPC has been involved in outcome assessment since the last Middle States Self-Study Report. Assessment focuses on effectiveness and outcomes in achieving the Mission and Goals. The Office of Planning, Evaluation and Development (OPED) developed a Master Assessment Plan (MAP) to collect pertinent data.

Using the Assessment Plan (see Chapter III) as framework, the IAUPC Master Assessment Plan (MAP) presents the definition of assessment, performance criteria and outcomes for three general areas: programs, services and students, and their relationship to the IAUPC goals. See Figure 03 in Chapter I.

IAUPC views assessment as an on-going process. Needs change; programs are modified. Assessment techniques require commensurate modification and development. The MAP contains four phases: design, implementation, data collection and evaluation. Design includes identifying the principal outcomes from each area and the preliminary performance indicator for each one. Implementation and data collection concern instrument development and the sequence of the

process. Evaluation relates to calibrating performance indicators to make any needed adjustments.

Different instruments and sources determine and measure performance. They include surveys, statistical reports, retention, graduation and transfer rates, Puerto Rican government reports and satisfaction surveys. The System Central Office makes databases and statistical reports available to the campuses for analysis and comparison.

Programs Assessment

This assessment includes all undergraduate degrees and the General Education Program (PEG). OPED and the Dean of Academic Studies have worked closely with the faculty to develop academic outcome assessment plans for every academic program, based on Nichols³ framework. Outcomes studied include, among others: program retention and graduation rates, employment rates, State Boards and certification rates, competency-based inventories, technology skills, student satisfaction with academic programs, rates of students entering graduate schools, employers' questionnaires.

All these aid in collecting information. The plans give direction for program evaluation in determining effectiveness.

Identified outcomes

Findings from the Alumni Comparative Studies⁴ Summary,) show 79% of graduates working in areas related to their studies, using Department of Labor (DOL) categories. The others work in areas related to education and allied sciences.

³ Nichols, J.O. (1995) *A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation* New York: Agathon Press.

⁴ IAUPR Comparative Alumni Study Summary 1994-95,1997-98

Two years after graduation, 70% of graduates have at least average computer technology competency. Of these, 93% are regular, good or excellent in word processing, 70 % or more know about Internet browsers and e-mail.

Students and alumni expressed high satisfaction levels (88% or more) with both faculty and teaching/learning processes. Seventy-five percent consider that IAUPC prepared them for employment. This was consistent with the Institutional Satisfaction Survey and the Alumni Comparative Study Summary.

Teacher Certification Test (TCT) findings showed the Campus has a low average rate. TCT in 1999 revealed a 63% passing rate; the 2000 results improved to 74%. Both years the state passing rate was 85%. To effect necessary improvements, the IAUPC faculty worked out and implemented a strategic plan.

Nursing State Board Examination (NSBE) findings showed a pass rate in the 84-86% level. General pass rates in Puerto Rico are at the 70% level.

Students evaluate faculty every semester. Fall 2001-02 results indicate an average of 3.57 on a 4.00 scale in Class Development and 4.64 on a 5.00 scale in Administrative Processes. No differences between full-time and part-time faculty appeared. Results of other years are available in Docushare.

According to IAUPR Annual Reports (1999-2000) more than \$25,000 yearly goes for faculty development, not including scholarships for Post graduate degrees. The funds cover seminars, conferences, and workshops on teaching strategies, actualization of the discipline, recommendations from faculty evaluations, etc. See Table 07 on Chapter VIII.

Student Assessment

This information focuses on students' characteristics and needs, first year and distance learning students' profiles, and general retention in addition to transfer and graduation rates. The Office of Planning, Evaluation and Development developed a comprehensive student survey process including:

Freshmen Student Survey (FSS) and College Student Survey (CSS) from Cooperative Institute Research Program
Freshmen Academic Need Assessment Inventory,
Use and Abuse of Drugs Questionnaire, and
Campus Retention, Graduation and Transfer Rates.

These revealed the following outcomes:

Overall retention rates are between 65-68% for the first year (August to August), the same for the second year, close to 50% for the third year and around 40% for the fourth year. Graduation rates in six years are 32%, with 4 to 6 % continuing study.

Currently, the Campus cannot gather academic program enrollment statistics due to student enrollment characteristics: about 50% of students declare or change their majors. The Campus needs criteria to deal with this and to provide accurate information about program performance rates.

The Distance Learning Student Profile shows that nearly 95% of these students are enrolled in other courses on Campus; 50% are in their junior or senior year; and, on average, they take more credits than the average student.

The Student Needs Questionnaire identifies decision making, problem solving, communication and work group skills as areas requiring guidance and training for recently admitted students.

Services Assessment

Services include all Campus support activities available for students, faculty, staff and the outside community, including admission, registration, financial aid, counseling, the CIA, Computer, Language, Science and other Labs, Medical Services, etc. Using varied instruments, OPEd collects data to measure and improve student services, including existing documents, statistical reports, questionnaires and internal and external evaluations. Significant changes have resulted. A summary is in Chapter III.

Based on these assessments, major changes have occurred:

All freshman students complete the Student Needs Assessment Questionnaire at the beginning of each fall semester. Results reveal needs related to college adjustment. IAUPC then prepares seminars and workshops to help students develop the identified needed skills.

Findings tell us that 90% of freshmen return for the second semester.

Other outcomes encompass administrative restructuring as well as developing communication and information technologies in both administrative and academic areas.

For example:

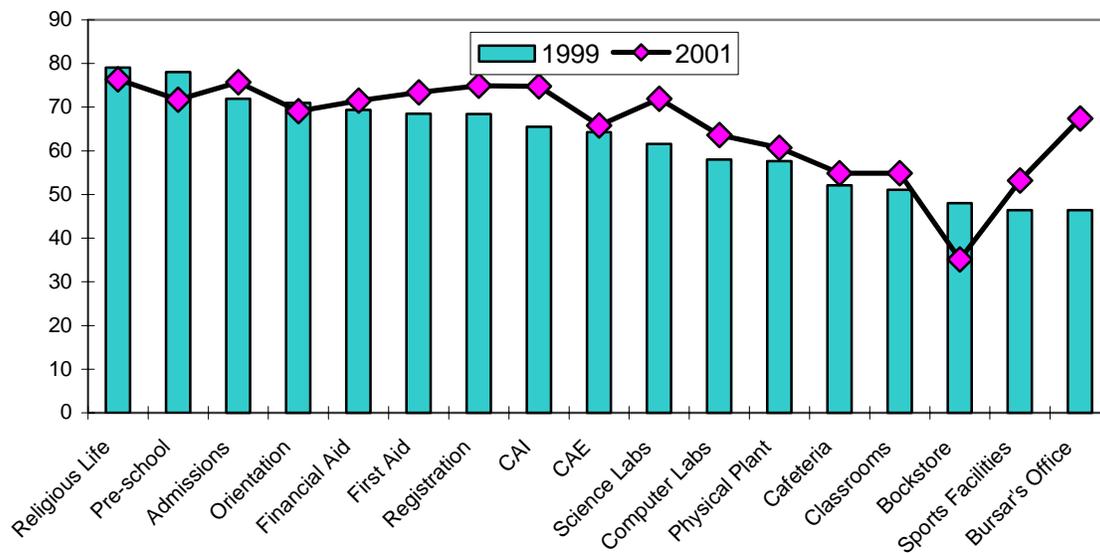
- Assessing student services led to modifying the Student Financial Aid Office's internal procedures. Title IV loan and disbursement time decreased from 66 days, on average, to 15 working days.

- Creating the new position, Dean of Technological Services for Academic Information, made it possible to integrate distance learning services, faculty services and library services.

-Technology, financed from Institutional and external resources, is a priority. IAUPC has one PC for every 8 students. Upgrading students' computer labs follows a Campus replacement plan.

-The 2001 Student Satisfaction Study presents a 3% increase in overall satisfaction compared with the 1999 study. (Table 03) The satisfaction level with campus services and facilities was average. Using 70% as the criterion, seven offices and an auxiliary enterprise surpass that level.

Table 03. Comparative Study Satisfaction Survey



-Parking improvements resulted from the Parking Use Study, Student Satisfaction and the Focal Group Study, developed by Success Technologies Corp (September 2000).

-The Dean of Administration coordinates facilities assessment, working with outside architects, engineers, maintenance consultants and others. These recommendations become the basis for the Campus Physical Master Plan with

resources evaluated in the annual strategic budget planning. They are discussed in Chapters VI and VIII.

-Since 1997, IAUPC has surpassed enrollment and financial resource projections, while maintaining Institutional objectives of 30 students per classroom with full time professors teaching 60% of credit hours. The Campus surpasses IAUPR's 5% scholarship objective and also meets the Institutional aim of supplying 10% of the budget from external resources.

-Implementing the Academic Services Management Office improved academic departments' functioning as well as articulating information and processes.

-IAUPC has strong community presence through service programs, e.g., Upward Bound, the High School Equivalence Program (HEP) and Continuing Education. The Campus also furnishes external community services through the Alcance Project and Gear Up in Coamo and the Cyber Learning Center, discussed in Chapters III and VI.

The Academic Senate, Student Council, student organizations, faculty and administration all provide input on educational effectiveness. The Master Assessment Plan is in various stages of implementation. Findings include:

-Data gathered from services and student assessments resulted in substantial changes.

Information about student retention, transfer and graduation rates needs development.

Program assessment is in its initial phases. Currently, all programs have their assessment plan. Instruments and means of collecting and consistently analyzing data have to be developed.

-A revised General Education Program (PEG) Program began during the 2001-02 academic year. New instruments and assessment criteria need designing, from Institutional and campus perspectives.

-Strengthening the Distance Learning Program requires follow-up studies. Preliminary data revealed that about 50% of the students taking these courses do not successfully complete them.

-Implementing software, such as BANNER and INTERWEB, resulted in better information access for students, faculty and administration as well as better fiscal processes. To ensure efficiency, effectiveness, and satisfaction with these technology tools, further studies must be planned and carried out.

-IAUPC views assessment as on going. With a recent Title V grant, attention now focuses on assessing and evaluating students' basic skills: English, Spanish, Mathematics and Literacy Information.

The Campus' Annual Report (available in DocuShare) describes the year's accomplishments and success indicators, and reaches a broader audience. The Chancellor's Advisory Board is also actively involved in Campus events and accomplishments. Campus representatives can express their concerns and priorities to the Advisory Board. IAUPC maintains a Web page, available to anyone interested, thus expanding the Campus to a community without geographical boundaries.

Chapter VI. Facilities, Equipment and other Resources

Premise: *“Many resources provide tangible support for an institution’s instructional programs. Part of the duty of the governing board or its administration is to be aware of and employ all the resources of the institution to support current programs and to assure stability over time.”* (MSCHE, 1994)

Facilities

In 1982, the Ponce Campus moved to its present facilities. Situated on a 53.4 acre tract of land, the Campus has ten buildings (142,610 sq. ft.) housing 34 classrooms and 18 laboratories. Facilities also include the administrative offices, the IAC, the Student Center, a Day Care Center, Physical Education Complex, Maintenance Building, the main gate and five parking lots.

In addition, the Campus leases facilities at San Cristóbal Hospital for the Health Sciences clinical components. Also in leased space are the Cyber Learning Center and the Coamo Gear-Up and Alcance programs. The Puerto Rico Department of Education and the Department of Health collaborate with the Campus providing access to schools for classroom teaching/learning practices and clinical practices.

Classrooms

Every classroom has closed circuit TV and a drop for network connection. The main classrooms hold 40-45 students, although some smaller ones accommodate 15-25. The largest lecture rooms are suitable for 75 students. An open lab in the academic area supply students computers for practice and study. The IAC has advanced technologies available for student’s use; described in Chapter X.

Central air conditioning for all classrooms has been budgeted and approved; installation will begin in the fall of 2002. As distance learning enrollment increases, classroom demand is expected to decrease. Therefore, more classrooms facilities are not currently part of the Physical Plant Master Plan.

Laboratories

There are laboratories for languages, office systems administration, biology, environmental sciences, chemistry, physics, pharmacy, mathematics and computers. In the math lab, students work on special computer tutorials. The Assessment Center measures student's progress and provides activities to improve their skills and academic performance. Title V Proposal: Strengthening Institutions provided the opportunity to implement the Center for Academic Resources to Support Learning.

Business Administration, Information System Management and Office systems administration students use IBM-equipped laboratories, including AS/400 minicomputers to program languages related to business applications. They are connected to the **RISC 6000** for access to other programming languages as well as the Internet, as are 98% of campus computers.

In sciences, the Biology laboratories house a variety of modern, diverse scientific equipment. The Chemistry and Physics labs have sophisticated instrumentation for students including an Environmental Science laboratory.

The Health Sciences Department laboratories include nursing, optics and radiology. The Campus has agreements for collaboration with a variety of health care entities to give students practice in real-life settings. This supports active learning in both independent and cooperative work.

The Teacher Education Laboratory (a resource center for mathematics and science education), with computers and instructional technology, allows students to use and develop computer-assisted instruction modules and other technological applications for their professional development.

Student Center

The Student Center building contains the Counseling and Orientation Center, the Chapel, cafeteria, book store, game room, theater, Health Services, as well as HEP and Upward Bound Offices. It also houses the office coordinating cultural and co-curricular activities, the Dean of Student Development and Well-being, the Student Council and student organizations, as well as the Student Employment Office and an administration lounge. Architecturally, this building is barrier free.

Administration Building

The Administration Building accommodates the Chancellor, Administrative Council, Informatics and Telecommunication Center in addition to the Small Business Administration Center and administrative support offices. The first floor holds all the direct support for Student Services: Admissions, Registration, Bursar and Financial Aid. The Dean for Administrative Services and Support offices (Human Resources, Finances, Maintenance, Housekeeping, Property, and Purchases) are on the second floor. Reorganized building space allows one-stop access to all student services. Staff administrative support is on the second floor.

Information Access Center

In 1998, remodeling began on the IAC to combine faculty offices (about 80), academic management offices including the Academic Directors, the Continuous Education Program, the Dean and Associate Dean of Studies offices, the Dean for Technological Services and Academic

Information, the Assistant Dean for Accreditation and the Academic Senate. Relocation began in August 2000, finishing in December 2001. Investment was more than 2.4 million dollars. Now, the building includes all CAI services, the Faculty Development Center, audiovisual services, duplication services, graphic arts, recording studio, student study rooms, a videoconference room and other facilities.

Infrastructure

The Campus multipurpose court was remodeled, the electrical system updated, and a sub-station installed to meet future expansion. Work was finished in 2001. All Campus facilities comply with Federal and Commonwealth regulations.

Physical Facilities Master Plan 2000-2010

In 2001, IAUPC began developing a Physical Facilities Master Plan (2000-2010). The architectural firm *Bonnin Orozco Arquitectos* oversees the project, now in the first of three stages. The Plan includes the Campus in the municipality of Ponce's future expansion. This document will guide internal and external physical growth for the next 5 to 10 years.

Maintenance

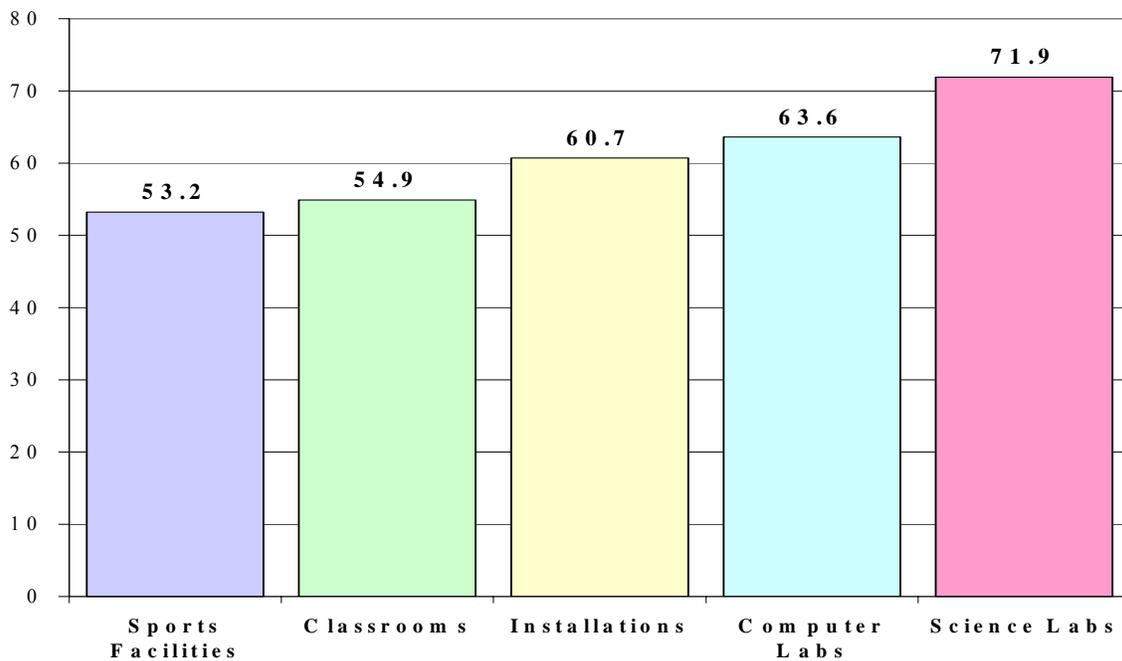
To maintain these facilities, the Campus works with General Administration and Building Maintenance appropriations of nearly 1.8 million dollars, or 11% of the annual budget. This includes Prevention, Correction and Maintenance with funds for air conditioning maintenance, electrical services, OSHA requirements, etc.

Campus Satisfaction Survey

Every two years, IAUPC conducts a Campus Satisfaction Survey among students to collect information on services, facilities and curricula. They reported moderate satisfaction regarding physical installation but expressed major concern with sport facilities, classroom

temperatures and bookstore services. (Table 04) Other studies revealed that parking was a major student complaint. Responding to these findings, the Campus planned and included the construction of two new parking lots in the AY 2001-02 budget. Parking space capacity was enlarged in 2002. There are now areas for 765 student vehicles, including 25 spaces for persons with disabilities and 145 for faculty, totalling 913 spaces.

Table 04. Satisfaction with Campus Facilities



Source: IAUPC Student Satisfaction Survey (1999-2001)

Technology Infrastructure

In 1995, the Educational Resource Center began its transformation into the Center for Information Access. IAUPC's technology modernization now extends to a campus-wide fiber optic network, Web page, high-speed networks, videoconferencing systems, a virtual library, access to the SIRSI library system, and on-line courses. Installations also include:

More than 560 PC's running Windows NT, 2000 and Windows 98 as well as AIX operating system on the IBM Risk 6000. The student ratio (8 per PC) means they use computers consistently because there is little waiting to get on a machine.

A 49 CD tower for library CD search, WWW, mail and Web CT servers and 8 NT and Windows 2000 application servers.

For advanced users, there are **2 IBM RISK 6000s and one AS 400 for programming courses.**

Switching technology with one Gigahertz Backbone for the Campus and fast Ethernet for the power users.

A firewall and Virtual Local Area Network Systems (VLANS) protect IAUPC's electronic assets. The Checkpoint Software Firewall I, using Nokia hardware, has been installed and fine tuning is in progress. It will be regularly audited and updated as necessary to ensure ongoing protection for the Campus. The organization follows a defined security policy to ensure responsible management and use of its technology resources.

Six computerized labs for courses using computers in teaching/learning.

Videoconference locations on Campus, at the Cyber Learning Center, and in the external facilities in Coamo.

Closed circuit TV service in all classrooms and drops for Internet connection in addition to the Campus wireless network.

Laptop computers for all full-time faculty.

Expanded technology infrastructure to the community. The Cyber Learning Center has a wireless internal connection able to transmit 11 megabits per second, Internet

accessibility and a videoconference system via ISDN lines. There are also coordinated alliances with businesses and professional organizations at Plaza del Caribe Mall. Radio Shack, Sears and other businesses can benefit substantially from the Cyber Center's resources.

In addition, **IAUPC regularly upgrades its technology** to accommodate the growth of programs and users.

The Campus is in the educational vanguard on the Island, using innovative, creative teaching methods. Incorporating non-traditional strategies and methodologies in a challenging atmosphere for authentic and interdisciplinary learning makes the Campus a research center. The Campus' physical installations, resources, technology and equipment promote continued growth and advancement for students, faculty, administrators and the community, thereby fulfilling its Mission. Facilities updating are a major part of the long term plan, therefore IAUPC has assured that this growth will continue.

Chapter VII. Planning and Resource Allocation

Premise: *“Institutional goals and objectives must provide the foundation for sound institutional planning. The nature and quality of such planning are among the basic indicators of institutional strength. While plans are always subject to change, without plans an institution can quickly lose its sense of purpose and direction”.* (MSCHE, 1994)

IAUPC recognizes how important planning and the Strategic Plan are to its future. The Campus planning process is part of the Institutional planning process. IAUPR’s System Central Office established general policies and procedures for uniformity in following, reviewing and updating documents and procedures. These guide all eleven Institutional units.

Planning

Based on *Vision 2012*, (Appendix F) and Institutional and Campus Mission and Goals, there are nine resource and planning sections in the Strategic Plan:

Students includes a student profile, historical data, enrollment trends and objectives, and five-year recruitment and retention strategies.

Academic offerings incorporates an academic program analysis, regional needs, other institutions’ offerings and a five-year academic plan.

Faculty provides a faculty profile and information related to their degrees, ranks, class load and professional development.

Religious life addresses the Socio-Moral Infrastructure Project and the Religious Life Office’s work plan. (See Chapter IX)

Management discusses changes in University administration and provides techniques, such as TQM, for reorganization.

Public relations and Campus image deals with IAUPC's public relations, promoting the Campus through local media, in coordination with IAUPR.

Technology explains technology updating and maintenance, as well as the telephone system, LAN management, security, software, licensing, the RISC 6000 and AS 400.

Physical installations focuses on construction projects, with cost estimates, the projected year of development, new construction and maintenance.

Finances details managing the auxiliary enterprises, a major concern of Ponce Campus finances.

Using SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, every section of the Campus becomes involved with defining priorities and developing strategies for a five-year period.

At the beginning of each academic year, the Chancellor shares these priorities with faculty, students and administrative staff, which are adjusted and updated as needed.

The Strategic Plan is used with the Annual Work Plan and Budget in determining resource allocation. This process begins in October, when each IAUPR unit presents its next year's enrollment estimates. These are determined through analyzing data including internal/external factors. The Strategic Plan is reviewed annually using the Work Plan's evaluation. The ensuing activity revisions result from external changes and the need to complete activities from the previous year.

Budget Development

IAUPC's budget is the financial expression of the Campus' Annual Plan. Academic Department Directors, Deans and administrative officers with budget management responsibilities work together on its development. They determine priorities according to the

annual Institutional priorities, the Campus Strategic Plan, projected income and estimated expenditure. Once analyzed, reviewed and validated, the final approval of the budget is done by The Board of Trustees.

Every October, the Vice-President for Academic Affairs and System Planning (VPAASP), in coordination with the VPFAAS, begins the budget process for the next academic year. They request student enrollment estimates from each unit. From this data, IAUPR System Central Office uses projected income and expenditures to prepare the Budget Development Guidelines and Procedures. These establish Institutional parameters for developing Institutional and campus budgets in five phases. Phases one to three occur on the campuses; phases four and five at the IAUPR Central Office.

On the Ponce Campus, the Chancellor convenes the Budget Committee. It includes the Planning, Evaluation and Development Director, the Finance Officer, the Deans and the Human Resources Director. OPED works out Campus guidelines, dividing the budget process into three phases. Phase One takes place in offices and academic departments; Phase Two in the Deans' Offices; Phase Three with the Chancellor. They allocate resources according to Campus and Institutional guidelines and priorities as well as departmental Work Plans, always keeping identified needs in mind. Each phase uses the *Banner* system to produce reports and make adjustments.

Phases of Budget Planning

Phase One: Academic Department Directors consult faculty in preparing their annual work plans and budget requests, assessing their current and future directions. They plan special academic projects requiring new equipment or materials, work out estimated expense and explain needs and aims. Project approval is in Phases Two and Three. To avoid partial funding,

projects are totally accepted, rejected or postponed to the next year. Meanwhile, each administrative officer with budget responsibilities prepares an annual work plan. It includes each new activity/project with accompanying costs.

Phase Two: the Deans revise and approve budget appropriations within their jurisdictions. Special project requests are reviewed. Outcomes vary: requests can be approved, altered, combined, eliminated or postponed.

Phase Three: the Chancellor makes final adjustments, adds the Institutional system appropriation. The budget is completed and balanced.

Phases Four and Five: the Budget request is sent to the System Central Office for review and revision. The VPFAAS revises the plan, then submits it to the President, and the President submits it to the Board of Trustees. After the Board consent, the budget becomes available online, via *Banner*.

Each Campus office manages its budget according to Institutional budget control procedures.

Resource Allocation

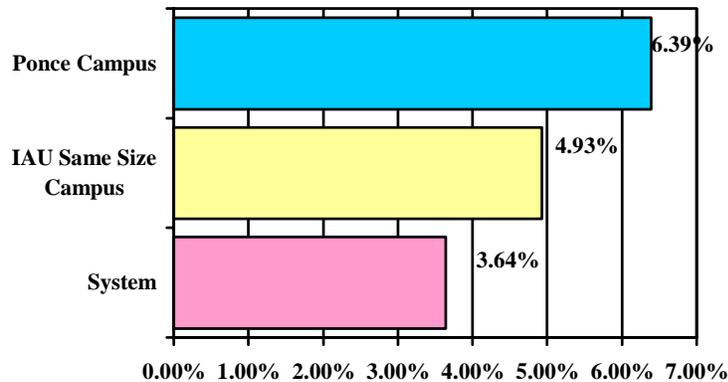
The Campus' resource allocation by function, in Table 05, follows the Characteristic of Excellence. More than 50% of the resources are directly associated with instructional and academic services.

Table 05. Percent of Campus Resource Allocation by Function

Parameter	Typical Values	99-2000	2000-01	2001-02*
Instructional services	32.2- 40.9%	37.4 %	40.7 %	38.8 %
Academic services	7.7 - 11.7%	13.6 %	12.2 %	16.9 %
Student services	2.9 - 5.4 %	8.3 %	8.8 %	8.6 %
Institutional services	6.3 -12.08 %	14.1 %	15.0 %	14.8 %
Oper/Maintenance	6.0 - 8.6 %	10.2 %	16.4 %	13.2 %
Student Scholarships	7.6 - 10.8 %	4.5 %	5.9 %	6.2 %
Debt service	0.7 - 2.4 %	2.0 %	4.5 %	4.8 %

Source: Campus Work Plan and Budget AY 2001-02

These ratios underline IAUPC's commitment to supporting educational advancements. The Campus allocates approximately \$900,000 for student scholarships (6 to 7% of total expenses).

Table 06. Scholarship Allocation

Source: IAUPR Vice-Presidency for Management Finances and Systemic Services (2001)

This information underlines the Campus' determination to serve its students, both regular and non-traditional with limited economic resources, supporting the achievement of their academic goals.

Chapter VIII. Financial Resources

Premise: *“Since financial sufficiency is a fundamental aspect of institution viability, financial planning is essential. The institution, through its governing body, must ensure that available or attainable fiscal resources can support programs”* (MSCHE, 1997)

General policies governing the regulations and procedures for allocating funds and resources come from IAUPR. The Vice-President for Management, Finance, and Systemic Services (VPMFSS), together with each academic unit’s Chancellor, is responsible for assessing, planning, implementing and evaluating the budgets.

Income

As a private university, IAUPC’s main funding source is student tuition (83%). Remaining income comes from student fees, facility rentals, grants, etc. From academic years 1997-98 to 2001-02, IAUPC income increased from \$11.1 to \$16.3 million. During the same period, expenses increased from \$8.9 to \$13.9 million, thus providing IAUPR System Central Office with more than \$2 million annually. The increase resulted from enrollment increases (from 3,443 in AY 1997-98 to 4,628 in AY 2001-02) and tuition increases (from \$100 to \$120 per semester hour). See Table 07 for income, expenditures and system appropriations from AY 1997-98 to 2001-02.

Grants

In AY 2000-01, income from federal grants surpassed the 10% parameter established by IAUPR System Central Office’s External Resources Section. More than 5 proposals were approved for the AY 2000-01 including HEP (High School Equivalency Program), Gear Up, Upward Bound, and Upward Bound Science and Mathematics, representing about 11% of the

Campus' total budget. For AY 2001-02, four more proposals were granted including Title V, Alcance, HEP, and Child Care.

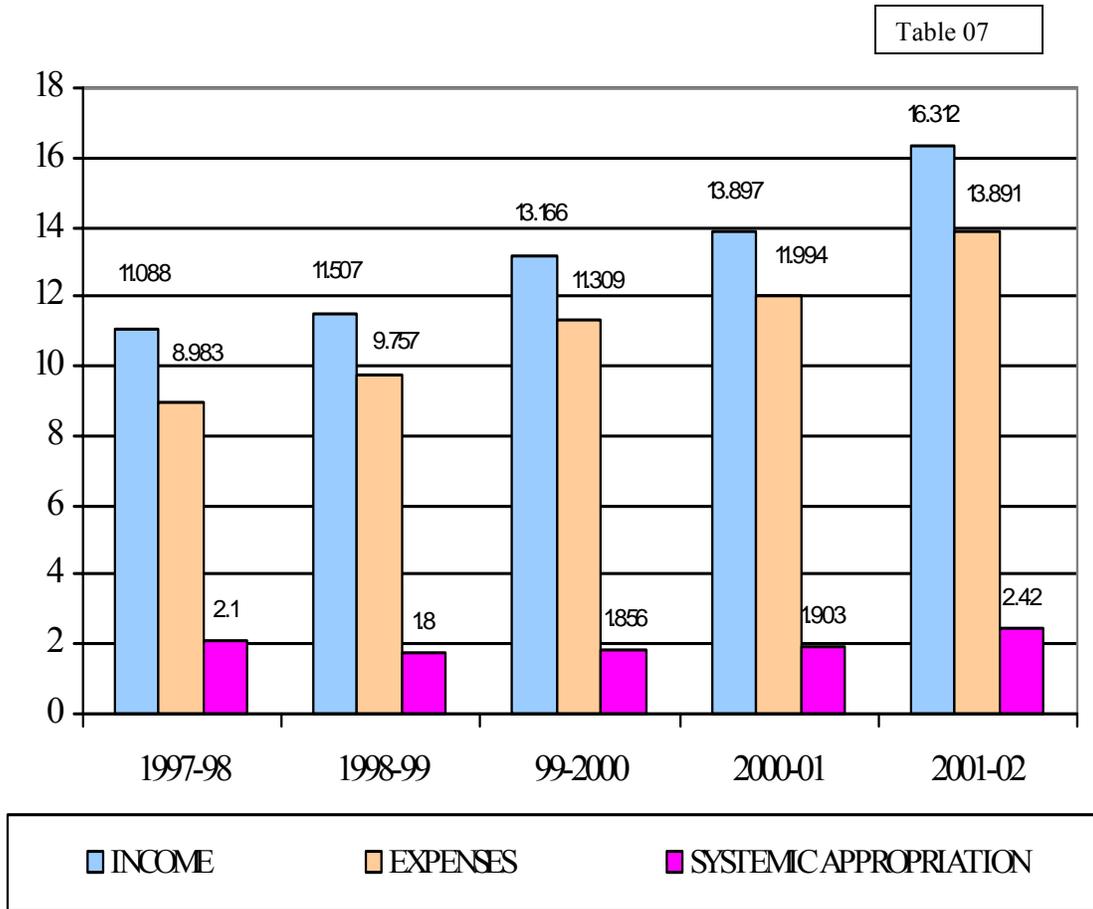
During the last 10 years, more than 35 federally funded projects have supported IAUPC's internal and external programs. From 1998 to 2001, the Campus submitted approximately 15 U.S. Federal grant proposals to a variety of Federal and local agencies. Successful grants supported Campus external community services and technology development and maintenance.

Grant funded programs include:

- Title V- IAUPC Comprehensive Development Plan (CDP),
- High School Equivalency Program (HEP),
- Project Piensa and Project Alcance,
- Connections: Linking Educational Institutions, Libraries and Museums through Technology,
- Child Care: Access-Means-Parents-in-School (CCAMPIS)
- Gear-Up
- Upward Bound (two programs: General, and Science and Mathematics),
- National Endowment for the Humanities,
- Inter-Ed: High School Equivalence by Workforce Investment Act (WIA)
- Project: Technology in Teaching Sciences and Mathematics, and
- Project: Using Technology in Teaching.

Many of these programs offer participating students needed supplemental education for future academic success.

Table 07 shows IAUPC income, expense and systemic appropriations:

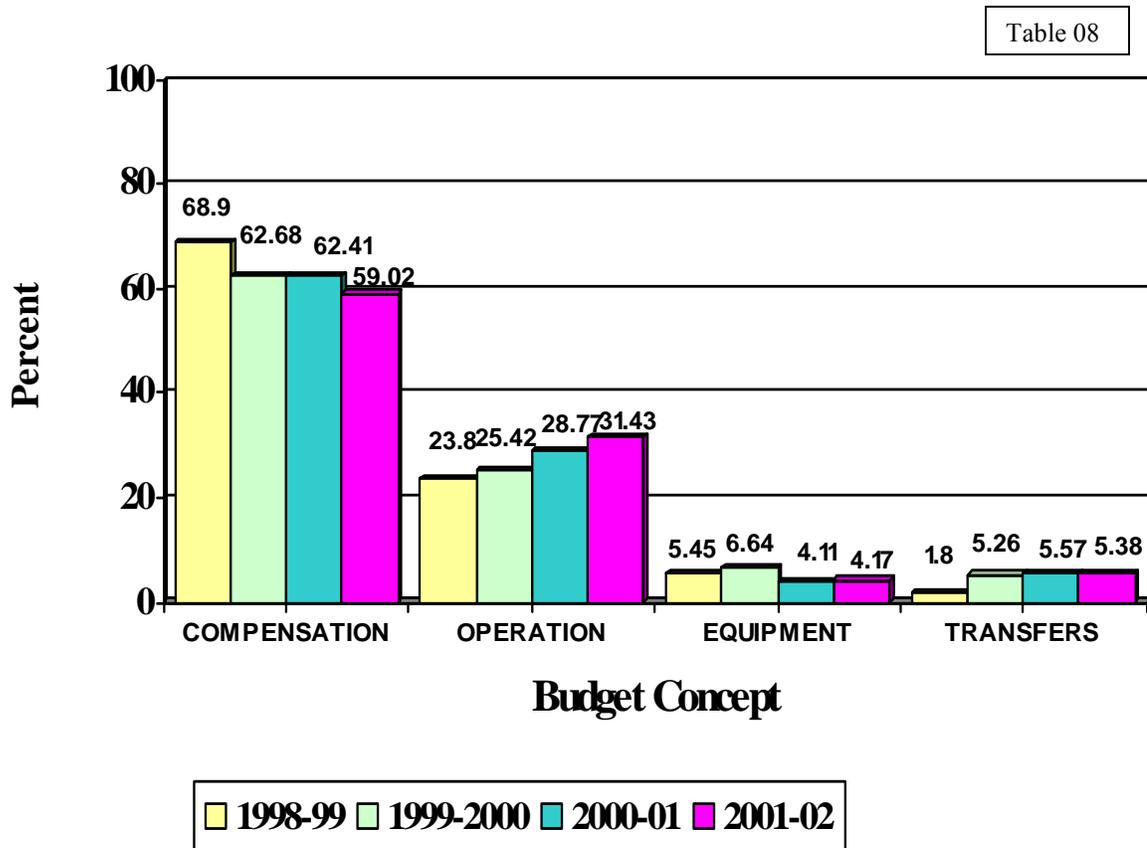


1998 to 2001-02. (Source: Campus Work and Budget Plan AY 2001-02)

During the last four years, academic and administrative reorganization have led to a decrease in the budget percentage for salaries. Meanwhile, repairs, remodeling and new construction (such as the expansion of the IAC facilities and the parking) have led to an increase in operational expenses.

Table 08 shows budget allocation by area.

Table 08. Budget allocation by area AY 1998-99 to AY 2001-02 (Source: Campus Work Plan and Budget. AY 2001-02)



Financial statements and procedures are prepared in accordance with generally accepted practices for nonprofit organizations. An outside accounting firm, contracted by the Central Office conducts yearly audits. The Vice-President for Management Finances and Systemic Services periodically monitors various internal operational procedures. The Institution Auditing Office, audits the internal procedures and External Auditing Firms completes the processes.

Endowment

There is one Endowment Fund for all of IAUPR, entirely managed by the System Central Office Administration. In 2000, the fund stood at approximately \$120,000,000. Due to the economic effects of September 11th, 2001 the total is probably less now.

Debt

IAUPC generates debt, as do all IAUPR campuses, for major expansions or improvements in the Campus infrastructure, e.g., buildings or major electrical installations. These must be part of the Strategic Plan and support the Mission and Goals. The Campus proposes the construction, accompanied by specific plans, cost estimates, etc., and requests the funds. If approved, the Institutional office of VPMFSS deals with banks, is responsible for debt management and does all the administration. Ponce Campus pays its debt service to the System Central Office. At present, the Campus has approximately \$115,000 in debt, incurred by projects such as building the new electric substation or transforming the Library building into the Information Access Center.

Insurance and Risk Management

The Central Office manages insurance and risk management. Negotiations are done on an Institution-wide basis, thus reducing costs; one policy applies to the whole IAUPR system.

Long Term Forecasts

The Strategic Plan, based on external and internal (Campus and Institution-wide) factors, encompasses long term forecasting. It takes into account economic trends, information, assessments and data from the Office of Planning, Evaluation and Development, all within the Mission and Goals framework.

Fund Raising

The Student Scholarship Fund is the only fund raising done on the Ponce Campus. Its goal is \$35,000 per year, collected through Campus activities specifically focused on scholarships for IAUPC students.

IAUPC finances form part of the Institutional financial picture. Fiscally conservative, they are based on careful assessment and planning. Their management and administration follow Campus and Institutional procedures and regulations. They are solid: sufficient to meet the challenges brought about by major social and technological changes in society, supporting the fulfillment of IAUPC's Mission and Goals.

Chapter IX. Students

Premise: *“Students are the primary beneficiaries of an institution’s educational mission. In assessing its goals and objectives, an institution must have knowledge and understanding of contemporary and emerging student populations. This knowledge goes beyond demographics, and it can influence all the academic services offered.”* (MSACHE, 1994)

IAUPC’s goals for student services are:

To supply effective assistance in responding to different student populations’ needs, and

To present enriching co-curricular activities that complement students’ academic growth.

Enrollment Services

Before 1997, enrollment services were divided among three separate departments. In 1997, IAUPC created the Office of Student Enrollment Services Management (OSEM), which united all enrollment services: admission, registration, financial aid, and payment, under the Manager of Student Services.

In 1998, cross-training for the Dean of Student and its staff made “one-stop” assistance possible. The purpose of the Dean of Students Office is to improve student life, by providing support, services, and resources that foster student well-being.

Promotions and Recruitment

In accordance with TQM and IAUPC’s commitment to high quality student services, the Office of Promotion and Recruitment (OPR) campaigns vigorously and effectively. Their efforts have resulted in a 32% increase in enrollment during the last five years. The OPR targets a wide-ranging population, including both traditional and non-traditional students:

For traditional students, there are periodic orientation visits to schools, career days, open houses and educational and extracurricular activities on and off-campus.

For non-traditional students, OPR conducts orientations at work places, job fairs and participates in business meetings.

Enrollment Procedures

After recruitment, formal enrollment is made through the OSEM. The Office works closely with faculty and the Counseling Center to help ease new students through the admission and enrollment process.

The registration process has expanded to better meet student needs, resulting in less time to complete course selection and shorter lines:

New enrollment procedures provide fast access to official high school academic transcripts, academic evaluation and certification for IAUPC's applicants. Students can obtain these documents while they wait. (Previously, it took 5 working days.)

Students can register using TELEMAT (touch tone telephone registration) and InterWeb (<http://web.inter.edu>). Data show that 30% of students use these tools.

On-Campus computerized registration stations, staffed by trained student assistants, provide continuous on-site access to the registration system.

Students can readily access information from the Registration Office through the IAUPC Web Page at <http://ponce.inter.edu/nhp/contents/Registraduria.htm>.

Registration requests for distance learning also go through the OSEM. These are available at <http://ponce.inter.edu/nhp/contents/link5.htm>. This modernization gives IAUPC a competitive advantage, allowing faster response time for new students.

The Bursar's Office oversees the final step in student enrollment. To assure speed and effectiveness, students may choose to make payments directly through a special mailbox in that office or via local banks (<http://ponce.inter.edu/nhp/contents/Recaudaciones.html>).

All these efforts have contributed to IAUPC's steady enrollment increase and aided the Campus in meeting annual enrollment goals.

Student Loans and Work Study

Following the TQM philosophy, two process improvement teams examined the student loan process and the work-study program.

Financial aid processes have been upgraded according to IAUPR and US Federal guidelines, to shorten loan processing and disbursement time. Improvements include:

- Continuous processing of financial aid applications and mailings
- Re-design of academic/financial aid plans
- On-line access to FAFSA (Free Application for Federal Student Aid) (<http://ponce.inter.edu/nhp/contents/becapell.htm>)
- Aggressive orientation campaigns
- Follow-up on policies and procedures <http://ponce.inter.edu/nhp/contents/link4.htm>
- For the work-study program, written job descriptions for available positions help match students' academic interests with related work experiences.

Co-curricular activities

The Office of the Dean of Students provides and supports a broad range of co-curricular programs and services such sports, choir, health and band, among others. While the Honors Program is the responsibility of the Academic Department, the ODS helps, by disseminating information to students as well as counseling services. As a result, learning extends beyond the classroom and a supportive atmosphere pervades the Campus. Two factors are essential for a positive learning climate: a healthy, safe environment, and a high level of student self-esteem. Recreation, sports, socio-cultural activities, health, employment, and spiritual growth are all important parts of the mission to educate the whole student.

The following activities and services further student progress:

Student Organizations stimulate students' professional and personal development. They foster a feeling of belonging to a group and ease social isolation, particularly important on a commuter campus. In these associations, students can enhance their interpersonal, leadership and organizational skills.

The Athletics Department organizes inter-campus and intramural sports activities and athletics events. It provides trainers and follow-up for skilled athletes. During the past ten years, the Athletic Department has significantly expanded activities for both men and women, with emphasis on female students. In addition, recreational services answer students' need for their healthy use of leisure time.

Mentors and internships: Faculty members join students off campus, attending conferences and workshops in their academic areas. Faculty also mentor students with internships, and those taking part in international exchanges, studying abroad, working in research programs and other special projects. This also stimulates professional development, part of IAUPC's Mission and Goals. During the last five years, 17 students have worked as interns outside Puerto Rico.

Cyber Learning Center students

Cyber Learning Center clients are usually age 25 or older. The majority are working and studying at the same time, with goals of immediate personal and professional growth. Center studies are programmed to allow the constant flow of students over extended hours. Students are divided into those receiving academic counseling, those enrolled in professional development

and online courses, and high school students or general community members looking for information.

A daily client stream of 450 to 700 students is projected. Most are expected during regular semesters, beginning in August and January, and the two summer sessions in June and July. The Center can, however, receive students the whole year, drawn from IAUPC's 4,500 regular enrollees; 818 intermediate and high school students from special programs in Juana Diaz and Coamo; and other projects such as in-service teacher training. Further information about the Cyber Learning Center is in Chapter III.

Student support services

The Counseling Center provides academic, vocational, and individual support through professional counselors and a clinical psychologist. The counseling and orientation center is responsible for the enrollment process of freshman students. These includes within others, the enrollment process and its management, including on line registration, general introduction to university life for both the student and their parents and academic follow up during the first year. Recognizing the differences between new students and non-traditional students such as those in Distance Learning, distinct admission and counseling processes developed. The Center also assists students with personal and academic counseling, to help in overcoming problems that could affect their ability to stay in school. Such assistance includes employment placement and counseling, psychological services, and more generalized academic and personal help.

The Child Care Center has refocused its services from the open community to one of student support. This change responds to a study which showed that student-parents need childcare. Otherwise, they are forced into frequent absences or to withdraw entirely. The federal grant Child-Care-Access-Means-Parents-in-School helps fund the Center.

The Office of Health Services provides first aid services and promotes well-being via its Prevention Program. IAUPC is a founding member of CRUSADA, a consortium of universities for alliances against drugs, alcohol and violence. Health Services also works directly with the IAUPR Institute for the Prevention of Drugs, Alcohol and Aids (IPDAS). A Family Planning Center is under the final phase of development and implementation with the University of Puerto Rico Medical Sciences Campus. (<http://ponce.inter.edu/nhp/contents/ServiciosSalu.html>)

The Office of Religious Life provides spiritual guidance and pastoral support to students and their families. In workshops, retreats, prayer, Bible study, theological forums, and community service projects, the Office promotes Christian principles and the values of the University. It responds directly to the Chancellor, works with the ODS, and is part of the IAUPR President's Socio-Moral Project. It serves as liaison with community-based boards as well as civic and religious organizations, as part of the Campus Mission and Goals for service and to closer ties with the community.

(<http://ponce.inter.edu/nhp/contents/CapellaniaUniversitaria.html>)

Students with special needs are encouraged to participate in all student activities. The Campus follows Federal, IAUPR and IAUPC equal opportunity guidelines. Support services, responding to their particular limitations, include: note-takers, sign interpreters, tutoring, additional equipment for computers and other technology, special parking facilities and a barrier free environment. Physically challenged students have begun to participate in Island-wide intercollegiate competitions.

The Safety Office is responsible for promoting a healthy, safe climate for learning. There are enforced policies barring sexual harassment, preventing drug and alcohol use and abuse, limiting smoking and making campus security effective. The Dean of Students deals with immediate

disciplinary issues as per institutional policy. Possible action includes counseling, suspension or expulsion. Reports on criminal actions (minimal) are posted on the Web Page under administration.

<http://ponce.inter.edu/acad/DecServAdm/BoletinDeSeguridad.htm>

Co-curricular activities supply the environmental enrichment necessary for optimum student growth. Student support services supply the help many students need in adjusting to university life. They play an integral part in completing IAUPC's mission to provide well-trained professionals who will become contributing members of society.

Chapter X. Library and Learning Resources

Premise: *The library and its educational resources facilitate a vital role in enabling the institution to fulfill its mission and goals. It provides to the university community the facilitation of learning and education among its constituents and helps them to become “life long learners.”* (MSCHE, 1994)

At IAUPC, the library grew into the Information Access Center (IAC), through administrative and physical transformation. Users now have easy access to information necessary for academic programs and activities. By re-assigning human and facility resources, the IAC can respond rapidly to changing client needs. Through new services and collection development, the IAC supports learning and research activities on and off Campus.

IAC Responsibilities and Functions

IAUPC started distance learning courses as an alternative study method. This change in direction needed new administrative support structures and extended academic support services for participating faculty and students. The IAC became the focus for this reorganization.

Establishing the new office, Dean of Technological Services for Academic Information (DTSAI), created a coordinated central service. The Dean’s responsibilities are to supply administrative support for distance learning and to eliminate duplicity by combining functions, keeping different talents and interests in mind while emphasizing teamwork.

There are three major function areas: Distance Learning, Information Access and Technical Support.

Distance Learning support, responding to special requirements, includes developing electronic collections, creating document delivery services, and aiding faculty in creating online academic offerings and courses adapted to new learning styles.

Information Access encompasses helping users develop electronic information literacy skills, developing collections (with increased faculty involvement), creating a virtual library and off-campus library services, and supplying services such as document delivery, electronic reserve, and specialized collections, such as the digital dissertation project.

Technical Support covers computer technicians who help faculty and students on and off Campus, faculty training and support in using electronic technology and software, audiovisual technicians who offer materials and equipment as well as work out components for distance learning courses, and lending LCD projectors and portable computers for IAC and classroom use.

Funding this growth shows, yet again, Institutional and IAUPC's commitment to educating students for competency in the Information Age.

The **Information Access Literacy Component** team is currently working with the Criminal Justice Program on a pilot project developing students' information literacy skills, under a Title V grant. Another grant, from the Institute of Museum and Library Sciences supports projects working in the development of literacy skill through the use of primary sources of historical documents.

The **Collections Development** Team knows that faculty liason is vital. Faculty members recommend material and resources for academic programs and suggest eliminating obsolete collection resources. Faculty members make essential contributions to collection development for new academic programs, and to revising existing programs. A Collections Development Manual of Procedures aids the process.

Client Services and Outreach Activities include, as well as the usual aid to students, faculty and administration, liaison with the University's System Central Offices for upgrades, training and problem-solving related to the online catalog system UNICORN.

Careful scheduling assures that a professional librarian, staff and the person in charge of computer services are on site during high demand hours. It includes service librarians, not the Collections Development team. Student leaders, trained under Work-Study Plans, also serve clients. The IAC is open Monday to Friday 7:30 A.M. to 10:00 P.M. and Saturdays 7:30 A.M. to 4:30 P.M.

Facilities use is reviewed regularly and staff and student work assignments adapted accordingly. A recent study led the IAC to close Sundays in order to attend heavier demand during the week.

The Audiovisual Information Center (AIC) has three audiovisual technicians. The AIC opens Monday to Thursday 7:30 A.M. to 10:00 P.M., Fridays 7:30 A.M. to 6:00 P.M. and Saturdays 7:30 A.M. to 4:30 P.M.

Training

To maintain and upgrade service quality, collaborators receive yearly evaluations. Based on these evaluations, each develops an individual professional development plan. The IAUPR Central Office Center for Technical Processes gives training in using the online catalog and collections administration program UNICORN. Technicians and librarians can also attend related training workshops. Recent professional development activities included:

Use of Java Applets in the WWW (1997)	Microjuris Data Base (1999)
Global Impact of Distance Learning in Puerto Rico (1998)	Proquest Site Builder (2000)
Philosophical Foundations of Distance Education (1998)	Library Services for Distance Education Students (2000)
Preparing the Information Professional for the Year 2000 (1998)	Outcomes Assessment and Accreditation Standards (2000)
Interpersonal Relations (1998)	Copyright Law in the New Millennium (2000)
Digital Library Projects (1999)	Complying with Laws that Regulate Copyright (2001)
OVID Data Bases (1999)	

Professional development is ongoing. One librarian recently completed the Microsoft Office User Specialist Certification. Another studies, on an IAUPC scholarship, for a Masters' Degree in Library Sciences. The Specialist in Technology Services for Academic Information went to Philadelphia to attend the Middle States Association Conference for programs on Virtual Library Services, Curriculum and Accreditation: Access and Quality in Higher Education. This individual also visited digitalization projects at institutions near Philadelphia.

Facilities

A major remodeling of the IAC began in 1999 to incorporate faculty offices and create a more convenient layout for collections and study space. The building layout is available in Docushare.

The first floor was redesigned to accommodate different student learning styles. These include more group study rooms, a large closed-in area to serve as a gallery and open areas with large tables for those preferring study and discussion with classmates. Eighty-four cubicles with

electrical outlets and access to the Campus network and Internet are in the central study area so students can use laptops. More than 50 computers are available in this area and the group study rooms. An additional sixteen cubicles in the collections area are for students preferring a quieter study environment. These cubicles also have electrical outlets and access to the network. In addition, a large cubicle has been adapted for handicapped students.

The main circulation, the reference and the periodical collections are in one enclosed area conveniently available to students. They are free to browse through the stacks but have librarians and student workers nearby for assistance. These arrangements also make security measures (strips on each item, detectors at entrances and exits) easier to oversee.

Faculty offices are on the second floor. Also on that floor are the Webmaster and the Digitizer. The Dean of Technological Services for Academic Information, the Administrative Assistant and the Specialist for Technology Services have offices nearby. The Dean of Studies and the Academic Chairs offices are nearby too.

Resources and Collections Development

An increasing budget, more comprehensive electronic resources and greater faculty involvement have substantially improved educational resources. Continued attention will make them even better.

Since 1995-96, the educational resources budget has increased approximately 18% from \$122,100 in 1995 to \$143,530 in 2001-2002. Electronic subscriptions increased 46%, from \$39,035 in 1995 to \$57,030 in 2001-2002. There was a 5% increase for books in the same period.

The Electronic Collection has grown significantly in recent years adding at least one new database subscription yearly, shown in the following Table 10:

Table 10. Increases in Electronic Collections 1997-2001

Year	Database
1997	Michie (legal database) SIRSI Researcher (CD ROM)
1998	Environmental Abstracts (CD-ROM) Nuevo Día en Línea (online local newspaper with search capability) INFOTRAC (Expanded Academic, General Business File, Health Reference Center) Computer Database
1999	CINALH (Health Sciences database) PSYCH INFO
2000	Hispanic American Periodical Index (HAPI) Gale NET (Biography Resource Center, Marquis Who's Who, Student Resource Center, Business and Company Resource Center) SIRS Online Proquest Microjuris (legal data base – Michie cancelled)
2001	Proquest – Education Plus Gale Net: Health and Well-Being Resource Center Proquest – Site Builder – Remote Access for users SIRS – cancelled Physicians Desk Reference (PDR) – Online Service Books@Ovid - Manual of Nursing Practice journal@Ovid - Health Sciences Journals

Source: Office Dean Technological Services and Academic Information (2001)

In addition to online subscriptions, locally designed electronic collections include:

A collection of Internet links classified by Campus academic program.

The Digital Dissertation Project (IAUPC faculty dissertations and thesis), and

Links to general reference material, newspapers and magazines found on the Internet.

The **Print Collection** is also expanding, through collaboration between faculty and librarians. Faculty are primarily responsible for recommending material for the academic

programs. In 1997, the Academic Senate passed a resolution (R6SAPON-A-2) requiring that proposals for new academic programs contain a list of related educational resources to be available through the IAC. The Collections Development Team is then able to write a budget and acquisition plan for resources the collection might lack.

Access and Use

IAC student services begin with the **online catalog**, Web Cat: <http://caiproduct.inter.edu>. Students and faculty electronically browse the collections to find what is available on the Ponce Campus as well as in other IAU system Libraries.

Subscriptions to online databases and more CD-ROMS have also increased resource availability. A 2001 study (*Figueroa B., La percepción de los estudiantes de la Universidad Interamericana de P.R., Recinto de Ponce sobre la contribución de la Tecnología para facilitar los procesos de trabajos, May 2001; "What IAUPC Students Think about Technology to Facilitate Work Processes"*) determined how many students use these resources and their comfort with the technology. It revealed that 51.4% of those surveyed used and mastered tools such as "El Nuevo Día en Línea," a local newspaper's online version with search capabilities.

Other electronic sources such as INFOTRAC, Microjuris, CINALH and Proquest reflected an average 20% use and mastery by survey participants. Plans are underway to promote these databases and to speed up connections. Remote Access (off campus) is available for most resources, except CINALH, Physicians Desk Reference (PDR) and the Manual of Nursing Practice.

The Campus has initiated the **local development of several online collections**. Since 1997, the Virtual Library has continue to develop and adapt to user needs. Using links to Internet information, librarians, students and faculty have collaborated on compiling the Virtual

Library. It offers several methods of finding the relevant links. Users may access links through the Library of Congress Classification Scheme, or Academic Program, or the Puerto Rican Collection. Online magazines and newspaper links are accessed separately. The Virtual Library URL is <http://ponce.inter.edu/cai/bv/bv.html>.

The IAC also began three other projects to provide information access:

The Digital Dissertation Project

(http://ponce.inter.edu/cai/proyecto_tesis/proyecto.htm) provides access to 15 Masters' thesis and Doctoral dissertations.

Links giving access to statistics is useful for advanced research and grant proposals.

(http://ponce.inter.edu/cai/proyecto_ceia/index.htm)

Electronic Reserve, where faculty leave course-related materials for students' use is one of the projects with greater use. (<http://ponce.inter.edu/cai/rev.htm>)

Service

Although providing information access on-and off-campus is a major IAC goal, service from IAC staff is equally important. Students and faculty communicate their research and reference needs, give suggestions and ask questions through a special e-mail address webcai@ponce.inter.edu. Forms for requesting services are accessible online, including requests for workshops, recommendations for resources (including dissertations) to be digitized, and links.

Collection use

Collection use is consistent with the number of students registered in Campus academic programs. For example, in a 2000-2001 study, Business Administration was one of the largest users. The Department includes eight different bachelors' degree programs, three associate

degree programs and has over 1,200 students (IAUPR, Statistical Report, 2000-2001 Fall Semester). The nursing program, with approximately 235 students, uses electronic resources less (*Molina, I. Uso de las Colecciones por Programa Académico*, May 2001; “Collection Use by Academic Program”). If the resource use per student is examined, the difference is 2 uses per student in nursing to 3.5 uses in Business Administration. It is important to note that the Nursing Program is relatively new while Business Administration programs have been offered for many years.

Other factors related to collection use are professors’ teaching/learning activities. In analyzing 89 course syllabi from different departments (excluding Health Sciences):

23% included investigation requiring IAC resource use,

96% gave a bibliography of books, magazines, etc., available in the IAC,

28% suggested professional journals on the reference list,

26% listed audiovisual resources, and

13% indicated Internet resources.

The analysis concludes that, although the syllabi present available IAC material, they need to promote bibliographic research and literacy skills. (*Bahamonde M., (2002) Estudio sobre la relación existente entre las actividades descritas en los prontuarios y su relación al uso de material bibliográfico en las colecciones del CAI.*⁵

Information Literacy

The IAC has consistently offered the academic community workshops on available tools, resources and their use: basic bibliographic technology, Electronic Reserve, the online catalog

⁵ Bahamonde, M. (2002), *Study on the Relationship between Activities in the Syllabi and the Use of Bibliographic IAC Material*. IAUPR, Ponce Campus

Web Cat, advanced Internet search, and specific databases such as CINALH for PDR Online for Health Sciences. Two projects are helping introduce information literacy skills into Campus curricula:

In 2001, the Campus received a Federally funded Title V Grant. A pilot project to foster **information literacy skills among Criminal Justice students** is one activity. It includes developing an assessment instrument, didactic materials and, eventually, a manual for incorporating information literacy skills into other academic programs.

The second project involves **collaboration between the Ponce Historical Archives, the Ponce Museum of History and the IAC**. It focuses on information literacy skills, using primary sources, in public school history curricula as well as IAUPC history courses. Directed by a history professor, staff includes a professional librarian and the Campus Technology Services specialist. The project calls for digitalizing various documents and artifacts to use in public school classrooms and those of the University. The professional librarian will offer workshops to public school teachers and IAUPC professors. Sessions will cover identifying and using primary sources in history curricula. Funding comes from an Institute of Museums and Library Sciences grant.

A new course, **Introduction to Information Literacy and Computers**, is now part of GEP requirements taken by all students. Librarians from all IAUPR campuses collaborated in its creation.

IAUPC has progressed in providing information access to on- and-off-campus users, and is implementing a formal plan for developing all students' information skills. However, the need to revise course syllabi and educational resources continues. Faculty readily recommend purchasing new resources but are less active in recommending discard for obsolete collection

material. With continuing collaboration between IAC personnel and faculty, these processes will gradually improve.

These innovations are part of great changes: refocusing IAUPC's services for more diversified student populations, and responding to their changing needs in preparation for the personal and professional lives they will lead. All are part of the Campus' commitment to its Mission and Goals.

Chapter XI. Faculty

Premise: *“Faculty must consist of competent, dedicated individuals, academically prepared and qualified, who are responsible for innovation, flexibility and responsiveness, interwoven with quality instruction, and student centered. Excellence in instruction is the key goal of the institution, and the Campus should be genuinely committed to it”.* (MSCHE, 1994)

IAUPC’s faculty is committed to excellence in teaching. Faculty members dedicate time and resources to updating their knowledge, with help from the Campus and the Institution. They act as mentors to students. Faculty leadership throughout the community is recognized by other postsecondary institutions and by the media. The Campus recognizes that enhancing faculty quality strengthens student academic progress.

As students’ learning styles change and technology advances alter the nature of information and data acquisition, IAUPC has provided professional development opportunities for faculty to keep their teaching skills current. As distance learning courses expand, additional growth opportunities must enable faculty to take full advantage of new teaching technologies. The faculty is one of every university’s important assets.

The Campus has five academic departments: Business Administration, Education and Social Sciences, Health Sciences, Humanities, and Science and Technology. An academic director chairs each one, supported by administrative and non-academic personnel. Table 11 illustrates full- and part-time faculty by academic departments. Table 12 illustrates percentage of full and part-time credit/hours by academic departments.

Table 11.

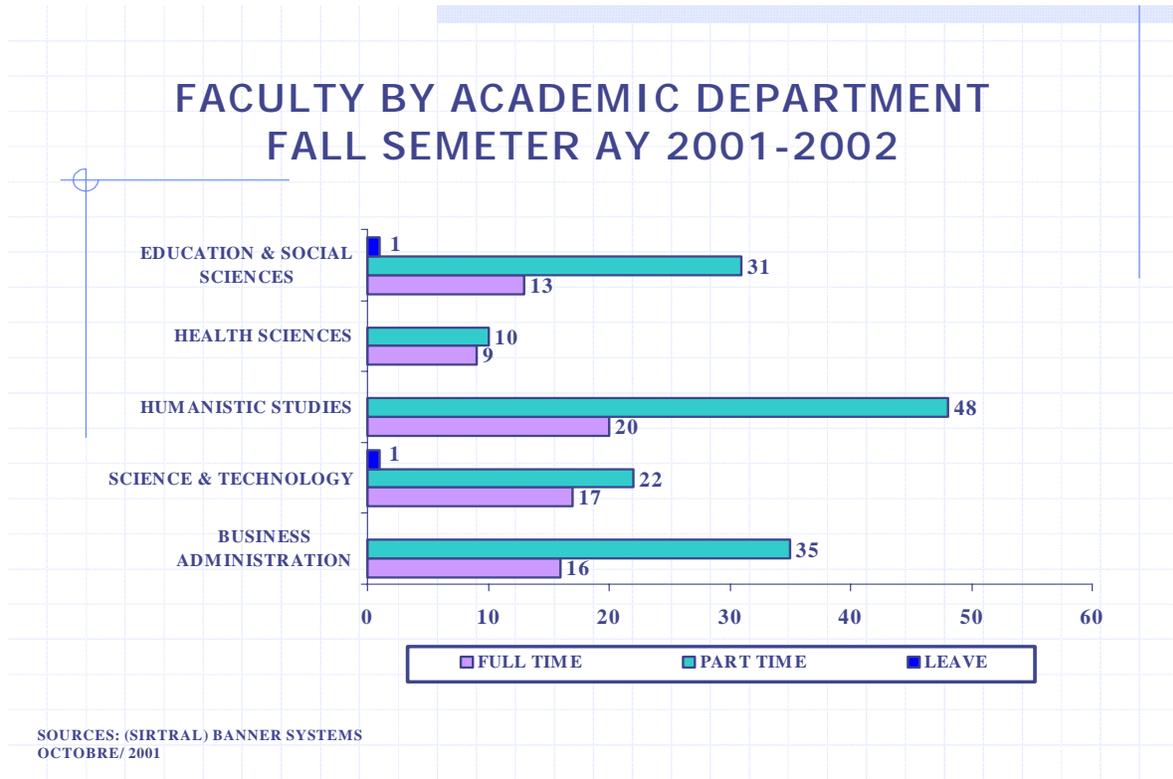
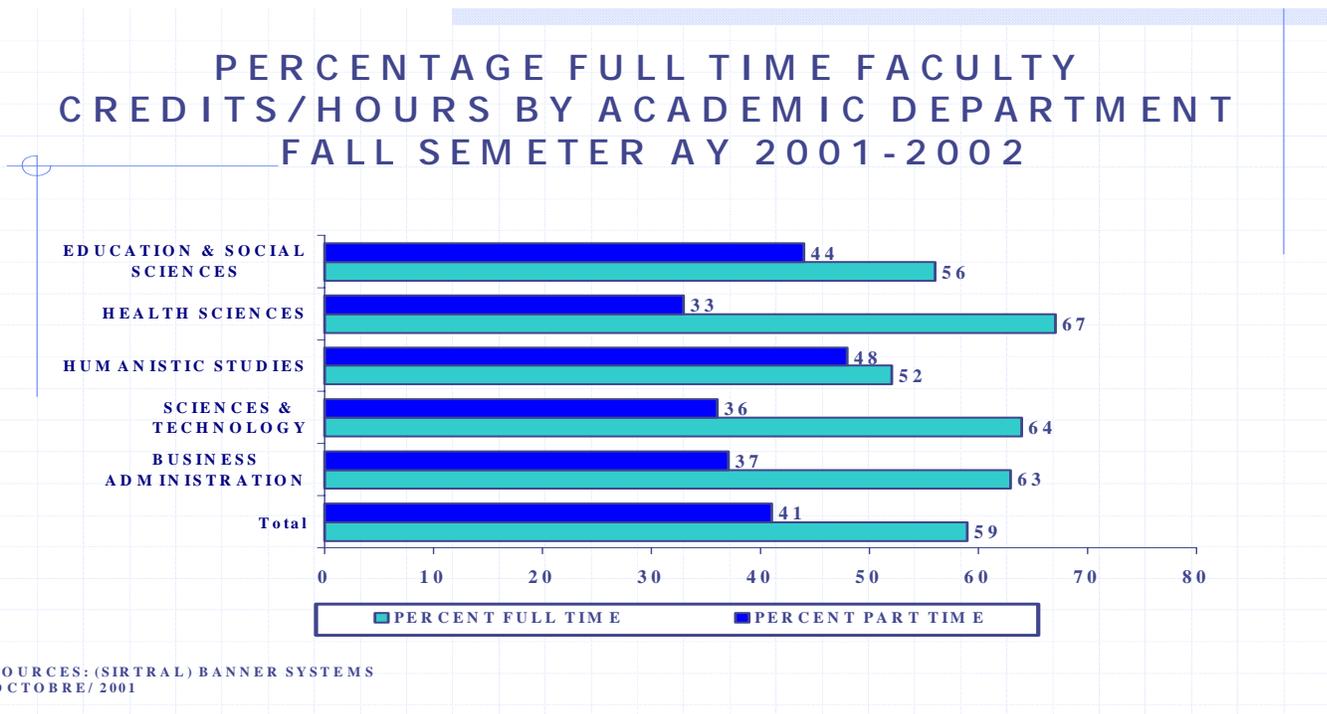


Table 12.



Faculty Profile

IAUPC has 77 full-time faculty members; 97 % hold at least a Master degree as their highest degree. The percentage of faculty members with doctorates is increasing every year, from 16.0% in 1996-97 to 21.0% in 1999-00. For AY 2000-01, 29.5% are either initiating, continuing or completing their doctoral degree. For AY 2002-03, 3 faculty members are expected to complete their Doctoral degrees. Part-time faculty fluctuates between 125 and 150 per AY.

Table 13. Faculty by Degrees

AY 2000-02	MASTER DEGREES	DOCTORAL DEGREES	OTHER DEGREES OR QUALIFICATION	DOCTORALS IN PROGRESS
Full Time Faculty = 77	59	16	2	18
100%	79%	21%	.026%	29.5%

Source: IAUPC Human Resources Office

Table 14.

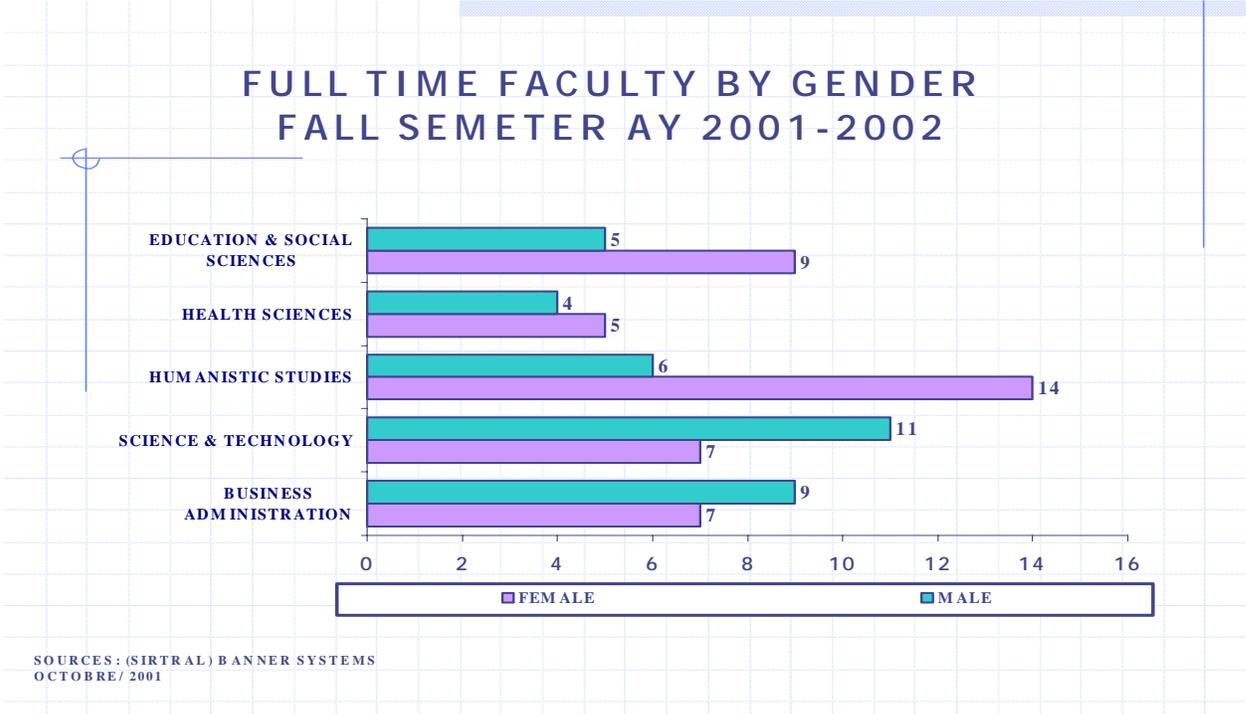


Table 15.

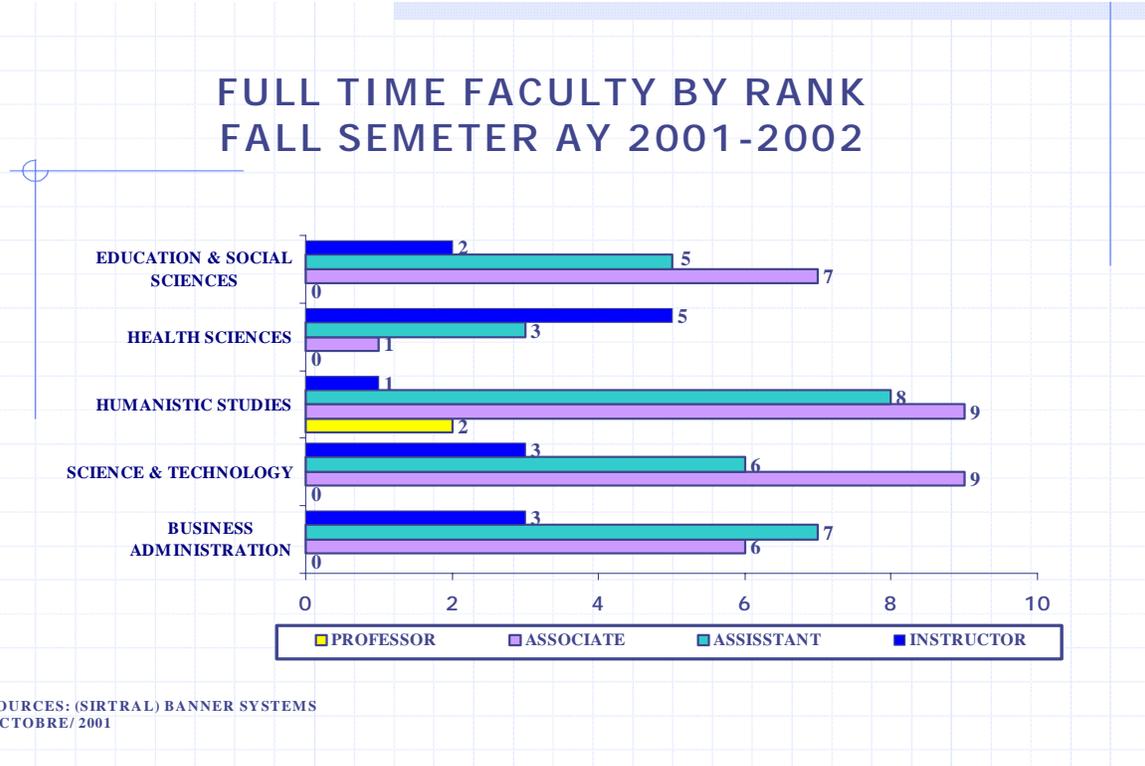
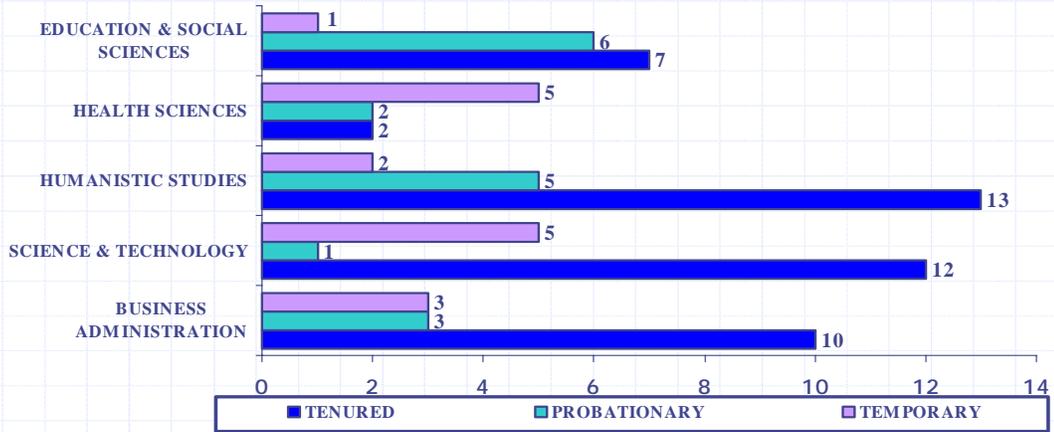


Table 16.

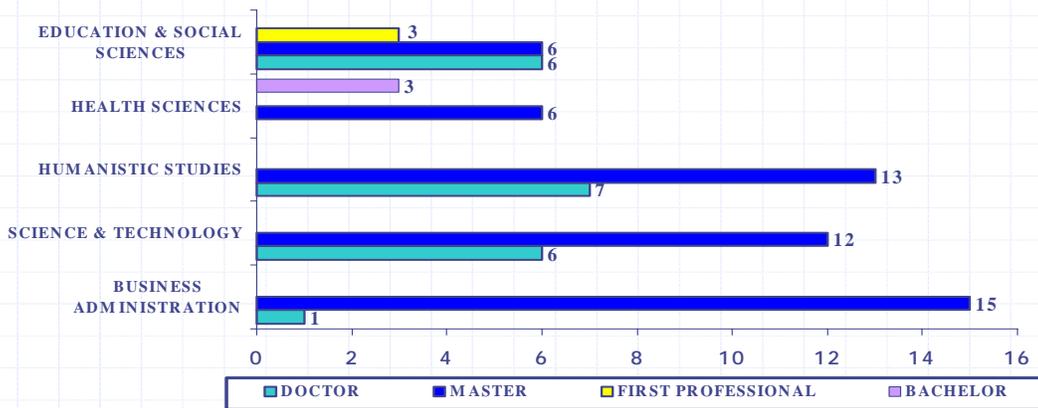
FULL TIME FACULTY BY CONTRACT FALL SEMETER AY 2001-2002



SOURCES: (SIRTRAL) BANNER SYSTEMS
OCTOBRE/2001

Table 17.

FULL TIME FACULTY BY ACADEMIC DEGREE FALL SEMETER AY 2001-2002



SOURCES: (SIRTRAL) BANNER SYSTEMS
OCTOBRE/2001

Faculty Manual and Handbooks

The IAUPR Faculty Manual (2000) establishes faculty rights and responsibilities. Written and approved by the System Central Office, it also includes moral and ethical values on- and off -campus. Descriptions of the procedures and issues are in the IAUPR Full-Time Faculty Handbook (2001) and IAUPR Part-time Faculty Handbook (1998). In addition, the Manual also recognizes that student intellectual development is a prime faculty responsibility, through both teaching and academic counseling.

Faculty Load

Institutional policy for faculty load is 15 credit hours per semester or 30 credit hours per AY, excluding summer terms. Most courses earn three credit hours. Faculty usually teach 15 credit hours with no more than three course preparations. If additional courses prove necessary, the opportunity is offered first to full-time faculty for up to four credit hours per semester. Faculty are free to accept or reject the offer and are, of course, paid commensurate with the extra responsibilities. Reduced loads are granted for special projects or quasi-administrative functions.

Table 18 presents faculty overload by academic departments. Table 19 presents faculty overload by credit hours for AY 2001-02 (fall semester).

Table 18.

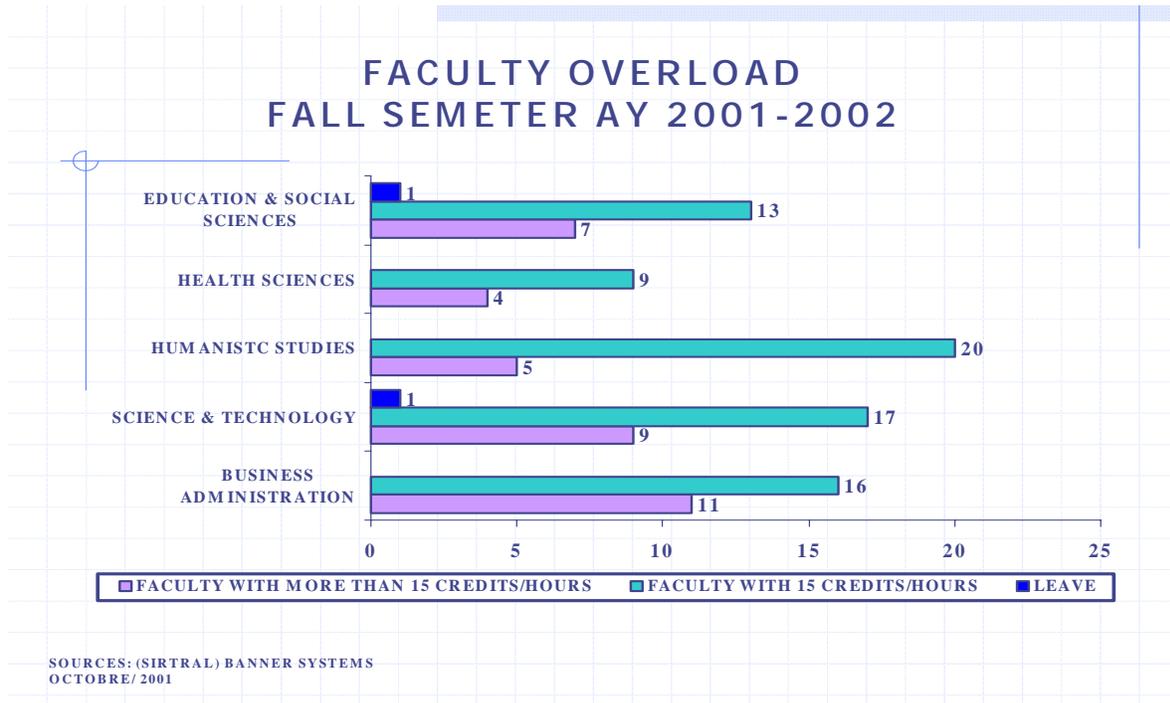


Table 19.

**FACULTY OVERLOAD BY CREDIT/HOURS
FALL SEMETER AY 2001-2002**

	FULL-TIME ACTIVE FACULTY	NUM. WITH OVERLOAD	PERCENT WITH OVERLOAD	NUM. OF OVERLOAD CREDITS	AVERAGE OVERLOAD CREDITS
SCIENCE & TECHNOLOGY	17	9	52.9	25.20	2.80
BUSINESS ADMINISTRATION	16	11	68.8	36.64	3.33
HUMANISTIC STUDIES	20	5	25.0	14.79	2.96
EDUCATION & SOCIAL SCIENCES	13	7	53.8	17.04	2.43
HEALTH SCIENCES	9	4	44.4	10.20	2.55
TOTAL	75	36	48.0	103.87	2.89

SOURCES: (SIRTRAL) BANNER SYSTEMS
OCTOBRE/ 2001

Faculty responsibilities

Faculty members are responsible and accountable for:

Classroom instruction;

Planning and presenting material according to the course catalog description;

Preparing and distributing syllabi for their courses to students at the beginning of each term. (Syllabi include course objectives, useful materials, references, resources, topics by units and teaching, assessment and evaluation strategies. Each syllabus also contains clearly stated requirements for satisfactory performance, with which students must comply.);

Recommending materials: textbooks, electronic, audiovisual and laboratory;

Suggesting resources in their academic specialties;

Academic counseling, for which they must be available to students during course selection, registration, examination periods and for special requests;

Monitoring student attendance;

Final examinations or an equivalent evaluation on the assigned dates;

Compiling and reporting course grades within the dates established in the academic calendar.

Faculty Development

The last ten years have seen significant changes in the faculty profile. These are particularly evident in professors' academic degrees and increased active participation in seminars and other professional development activities. Other endeavors leading to professional and academic development encompass: revising faculty evaluation procedures, training in and development of assessment tools, transforming the library into the IAC.

The latter prompted **additional training in classroom technology**, thus improving teaching and student learning. Faculty have learned to use programs developed to increase information access, such as media distribution systems and CD-ROM, in addition to presentation software such as Power Point. They attended tutorials, learned about laptops and data projector availability, and studied the planning and development of distance learning courses.

IAUPC faculty credentials support Campus plans and are central to fulfilling the Vision Statement. **Sabbaticals, scholarships, professional development activities, and support for innovation and research** number among available resources. According to the IAUPR Faculty Manual, faculty members may request leaves of absence for professional activities that improve their academic credentials or professional competence. Usually, such leaves are for postdoctoral and doctoral studies but they can be for other advanced degree studies, or to complete a planned professional development program. Leave is also granted to complete research, to become a Visiting/Research Professor, to receive recognition or scholarships from recognized foundations.

In addition, **leave grants for international travel** are also available. Faculty either represent the Institution, act as resource or are part of an educational exchange. During AY 1997-2001, the Campus has improved its faculty profile by supporting the faculty-developed Academic and Professional Development Plan. The Institution has granted scholarships, sabbaticals, and stipends to faculty initiating, continuing, or concluding doctoral degrees, as well as for re-training and area specialization. Table 20 describes faculty scholarships and sabbaticals for completing masters' or doctoral degrees in the past five years. Please note that some faculty have pursued advanced degrees on their own.

Table 20. Faculty Scholarships and Sabbaticals

Academic Year	97-98	98-99	99-00	00-01	01-02
Scholarship Budget	\$11,720	\$11,450	\$21,375	\$13,250	\$10,500
Schoarships Granted	4	5	6	7	3
Sabbaticals Granted	3	1	0	1	1

Source: Office Dean of Academic Services

Faculty research

IAUPC maintains a program for research, providing faculty with the resources to develop **innovative activities and/or research** for use in their courses and curriculum activities. This competitive incentive program accepts proposals yearly. The Campus supports the Educational Innovations and Research Committee with stipends and academic released time. Various proposals have resulted in development activities, including:

An Interdisciplinary Research Seminar,

A learning community (MIRG-4970),

Using the “Graphic Calculator” (T-83) as a math tool for business administration students, and

“Interacting with Vocabulary” and “Punctuation Becomes Interactive” in the Language Laboratory.

The Committee has also supported presenting faculty research to the academic community. This resulted in two scholarly projects in AY 2000: the Creative Work Symposium and the Research Symposium. Twenty-eight professors presented 21 projects. The IAUPC faculty has also been active in writing and publishing.

Other professional development

Part-time faculty have actively taken part in instructional technology training, including technology in the classroom and developing computer skills. Table 21 shows faculty professional development activities supported by the Office of Dean of Academic Services.

Table 21. Faculty Attendance at Professional Development Activities

Academic Year	97-98	98-99	99-00	00-01	01-02
Professional Development Activities	57	28	45	60	44

Source: Office Dean of Academic Services

Faculty participated in VPAASP-sponsored professional development activities as well as those given by IAUPC and other organizations. Professors also traveled to various off-Island activities either as attendees, resources or presenters, as part of the Faculty Development Plan. Table 22 shows faculty travel outside Puerto Rico in the past five years.

Table 22. Faculty Travel Outside Puerto Rico⁶

Academic Year	97-98	98-99	99-00	00-01	01-02
Faculty Members Traveling	10	4	6	10	5

Source: Office Dean of Academic Services

Funding Policies for Faculty Development

Institutional Document A DF-004-98 (*Funding Policies for Faculty Development*), stipulates funding policies for faculty development. Table 23 shows funding for faculty professional development in the last five years, excluding off-Island activities, allocated under the Chancellor's budget.

⁶ There was little faculty travel in the Academic Year's first semester, because of September 11th events.

Table 23. Budget Allocations for Faculty Professional Development

Academic Year	97-98	98-99	99-00	00-01
Ponce Campus	\$21,000	\$21,000	\$21,000	\$17,480
VPAASP	\$3,000	\$6,134	\$17,375	\$8,123
Total	\$24,000	\$27,134	\$38,375	\$25,603

Source: Office Dean of Studies

To provide effective instruction, faculty must remain knowledgeable about changes in their disciplines, teaching/learning processes and evaluation techniques. Information access, attendance at professional meetings and distance education are vital. Online resources, electronic reserve, the digital thesis project, virtual library, and Internet access, are all part of this continuing learning process.

In the past three years, faculty have developed and implemented 35 online courses, with 16 additional courses in progress. Additionally, faculty are working on various proposals to authorize on-line programs at undergraduate and graduate levels.

Student/faculty communication benefits from electronic tools such as email, chat rooms, and distant courses available to non-traditional students through online courses. New laptops for all faculty, networking, with Internet access, in faculty offices, PCs and easy access to the Instructional Development Center (IDC) for part-time faculty have helped make this possible.

Also, installing a **media distribution system** to facilitate using audiovisual resources in classrooms, developing a video conferencing center and opening the Cyber Learning Center have all furthered the teaching/learning process.

Faculty Evaluation

Faculty evaluation has also changed significantly in the past few years. In the revision, the five categories evaluated received percentage weights as follows: Teaching (65%), Professional development (12%), Research (10%), Institutional service (10%), and Community service (3%).

The teaching category now includes a portfolio as part of instructional effectiveness and student assessment. The portfolio also helps faculty assess strengths and weaknesses, providing feedback needed for improvement.

New developments

Emphasis has been on faculty growth, particularly assessment techniques and their integration into the classroom. This focuses on enabling students to assume greater responsibility and play more active roles in teaching/learning. Greater emphasis is on student research and technology use, with diverse instructional and outcome descriptions. Non-traditional learning (such as on-line courses), interdisciplinary courses, team teaching, community service, internships, practice and field experiences have increased markedly.

In this transformation, there are many new developments: description of faculty perceptions and needs, campus plan, academic program drafts, and course assessment tools.

According to course syllabi, IAUPC faculty use varied assessment techniques:

Journal, Matrix mapping, Portfolio, Affinity diagrams, Problem solving, Muddiest point, One minute paper, Background knowledge probe, Brainstorming, Evaluations, Partial examinations, Turn-in homework, Journal reviews, Term papers, Research papers, Case resolve, Quizzes, Internships, Class reports, and Presentations. The students' feedback has

been positive. They appreciate the diversity and sophistication of available learning/teaching strategies.

Academic Senate

IAUPC's Academic Senate is charged with initiating academic policy formulation, curricular development, and student and faculty regulations. The Senate also advises the Chancellor on education, administration, and research matters, as the official forum for faculty participation. Membership is composed of 24 representatives: fourteen faculty, seven administrators and three students. There are six committees: Executive, Student Affairs, Curriculum Matters, Academic Norms, Faculty and Educational Resources. Each committee addresses the Mission and Goals from its own perspective. They work with educational policies, approving projects for curriculum development and establishing student and academic norms. A self-study conducted between January and May, 2000, found substantive evidence showing the Senate's contributions in advancing the Ponce Campus' Mission, Goals and Objectives. The Senate self-study is on DocuShare.

From AY 1997 to 2001, the Campus elected 37 faculty members. These senators approved 96 resolutions, 76 of normative character. Forty-four of them concerned curricular development and change, while 32 involved academic, faculty, student, and internal procedures. These representatives approved 20 resolutions for the Chancellor's approval. The Senate President represents the Campus on the University Council and participates in policy and decision making at the IAUPR System Central Office.

Committees

The Institution encourages faculty participation through a variety of committees. The Faculty Manual (2000) establishes permanent committees on Promotion, Tenure and Sabbatical

Leaves, Appeals, and Faculty Evaluation. Other committees provide faculty participation in departmental, campus or community affairs. Faculty also serve on special committees, as MSCHE accreditation or revising the General Education Program (PEG).

Other faculty participation

The position of **Assistant Dean for Accreditation** (in the Office of Dean of Studies) is one of the changes resulting from the administrative re-structuring three years ago. Among other functions, the Dean works with obtaining PRCHE approval and certification for new programs, renewal of Campus licensing and MSCHE accreditation. This is yet another means of assuring students, staff and the community at large that IAUPC and its programs fully achieve high education standards.

Serving as **academic counselors** for student organizations is one way faculty demonstrate their commitment to the Campus community. In addition, the faculty helps students through tutoring, advising and counseling in academic, personal and professional areas.

The **Honors Program**, a priority for the IAUPR President, contributes to both students learning and faculty teaching. It has been re-structured so faculty have greater responsibility to support and advance the program. Campus faculty are involved in developing and implementing new, interdisciplinary courses, seminars and academic activities for this extremely capable student population. Detailed information about the Honors Program is in Chapter IV.

Faculty members are responsible for **revising courses and programs**. Curriculum revision and academic program development respond to Institutional policies defining expectations and related activities. These changes aim at renewing programs and courses so offerings incorporate educational advances and are appropriate to the short and long term employment market.

Grant proposals for external funds to support curricular advances and student services also require active faculty participation. Those faculty members involved receive either compensation or reduced teaching loads, depending on the nature of the proposal.

Faculty development, as well as student learning, are strongly supported at IAUPR and its Ponce Campus. The Office of Dean of Academic Services demonstrates this commitment, leading to faculty progress and development in the face of continuing challenges in this new millennium. Faculty have demonstrated their commitment to a student-centered teaching/learning process. The focus is on students' personal growth and achievement of academic and career goals.

Significant progress has been made but the faculty recommends increased Institutional funding, and more effort to obtain funds from other sources, particularly for new projects. This will support expanded faculty participation and develop other research.

The IAUPC faculty has succeeded, through classroom performance and professional enrichment, in reaching excellence. The increase in faculty doctorates, the positive outcomes from greater faculty participation in seminars, conferences, workshops, and other professional development activities, the active participation in the Academic Senate as well as Institutional and Campus committees have all contributed significantly to the Campus, its evolution, programs and students. Throughout, faculty members have been mindful of the Mission and Goals in their response and support for the Institution and IAUPC.

Chapter XII. Catalogs, Publications and other Promotional Material

Premise: *“The institutional Catalog is the primary publication with which all others must be consistent in content and philosophy. The honesty and accuracy of all official and auxiliary publications reflects on the institution’s integrity, promoting public trust and the confidence of the educational community”*. (MSCHE, 1994)

IAUPR’s continually hones and improves its efforts to communicate with its varied audiences: prospective students, current students, faculty, administrators and the community at large. A wide variety of publications and communications programs are directed toward the needs of these groups. Content ranges from basic information, such as admissions procedures and student services, to messages reinforcing the University’s achievements and aspirations.

Institution wide catalogs and publications

All publications which apply to the entire Institution – the 11 units and the Central Office – are developed and published by the Publications Center at the System Central Office. In general, these are larger publications than those published on the various campuses. They include among others: General Catalog, both English and Spanish versions; Certificate Program Catalog; Full-Time Faculty Handbook; Part-Time Faculty Handbook; Student Handbook (General); Administrative Personnel Handbook; Faculty Evaluation Handbook; Drug, Alcohol and Sexual Harassment Prevention Manual; Vision 2012; Financial Aid Handbooks (2, one of which is from the US Department of Education); Medical Plan; and general promotion material applying to all campuses and students.

The General Catalog and that for the Certificate Program are packed with information, e.g.: Admission requirements and procedures, tuition fees, and other charges; financial aid opportunities, requirements, and how to request loans and aid; descriptions and requirements for

academic programs and courses; graduation requirements; academic calendar; student services; student organizations and socio-cultural and religious activities; Directories, university officers, and other related information.

The publications are available both in print, and on the Web page. Given their importance to University life, IAUPR regularly reviews and updates them.

Students are involved in the *Periódico Interamerican* (Inter American Periodical), a newspaper published four times a year by the System Central Office. Each IAUPR campus and unit has an appointed representative who works with students, helping them develop ideas for articles, gather information, interview, and write articles for the newspaper. Faculty and staff also contribute articles.

Although the University provides a wide variety of publications to its audiences, the catalog remains the linchpin of information on university life and academics. Upon admission and registration, each student receives a copy. It functions as a legal description of programs, requirements, courses and student options.

IAUPC publications

These contain information applying to the Ponce Campus. They contain less information than most of the larger IAUPR publications so are smaller and usually in the form of pamphlets or brochures. They generally focus on a single general topic, are easier to produce and therefore more easily updated when changes occur. Their titles (translated from Spanish) include:

Inter American University Ponce Campus Annual Report, a color pamphlet summarizing the year's activities, for the community at large as well as students.

Inter American University Ponce Campus Student Handbook, a pamphlet summarizing information about the Campus, Student Development and Well-Being, the

Counseling Center, the Employment Office, laboratories, the Center for Information Access, The Honor Program, the Avance Program for adults, Religious Life, facilities for students with limitations, student organizations, sports and recreation, the Office of Student Services, financial aid, health services, Campus security plans for dealing with emergencies, academic offerings, and distance learning. It is available on the Web at ponce.inter.edu/nhp/contents/link10.htm.

Guide for New Students, a pamphlet giving information about courses, employment, admissions, registration, financial aid, available technology, community service, the Child Care Center, Continuing Education, Small Business Center, the Orientation and Counseling Center, the Student Center, student organizations, student life, sports and recreation.

Distance Education explains what it is and what is possible. This includes how to register online, courses available and other available online services. It also lists online courses, WebCT courses and workshops and describes the Cyber Learning Center.

Information Handbook for Living Arrangements, a black and white pamphlet telling about off-campus living arrangements available in Ponce. It covers what to look for, questions to ask, what to expect, information about Ponce and a map, a directory of important telephone numbers and a list of student housing.

Eligibility for Financial Aid, to accompany the larger publications from IAUPR Central Office and the Department of Education. It covers scholarships, Federal aid (including Title IV policies and regulations), regulations about grade points and academic progress, class attendance, as well as useful Web and telephone numbers.

Brochures include:

The **Counseling Center** lists available services: career counseling, help for students with physical disabilities, the employment offices, and psychological help.

Services for Psychological Help tells about available services, how to ask for help, referral and describes situations or conditions in which counseling might help.

The **Honors Program** explains the program, admission and retention, available scholarships and privileges and benefits.

The **Cyber Learning Center**, giving a one-page overview of the Center, focuses on interesting students and the general public in using the Center and going further, into Distance Learning.

Avance is a program for adult high school graduates interested in further education, who may need special preparation before they are ready for regular university classes.

Students also receive other publications such as the **Handbook for Candidates for Graduation**, and **Students and Athletes General Regulations and Procedures**.

These publications make students aware of academic and financial opportunities, aid them in refining their ideas, and help them find their way through the requirements and procedures to achieve their goals. They also increase students' interest in co-curricular activities and aid them in choosing which ones they might like, thus contributing to the energy and vitality of the Campus.

Comparing current publications to their equivalents ten years ago reveals improvement in how the Campus presents itself to the community-at-large. Publications now exhibit high standards of design, illustration and production. Information is well composed and informative,

and text is persuasive. Undergraduate recruitment publications are designed to make necessary information present and easy to find at the moment of need. They also guide prospective students, aiding their appropriate choice of university. Samples of publications are available on the Web page.

Preparation Procedures

Steps toward campus publications comprise:

The initiating office writes the information statements or develops the materials.

The Dean of Students examines and approves information on students and Campus socio-cultural activities.

The Dean of Studies and the Auxiliary Dean for Accreditation review and approve information about academic programs and related documents to ensure that the information is current and accurate.

The Public Relations Officer reviews and approves general information to be released to the press.

The Chancellor's Office reviews and approves the information in the light of Institutional policies and regulations.

Promotional Material

Campus promotional materials emphasize particular services, new programs and academic programs. The Director for Recruitment and Promotion and the Public Relations Officer are in charge of developing and assuring the accuracy of IAUPC promotional material and that they are congruent with IAUPR general promotion. The Chancellor gives final authority to release information at the Campus level.

Magazines

IAUPR has a variety of publications with *Interamericana*TM as their official magazine. It highlights career activities from all instructional units, current events affecting education, Institutional development and general information. IAUPC faculty publishes *Surisla*TM. It presents literary works by members of the Campus community, interdisciplinary material and extramural contributions. Both magazines come out yearly.

World Wide Web Publication

The World Wide Web has become a major communication vehicle. IAUPR's Web page as well as the Ponce Campus Web page strive to use this medium to its fullest: to promote the mission of the University and enhance its image, to present information on services and events, to provide documents and information on procedures such as academics, admissions, course selection and registration. Key publications such as the catalogs are available through the Website. It is constantly updated so students, faculty and administrators can always be well informed. The Central Web page publishes all critical documents for faculty and students. They are for both viewing online or downloading.

Budget

The annual budget for Campus publications, advertising and promotion is divided between the Campus and the System Central Office. This covers local pamphlets and brochures, e.g., the Guide for Using Computers, besides promotional Institutional Publications that cover all units.

Publications: information and recruitment

Publications serve three major functions for the Campus:

They make information widely available through print and the Web, presenting the Institution and its Campuses for students and others in the Campus communities and the general public;

They present an attractive, accurate picture to support recruiting students and fund raising, making Institutional and Campus achievements, aspirations and the Missions and Goals well known among various populations and audiences;

They provide archival material for the Institution's history, on both substance (what the Campus did and was) and style (looks, attitudes, activities, interests, leisure) from early beginnings through the substantial achievements and into the challenging future.

Each year the Dean of Student Development and Well-Being conducts a satisfaction survey in which students indicate their concerns and reactions to services received. It also addresses the adequacy of available information about policies and regulations concerning student rights and needs. This information is used to revise existing pamphlets or produce new ones.

IAUPC recruitment outcomes have exceeded projected enrollments for the last eight years. The quality, accuracy and comprehensiveness of recruitment publications account for part of this achievement.

Future Needs

The Campus should seek to expand their publications to reach other audiences effectively. A supplementary catalog is needed to emphasize non-traditional courses as well as unique programs, services and activities. An ad hoc committee could develop and implement

such a catalog. In addition, IAUPC electronic publications should be strengthened by diversified platforms and languages for the benefit of non-Spanish speaking distance learning candidates.

All these changes and innovations are vital to IAUPC's Mission: to prepare divergent student populations for the lives they will lead, enabling them to acquire the skills they will need to meet the demands they must face and overcome the obstacles they will confront. The Ponce Campus is educating students who will grow into concerned, responsible citizens, able and willing to fulfill themselves while contributing to their communities' needs in a rapidly changing world.

Publications at IAUPR and its Ponce Campus are honest, accurate and attractive; therefore they contribute to healthy decision making and to a climate for learning.

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APPENDIXES

Twelve (12) appendixes are included:

Appendix A: Time Table: MSA Accreditation Process

Appendix B: Self-Study Committees and Team Members

Appendix C: IAUPR Organizational Chart

Appendix D: Student and Academic Program Profiles

Appendix E: IAUPC Organizational Chart

Appendix F: IAUPR Vision 2012 Statement

Appendix G: IAUPC Revised Mission and Goals (2002)

Appendix H: Equivalency Table: General Education Program Revised

Appendix I: IAUPC Academic Offering (2002-03)

Appendix J: IAUPC Academic Offering Proposals in Progress

Appendix K: Information/documents available through Docushare file

Appendix L: IAUPC Assessment Plan

APPENDIX A

Inter American University of Puerto Rico
Ponce Campus

**TIMETABLE FOR THE ACCREDITATION PROCESS
OF MIDDLE STATES ASSOCIATION
ISSUED IN AUGUST 2000**

ACTIVITIES	DATES FOR VPAASP	COMMENTS	DATES FOR PONCE CAMPUS
PHASE I August to December 2000			
SELF-STUDY DESIGN			
Steering Committee Designation	August 2000	See p.21 Role of the Steering Committee in Designs for Excellence: Handbook for Institutional Self-Study	September 18, 2000
Orientation visits to the campuses by VPAASP Steering Committee works on Self-Study Design	September to December 2000	Discussion of Timetable, Assessment Plans and Self-Study Design <ul style="list-style-type: none"> • See p. 11-18, Designs for Excellence: Handbook for <i>Institutional Self-Study</i> • See p. 19-20, Designs for Excellence: <i>Handbook for Institutional Self-Study</i> "Assessment" Plan will be included as an Appendix 	October 9, 2000
Letters sent to Chancellors by MSA requesting date for Self-Study preparation visit	October 2000	Campus will choose from the following dates: <ul style="list-style-type: none"> • Feb. 26-27, 2001 • March 5-9, 2001 • March 12-16, 2001 Vice Presidency for Academic Affairs and Systemic Planning will coordinate schedule with M.S.A.	March 13, 2001
Two representatives from each Campus and Central Office will be invited to participate in the Self- Institute in Philadelphia, PA	November 8 to 9 2000	Dr. Bernadette Feliciano – Dean of Academic Services Prof. Hilda Grace Nazario – Chair of Steering Committee	Attended Nov 7 to 10

ACTIVITIES	DATES FOR VPAASP	COMMENTS	DATES FOR PONCE CAMPUS
MSA staff liaison, Dr. George Santiago, Jr. conducts Self-Study preparation visits to each institution, meetings include: <ul style="list-style-type: none"> ▫ Members, Board of Trustees ▫ President, President's staff ▫ Chancellor (alone) ▫ Chancellor with S.C. Chair ▫ Steering Committee ▫ Chancellor's Cabinet ▫ Students (representative group) ▫ Faculty (representative group) 	February to March 2001	Dr. Santiago will discuss the Draft of Self-Study Design, and Re-accreditation Process	March 13, 2001
Submission of Self-Study Design To MSA	April 20, 2001		April 2, 2001
Review of designs by MSA staff liaison (approval process)	May 1, 2001		June 2001
PHASE II August to December 2001 SELF-STUDY DATA GATHERING AND ANALYSIS			
Data gathering and analysis by Self-Study work groups on campuses and Central Office	August to December 2001	Outcomes analysis according to Characteristics of Excellence ** Steering Committee and Sub-committees begin drafting Self-Study	September 2001
Reports of Self-Study by work groups	August to December 2001	Reports must be in agreement to Characteristics of Excellence **	October 2001
Steering Committee and Sub-Committee begin drafting Self-Study Report	August to December 2001	Executive Committee examines and give feedback to the committees and teams	November 2001
PHASE III January to May 2002 SELF-STUDY COMMUNITY REVIEW			
Integration of work group reports in Self-Study	January to March 2002		Jan. to Feb. 2002
MSA staff liaison selects Chairs for visiting team & institutions approve selection.	January 2002		February to March 2002
MSA staff liaison builds evaluation Teams	February to March 2002		February to March 2002
Community review of Self-Study	April 2002		February to April 2002
VPAASP review drafts of Campus Self-Study Report	May 2002		May, August, October 2002
Chairs of Teams and Chancellors approved members of evaluation teams	May-June 2002		May to June 2002

ACTIVITIES	DATES FOR VPAASP	COMMENTS	DATES FOR PONCE CAMPUS
PHASE IV August to December 2002 SELF-STUDY SUBMISSION OF THE REPORT TO THE EVALUATION COMMITTEE OF MSA			
Campus review Self-Study draft according to recommendations of the VPAASP	August to October 2002		August to September 2002
Preliminary one-two day visit by Chairs to Campuses and Central Offices	November 4 to 5, 2002	The Design and Self-Study Draft will be sent in advance. The agenda of the visit will be similar to the Self-Study preparation visit in February-March 2001.	Sept. 30, 2002 November 5, 2002
PHASE V January to May 2003 SELF-STUDY EVALUATION COMMITTEE VISIT TO CAMPUS REACTION TO THE VISIT FINAL REPORT			
Submission of Self-Study to the Evaluation Team and MSA	January 2003	All support documents of the Self-Study must be in English such as : <ul style="list-style-type: none"> • Faculty Handbook • Student Manual • Catalogs • Strategic Plan • Assessment Plan • Information and Telecommunication Plan 	December 2002 to January 2003
Visit of the Evaluation Team to the Inter American University	March 9-13, 2003		March 9-13, 2003
Committee on Evaluation Reports meets in P.A.	May 2003		April 2003
Institutional Response to MSA Visit Report	May to June 2003		July 2003
MSA Commission meets to act on re-accreditation of the Institution	June 2003		June 2003

List of Abbreviations:

VPAASP: Vice Presidency for Academic Affairs and Systemic Planning**MSA:** Middle States Association**SSR:** Self-Study Report**SC:** Steering Committee

APPENDIX B

**INTER AMERICAN UNIVERSITY OF PUERTO RICO
PONCE CAMPUS
MSA RE-ACCREDITATION PROCESS**

STEERING COMMITTEE

Name and Academic Degree	Rank and Institutional Position
Hilda Grace Nazario, M.S. (Chair)	Associate Professor of Nursing
Alberto Rodríguez, Ed.D.	Associate Professor of English
Bernardette Feliciano, Ed.D.	Dean of Studies
Edda Costas, M.A.	Dean of Students
Sharon Clampitt, Ed.D.	Dean of Technological Services and Academic Information
Marcos Torres, M.A.	Director of Planning, Evaluation and Development Office
Milagros Caratini, Ph.D.	Associate Professor of English
Elba Ortiz Padilla, M.S.N.	Assistant Professor of Nursing
Ray Petty, Ed.D. (Co-chair)	Associate Professor of Education
Luz Rivera, Ed.D.	Associate Professor of Mathematics
Miguel Morales, M.B.A.	Assistant Professor of Management for Information Systems
Marta Álvarez Torres, Sophomore	Education and Social Science Department student

EXECUTIVE COMMITTEE

Name and Academic Degree	Rank and Institutional Position
Dr. Bernardette Feliciano, Ed.D. (Committee President)	Associate Professor of Mathematics Dean of Studies
Prof. Alma Segarra, M.A. (Committee Secretary)	Associate Professor of Secretarial Sciences
René Batiz, M.B.A.	Director of Recruitment and Promotion Office
Ms. Jihan Abdallan Cancel, Sophomore	Business Administration Department student
Madeline Torres, Ed.D.	Associate Professor of Secretarial Sciences
Lucas Mattei, Ph.D.	Associate Professor of History

CHARACTERISTIC OF EXCELLENCE COMMITTEES

1. Mission, Goals and Objectives

2. Organization, Administration, Governance

3. Institutional Changes and Renewal

Name and Academic Degree	Rank and Institutional Position
Madeline Torres, Ed.D. (Team Leader)	Associate Professor of Secretarial Sciences
Alberto Rodríguez. Ed.D.	Associate Professor of English
Aixa Rodríguez, Ph.D.	Associate Professor of Communications
Elia Vega, M.A.	Instructor of Criminal Justice
Jacqueline Alvarez, M.B.A.	Executive Assistant to the Chancellor
María Galarza, M.B.A.	Associate Dean for Extended Educational Programs
Ivette Ramos, M.B.A.	Director of the Small Business Development Center
María Cortés, sophomore	Business Administration Department student

4. Educational Program and Curricula

5. Institutional Effectiveness and Outcomes

Name and Academic Degree	Rank and Institutional Position
Milagros Caratini, Ph.D. (Team Leader)	Associate Professor of English
Carmen Lydia Martínez, M.S.N.	Assistant Professor of Nursing
Damián Vélez, M.S.	Assistant Professor of Biology
Delia Márquez, M.A.	Associate Professor of Secretarial Sciences
José R.Cepeda, J.D.	Instructor of Criminal Justice
Amari Arabia. J.D.	Assistant Professor of Criminal Justice
Julissa Rentas, sophomore	Business Administration Department (student)
María del Carmen Pérez, M.A.	Registrar
Orlando González, M.A.	Director for the Center of Instructional Development
Margarita Nolasco, Ph.D.	Associate Professor of Mathematics

6. Facilities, Equipment, and other Resources

7. Planning and Resources Allocation

8. Financial Resources

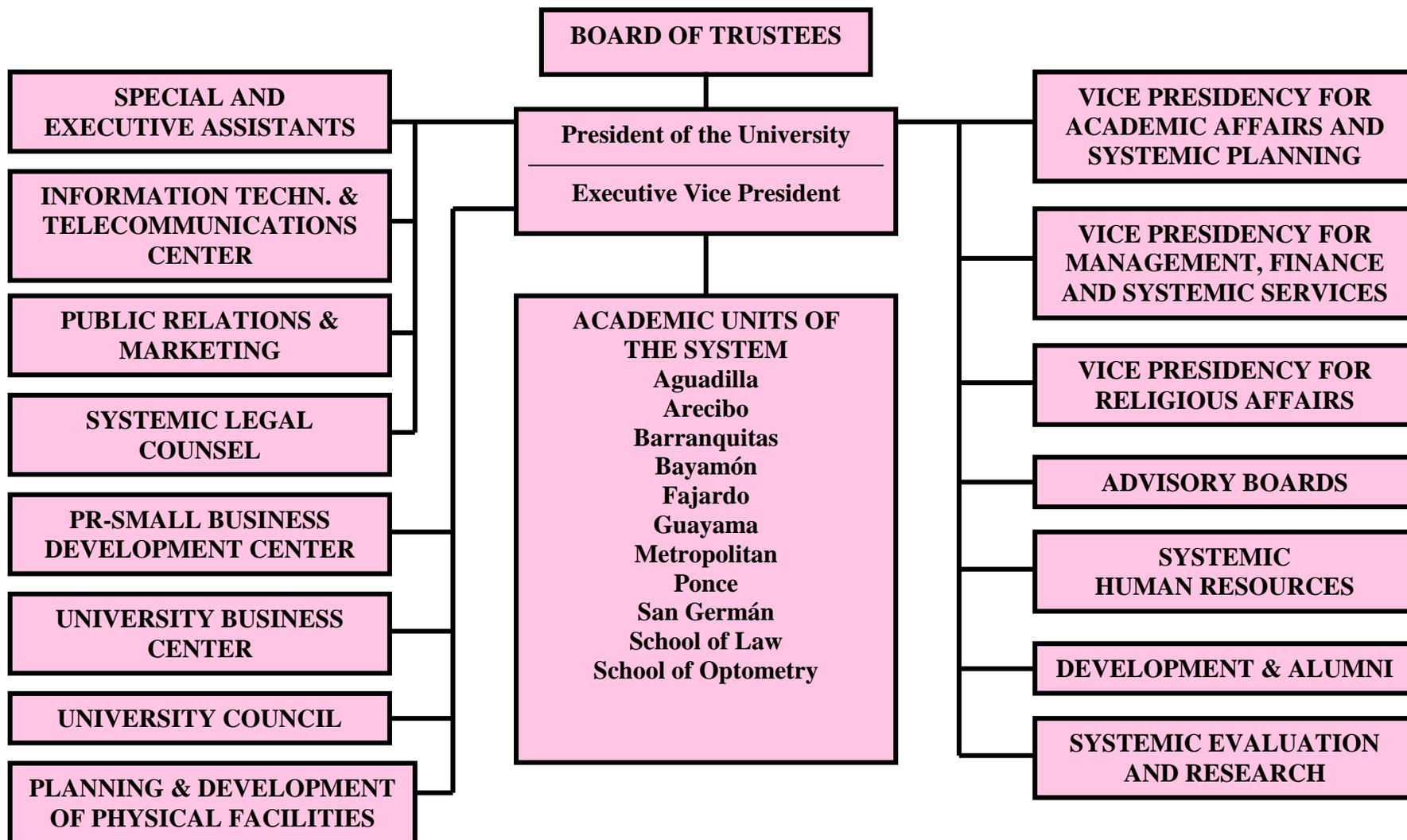
Name and Academic Degree	Rank and Institutional Position
Marcos Torres, M.A. (Team Leader)	Director of the Planning, Evaluation, and Development Office
Héctor W. Colón, M.S.	Academic Units Evaluator
Diana Rivera, M.B.A.	Director of the Finance Office
Agustín Echevarria, J.D.	Dean of Administrative Services
Nilda Rodríguez, M.B.A.	Director of the Bursars Office
Ivonne Collazo, M.B.A.	Assistant Dean of Administration
Ivette Ramos, M.B.A.	Director of the Small Business Development Center
Rev. Victor A. Feliberty, M.Div.	University Chaplain
Rafael Balzac, M.B.A.	Associate Professor of Economics
Rafael Santiago, M.B.A.	Academic Services Manager
Antonio Ramos, M.B.A.	Director Informatics and Telecommunication Center

9. Students Affairs	
Name and Academic Degree	Rank and Institutional Position
Edda Costas, M.A. (Team Leader)	Dean of Students
Héctor Martínez, M.Ed.	Director of the Counseling and Orientation Center
Miriam Martínez, M.A.	Enrollment Services Manager
María Silvestrini, B.A.	Librarian
Christian Cay Astos, sophomore	Department of Science and Technology student
Carlos Vélez, Ph.D.	Assistant Professor of Biology
Herminio Rodríguez, M.B.A.	Assistant Professor of Accounting
10. Library and Learning Resources	
Name and Academic Degree	Rank and Institutional Position
Sharon Clampitt, Ed.D. (Team Leader)	Associate Professor of English
María del Carmen Varela, M.L.S.I.	Librarian
Manuel Bahamonde, MA., M.Div.	Assistant Professor of Religion
Lamberto Vera, Ed.D.	Associate Professor of Education
Brunilda Figueroa, M.A.	Specialist of Technological Services for Academic Information
11. Faculty	
Name and Academic Degree	Rank and Institutional Position
Lucas Mattei, Ph.D. (Team Leader)	Assistant Professor of History
Angel Ríos, Ph.D.	Associate Professor of Environmental Sciences
Edwin Blanco, Ed.D.	Professor of Ethics
Marlene Portuondo, M.Ed.	Assistant Professor of Education
Lilliam Valle, M.A.	Assistant Professor of Spanish Language
Carlos Oliveras, M.S.	Associate Professor of Physics
Benjamín López, M.S.N.	Assistant Professor of Nursing
Ángela López, M.B.A.	Assistant Professor of Accounting
José Muñiz, M.B.A.	Statistician
12. Catalogs, Publications and other Promotional Material	
Name and Academic Degree	Rank and Institutional Position
René Batiz, M.B.A. Team leader	Director of Recruitment and Promotion
Yvonne Guadalupe, B.A.	Public Relations Officer
Dilia Rodríguez, M.Ed.	Assistant Dean of Students
Beatriz Navia, M.A.	Assistant Professor of Education and Social Sciences
Eileen Ortiz, M.B.A.	Instructor of International Commerce

APPENDIX C



**INTER AMERICAN UNIVERSITY OF PUERTO RICO
CENTRAL OFFICE OF THE SYSTEM
ORGANIZATIONAL STRUCTURE**



APPENDIX D

PONCE CAMPUS ALL STUDENTS PROFILE

First time Freshmen Profile	Fall 1997-98 N=403	Fall 1998-99 N=940	Fall 1999-00 N=1033	Fall 2000-01 N=934	Fall 2001-02 N=970
HS GPA	2.58	2.57	2.55	2.69	N/a
Credits Enrollment	13.69	12.78	13.44	12.09	12.56
Aptitude - Verbal	441	423	423	454	N/a
Aptitude - Math	451	445	452	463	N/a
Achievement - English	413	413	401	438	N/a
Achievement - Spanish	442	426	431	446	N/a
Achievement - Math	450	446	452	463	N/a
General Student Profile	N=3443	N=3789	N=4002	N=4123	N=4628
Gender					
Female	2069(60.1%)	2190(57.8%)	2244(56.1%)	2368(57.4%)	2736(59.1%)
Male	1374(39.9%)	1599(42.2%)	1611(40.3%)	1703(41.3%)	1892(40.9%)
Unknown	0(0.0%)	0(0.0%)	0(0.0%)	52(1.3%)	0(0.0%)
Program					
Avance	892(25.9%)	876(23.1%)	763(19.1%)	826(20.0%)	921(19.9%)
Regular	2551(74.1%)	2913(76.9%)	3120(78.0%)	3154(76.5%)	3491(75.4%)
Certificates	0(0.0%)	0(0.0%)	119(3.0%)	143(3.5%)	216(4.7%)
Ages					
18-24	2022(72.5%)	2488(73.2%)	2912(75.5%)	2958(71.5%)	3252(70.3%)
25-34	498(17.8%)	616(18.2%)	671(17.4%)	746(18.1%)	896(19.4%)
35-44	208(7.5%)	207(6.1%)	213(5.5%)	268(6.5%)	294(6.4%)
45 or more	61(2.2%)	73(2.2%)	62(1.6%)	151(3.7%)	103(2.2%)
Unknown	0(0.0)	0(0.0)	0(0.0)	0(0.0)	83(1.8%)
Year Classification					
First time freshmen	403(13.5%)	940(25.0%)	1033(26.7%)	934(22.7%)	970(20.9%)
Freshmen	784(26.3%)	914(24.3%)	906(23.4%)	1043(25.3%)	1198(25.9%)
Sophomore	623(20.9%)	619(16.5%)	744(19.2%)	872(21.1%)	983(21.2%)
Junior	538(18.0%)	535(14.2%)	510(13.2%)	563(13.7%)	704(15.2%)
Senior	635(21.3%)	754(20.0%)	673(17.4%)	711(17.2%)	721(15.6%)
Academic load					
Part-time	581(16.9%)	640(16.9%)	693(17.3%)	350(8.5%)	711(15.4%)
Full-time	2862(83.1%)	3149(83.1%)	3309(82.7%)	3773(91.5%)	3917(84.6%)
Credits enrollment (Average)	12.43	12.49	12.62	12.88	12.28
IAU-GPA ^a	2.43	2.24	2.31	2.35	2.07
Graduates Profile (Year)	1997-98 N=417	1998-99 N=466	1999-00 N=408	2000-01 N=486	2001-02 N=N/a
Gender					
Female	306(73.4%)	316(67.8%)	276(67.7%)	330(67.9%)	N/a
Male	111(26.6%)	150(32.2%)	132(32.3%)	162(32.1%)	
Percent graduates	12.1%	12.3%	10.2%	11.8%	N/a

^a Includes all Students with IAU-GPA.

APPENDIX E



PONCE CAMPUS FUNCTIONAL CHART



APPENDIX F

Inter American University of Puerto Rico

Vision 2012

Inter American University of Puerto Rico recognizes that to continue serving efficiently it must adapt to the times while remaining true to its reason for being - its commitment to knowledge. Thus, in 1995, the academic community began to redefine its mission, to prepare for the new millennium, and to plan for its centennial celebration in 2012. Collective reflection developed a vision of the Institution at the centennial mark. The vision statement will guide the strategic and operational plans that will place Inter American at the forefront in the twenty-first century.

Our Vision

Inter American University will lead institutions of higher education in the configuration of curricula for the twenty-first century, based on the new conceptions of time and space forged by information technology and telecommunications. Some major developments include:

- A center for distance learning, the first in The Caribbean and Latin America.
- A place for socio-technological debate and for ethical applications of knowledge and transformations generated during the Information Age. An established image of efficient and effective service to our students and to our country.
- The implementation of advanced techniques that promote dynamic management and organization.
- The enhancement of ties with civic, government, social, and business associations that support the development of our academic and socio-cultural programs.
- A new mode of collaboration with business and industry to expedite and secure the development a highly trained work force. a graduate who is knowledgeable, computer literate, ethical, culturally sensitive, and multi-lingual.

For the vision to become reality, Inter American University will:

- Develop students who, as co-owners of the teaching-learning process, take charge of their education.

- Transform the faculty into facilitators of learning.
- Strengthen life-long learning and research skills as keys to the advancement of knowledge and the search for truth.
- Establish academic programs.
- Flexible curricula, and educational models that will convert Inter American into a University without boundaries and without walls.
- Adapt services to the meet the needs of a changing student population and the surrounding community.
- Establish a college administration that is agile, dynamic, and skilled in the use of computer technology.
- Provide an environment that fosters growth and provides for the general welfare of all members of the Inter American Family.
- Promote self-sufficiency and reduce dependency on tuition fees by increasing the fiscal base.
- Enhance its presence within a global society.
- Promote the discussion and dissemination of ethical and moral standards as they apply to social interaction.
- Sponsor research and promote reflection on Christianity in an ecumenical context.
- Become accountable for the merits of its academic programs.

Inter American University faces today's challenges with a solid vision of the future. Confident in its capacity and strengthened by its values and traditions, Inter American will remain a model for excellence in education.

APPENDIX G

**Revised Mission and Goals Statement**

Approved in January 2002 by the Board of Trustees

as an amendment to the mission. Resolution certificate no. 23-2001-2002⁷

Inter American University of Puerto Rico's Ponce Campus has as its main purpose, in accordance with the Institution's mission, to develop the talents of men and women, regardless of their race, color, sex, nationality, social condition, military background, or physical, mental or sensorial impediment.

Congruent with this purpose, and committed to democratic and Christian principles, the Ponce Campus's mission is to contribute to ethical, social and cultural activities.

In addition, the mission includes occupational and professional preparation of human resources who possess a sense of civic and social responsibility, who can perform as effective leaders in different fields of human activity and who can adapt to different scenarios including those of foreign cultures.

Ponce Campus's specific mission is to offer educational services of the highest quality to students admitted to undergraduate, graduate, professional and technical programs.

The Ponce Campus offers an education of excellence with interdisciplinary undergraduate and graduate programs in relation to current market employment demands and with an emphasis on the preparation of professionals who offer direct services to society in the areas of education, social sciences, natural sciences, health sciences, management; as well as technical personnel for enterprises, government, industry and commerce.

⁷ In the process of being submitted for approval to Puerto Rico Council on Higher Education

In the preparation of these professionals, a special interest in the development of technological skills, and a humanistic formation necessary for an active and adequate integration into society exists. A variety of academic programs are offered in an effective and efficient manner for both young and adult student populations and in response to students' interests and specific needs.

Barriers of time and space have been transcended through the use of technology allowing students to attend to their educational needs at a distance.

The Campus's fundamental commitment is to the quality of the education it offers. For this reason, innovative strategies such as non-traditional study modes, and the regular evaluation of student performance for optimum development of their talents are continually being incorporated into the teaching learning process.

The Mission Statement allows the Ponce Campus to stay in the vanguard, becoming a living laboratory where different strategies are implemented for the continuous improvement of education.

The graduates of Inter American University Ponce Campus are distinguished by:

- Mastery of the skills necessary to perform successfully in the workplace and to contribute to the benefit of society
- The ability to express themselves appropriately and correctly orally and in writing
- The ability to effectively use advanced technology
- The ability to adopt a critical attitude towards events and circumstances that surround them
- Awareness of their environment and an appreciation for nature and for human creativity

The Ponce Campus University Community aspires to achieve the following goals:

- To offer academic programs at the undergraduate, graduate, occupational and professional levels, that meet the needs of the society in agreement with different levels of performances, and with the particular characteristics of traditional and non-traditional students including the adult population.
- To promote an integral education aimed at the effective use of technological advancements such as distance learning; mastery of specialized subject matter and the appreciation of nature and human creativity, which facilitates the comprehensive formation of individuals.
- To strengthen the teaching and learning process, and encourage research and creative activities in order to achieve optimum student development.
- To encourage faculty's professional development in harmony with their interests, needs and in accordance with the specific expectations within the Campus mission.
- To provide an enriching student life that complements the academic formation.
- To provide services of the highest quality to meet the needs of the different sectors of the student population.
- To promote an effective administration, and a healthy financial state, that allows the Campus to offer quality service.
- To increase integration of the University and the community that it serves, to such a degree that service objectives can be met.

March, 2002

APPENDIX H



General Education Program: Table of Equivalencies. Approved May 21, 2001

FIFTY FIVE (55) CREDITS + FOUR (4) NON ACADEMIC		FOURTY SEVEN (47) ACADEMIC CREDITS	
CURRENT COURSES	Crs.	NEW CATEGORIES APPROVED	Crs.
COMMUNICATION SKILLS		Basic skills (Core Courses)	23
SCSG (DCEG) 1101: Spanish Language I	3	GESP (EGES) 1101: Literature and Communication: Narrative and Essay	3
SCSG (DCEG) 1102: Spanish Language II	3	GESP (EGES) 1102: Literature and Communication: Poetry and Theater	3
SCSG (DCEG) 2203: Writing and Composition (or) HCHG (PHCG) 4040: Selected Works in World Literature	3	GESP (EGES) 2203: World View Through Literature	3
HCHG (PHCG) 3030: Personality and Puerto Rican Literature (Prescribed distributive)	3	GESP (EGES) 1101: Literature and Communication: Narrative and Essay GESP (EGES) 1102: Literature and Communication: Poetry and Theater	3

FIFTY FIVE (55) CREDITS + FOUR (4) NON ACADEMIC		FOURTY SEVEN (47) ACADEMIC CREDITS	
SCSG (DCEG) 1021: Basic Skills in Spanish as a Second Language	6	GESP (EGES) 1021: Basic Skills in Spanish as a Second Language	3
SCSG (DCEG) 1022: Intermediate Spanish as a Second Language	6	GESP (EGES) 1022: Intermediate Spanish as a Second Language	3
SCSG (DCEG) 2023: Writing and Composition for Non- Native Spanish Speakers	3	GESP (EGES) 2023: Writing and Composition for Non-Native Spanish Speakers	3
ECSG (DCIG) 1101: Basic Communications Skills in English I	3	GEEN (EGIN) 1101: English as a Second Language I	3
ECSG (DCIG) 1102: Basic Communication Skills in English II	3	GEEN (EGIN) 1102: English as Second Language II	3
ECSG (DCIG) 1103: Basic Communications Skills in English III	3	GEEN (EGIN) 1103: English as a Second Language III	3
ECSG (DCIG) 1201: Intermediate Communication Skills in English I	3	GEEN (EGIN) 1201: Development of English through Reading I	3
ECSG (DCIG) 1202: Intermediate Communication Skills in English II	3	GEEN (EGIN) 1202 Development of English Through Reading II	3
ECSG (DCIG) 2203: Intermediate Communication Skills in English III	3	GEEN (EGIN) 1203: Development of English Through Writing III	3

FIFTY FIVE (55) CREDITS + FOUR (4) NON ACADEMIC		FOURTY SEVEN (47) ACADEMIC CREDITS	
ECSG (DCIG) 2311: Advanced Communications Skills in English I	3	GEEN (EGIN) 2311: Reading and Writing	3
ECSG (DCIG) 2312: Advance Communication Skills in English II	3	GEEN (EGIN) 2312: Literature and Writing	3
ECSG (DCIG) 2313: Advanced Communications Skills in English III	3	GEEN (EGIN) 2313: Writing and Research	3
MRSG (DRMG) 1010: Mathematical Reasoning (Core course)	3	GEMA (EGMA) 1000: Quantitative Reasoning (or) ⁸ GEMA (EGMA) 1200: Fundamentals of Algebra (Core course depending on the discipline)	3
CRSG (DRCG) 2010: Introduction to Computers (Core Course)	2	GEIC (EGIC) 1000: Information and Computer Literacy (Core course)	2

⁸ Students whose discipline requires **MATE 1070** (Fundamentals of Applied Mathematics or **MATE 1500** (Pre-Calculus) , should take **GEMA (EGMA) 1200** (Fundamentals of Algebra), instead of **GEMA (EGMA) 1000** (Quantitative Reasoning).

FIFTY FIVE (55) CREDITS + FOUR (4) NON ACADEMIC		FOURTY SEVEN (47) ACADEMIC CREDITS	
IACG (IACG) 1010 Introduction to University Life (Core Course) (or) IACG (IACG) 1000: Introduction to university Life (Avance program) (Core course)	2 (non-academic)		
		Philosophical and Esthetical Thought	6
LRSB (DRLG) 1010: Logical and Critical Thinking (Core Course)	3	GEPE (EGFE) 2020: Humanistic Studies	3
HCHG (PCHG) 3010: Art	3	GEPE (EGFE) 3010: Art Appreciation	3
HCHG (PCHG) 3020: Music	3	GEPE (EGFE) 3020: Music Appreciation	3
HCHG (PCHG) 4020: Ethical Doctrines (or) HCHG (PCHG) 4030: Philosophy and the Individual	3	GEPE (EGFE) 4040: Ethical Dimensions of Contemporary Issues (Core course)	3
		Christian Thought	3
IACG (IACG) 1020: The Individual and the Christian Faith	3	GECP (EGFE) 1010: The Christian Faith (Core course)	3

FIFTY FIVE (55) CREDITS + FOUR (4) NON ACADEMIC		FOURTY SEVEN (47) ACADEMIC CREDITS	
		Historical and Social Context	9
HCHG (PCHG) 1010: Historical Process of Puerto Rico (Core course)	3	GEHS (EGHS) 2010:Historical Process of Puerto Rico (Core course)	3
IACG (IACG) 2030: Economic Processes	3	GEHS (EGHS) 2020: Global Vision of Economy	3
MIRG (MIRG) 2020: Contemporary Society and Culture (Core course)	3	GEHS (EGHS) 3030: Human Formation in Contemporary Society GEHS (EGHS) 3040: Individual, Society and Culture GEHS (EGHS) 4030: Contemporary Western Civilization	3
IACG (IACG) 2020: Political Processes	3	GEHS (EGHS) 3020: Global Society GEHS (EGHS) 3040: Individual, Society and Culture	3
IACG (IACG) 2050: The Individual and the Society (or) HCHG (PCHG) 4010: HISTORICAL PROCESS OF THE WESTERN WORLD	3	GEHS (EGHS) 3040: Individual, Society and Culture GEHS (EGHS) 4030: Contemporary Western Civilization	3

FIFTY FIVE (55) CREDITS + FOUR (4) NON ACADEMIC		FOURTY SEVEN (47) ACADEMIC CREDITS	
MIRG (MIRG) 2030: History and World Cultures	3	GEHS (EGHS) 3040: Individual, Society and Culture GEHS (EGHS) 4030: Contemporary Westerns Civilization	3
IACG (IACG) 2040: The Individual and the Formative	3	GEHS (EGHS) 3030: Human Formation in Contemporary Society	3
		Scientific and Technological Context	3
MIRG (MIRG) 2010: The Individual and the Natural Environment (Core course) (or) IACG (IACG) Environmental Problems (or) IACG (IACG) 3020: Science, Technology and Society (or) IACG (IACG) 3030: The Physical World and the Individual (or) IACG (IACG) 3040: Our Energetic World	3	GEST (EGCT) 2020: Science, Technology and Environment	3
IACG (IACG) 3030: The Physical World and the Individual	3	⁹ GEST (EGCT) 3030: The Physical World and the Individual	3

⁹ Students pursuing a BA in Secondary Education in Biology, in Intermediate school Science or in Chemistry, should take **GEST (EGCT) 3030: The Physical World and the Individual**.

FIFTY FIVE (55) CREDITS + FOUR (4) NON ACADEMIC		FOURTY SEVEN (47) ACADEMIC CREDITS	
HPER (SEFR) 1870,1880 Topics in Health, Physical Education and Recreation		One (1) non academic credit	Health, Physical Education and Recreation ¹⁰ GEHP (EGEF) 3000: Well-Being and Quality of Life (Core course)
			3

¹⁰ Students in the Teacher's Education Program that approved **EDUC 2020**, are not required to take **GEHP (EGEF) 3000: Well-Being and Quality of Life** from the Health, Physical Education and Recreation category. Instead they should take **HPER (SEFR) 3160: Educational, Recreational and Curriculum Integrated Games for Elementary Level**. Another options is **HPER (SEFR) 3310: Experiences in Movement III**. This will met the requirements in the category. Nursing students are not required to take courses in this category.

Category: Philosophic and Esthetic Thought

✦ **GEPE (EGFE) 4040: Ethical Dimensions of Contemporary Matters.**

Category: Historical and Social Context

✦ Students in Engineering and Aviation Programs should only take six (6) credits in this category.

As well as for others programs, the course **GEHS (EGHS) 2010: Historical Process of Puerto Rico** is a core course.

ASSOCIATE DEGREES: 23 credits (6 in Spanish, 6 in English, 3 in History, 3 in Quantitative Reasoning, 3 in Christian Faith and 2 in Information and Computer Literacy.

APPENDIX I. ACADEMIC OFFERINGS 2002-2003

<p>Health Sciences Department</p>	<p>Bachelor Degrees</p> <ul style="list-style-type: none"> ▪ Health Sciences ▪ Nursing 	<p>Associate Degrees</p> <ul style="list-style-type: none"> ▪ Health Information System (Phased out) ▪ Nursing ▪ Radiological Technology ▪ Optical Sciences ▪ Physical Therapy ▪ Occupational Therapy
<p>Education and Social Sciences Department</p>	<p>Bachelor Degrees</p> <ul style="list-style-type: none"> ▪ Pre-school ▪ Elementary Education (K-3) ▪ Elementary Education (4-6) ▪ Special Education ▪ Secondary Education: Biology ▪ Secondary Education: English as a Second Language ▪ Criminal Justice with concentration in: <ul style="list-style-type: none"> -Penology -Criminal Investigation ▪ Gerontology (Phased out) 	
<p>Humanities Department</p>	<p>Bachelor Degrees</p> <ul style="list-style-type: none"> ▪ Communication with concentration in: <ul style="list-style-type: none"> - Journalism -Public Relations and Advertising 	
<p>Business Administration Department</p>	<p>Bachelor Degrees</p> <ul style="list-style-type: none"> ▪ Accounting ▪ Human Resources, Marketing and Business Administration ▪ Office Systems Administration 	<p>Associate Degrees</p> <ul style="list-style-type: none"> ▪ Accounting ▪ Office Systems Administration ▪ Business Administration

- **Computerized Management Information System**
- **Tourism**
 - Tourist guide
 - Tourist Administrative Assistant
- **International Business**
- **Industrial Management**
- **Finances**
- **Hotel Management**

Science and Technology Department

Bachelor Degrees

- **Environmental Sciences**
- **Computer Sciences**
- **Biology**
- **Biomedical Sciences**
- ***Pre-Engineering:**
 - Electrical
 - Industrial
 - Mechanic
- **Networks and Telecommunications**

Associate Degrees

- **Agribusiness Technology (in the process of being phased out)**
- **Computer Sciences**

Certificates Technical Programs

Certificates: Technical

- **Computer Repair**
- **Child Care Assistant**
- **Pharmacy Technician**
- **Information Management and Medical Billing**

*First Two Years

January 2003

APPENDIX J. 2002-2003 ACADEMIC OFFERINGS IN PROCESS OF BEING DEVELOPED, APPROVED, CERTIFIED OR IMPLEMENTED

<p>Health Sciences Department</p>	<p>Bachelor Degrees</p> <ul style="list-style-type: none"> ▪ Radiological Sciences 	<p>Associate Degrees</p> <ul style="list-style-type: none"> ▪ Physical Therapy ▪ Occupational Therapy
<p>Education and Social Sciences Department</p>	<p>Bachelor Degrees</p> <ul style="list-style-type: none"> ▪ Elementary Education: English as Second Language ▪ Forensic Social Work 	<p>Associate Degrees</p> <ul style="list-style-type: none"> ▪ Penal Justice ▪ Counseling in Addiction
<p>Business Administration Department</p>	<p>Bachelor Degrees</p> <ul style="list-style-type: none"> ▪ Strategic marketing of maritime services ▪ International Transport ▪ Health Services Management 	<p>Associate Degrees</p> <ul style="list-style-type: none"> ▪ Human Resources
<p>Science and Technology Department</p>	<p>Bachelor Degrees</p> <ul style="list-style-type: none"> ▪ Networks and Telecommunications ▪ Security System Technology 	
<p>Department of Graduate Studies</p>	<p>Master Degrees in Business</p> <p>International Management in:</p> <ul style="list-style-type: none"> -Accounting -Human Resources 	<p>Master Degrees in Education</p> <ul style="list-style-type: none"> ▪ Education in Curriculum & Teaching in: -Spanish - English

Business Administration Department	Bachelor Degrees <ul style="list-style-type: none"> - Marketing - Finances ▪ Managerial Logistics: <ul style="list-style-type: none"> - International Multimode Transport 	Associate Degrees <ul style="list-style-type: none"> -History - Mathematics - Biology - Physics - Chemistry ▪ Master in Criminal Justice ▪ Master of Education in Reading
Technical Certicates Programs	Certificates: Technical <ul style="list-style-type: none"> ▪ Ornamental Horticulture ▪ Stevedores ▪ Winch and gangway operator ▪ Foremen and Supervision ▪ Tallymen ▪ Equipment operator 	
Professional Certificates	Certificate: Professional <ul style="list-style-type: none"> ▪ Andragogy ▪ Counseling in Addiction ▪ Entrepreneurship development ▪ Multimodal Transport ▪ International merchandize transport 	

January 2003

APPENDIX K

INFORMATION/DOCUMENTS AVAILABLE ON DOCUSHARE FILE

Academic Senate Documents

Annual Report - IAUPC

Building Maps

Course Outlines

Distance Learning Student Profile

Distance Learning Guidelines: students, professors

Faculty Evaluation Results (Student ratings)

Faculty Profile

Five Year Strategic Plan

IAUPR Alumni Study Summary, 1994-95 to 1997-98

IAUPC Assessment Plan

Institutional Satisfaction Survey

Physical Plant Master Plan

Professional Development Activities

Research and Education Innovations

Student Needs Assessment Questionnaire

Student Satisfaction Survey, 2001

Success Technology Studies, 2000

APPENDIX L

ASSESSMENT PLAN

PROGRAMS LEVEL ASSESSMENT					
Goal	Objective	Means of Assessment	Source of Information	Assessment Results	Use of Results
<p>Goal #1: To offer academic programs that responds to the needs of the society in accordance with the different levels of performance and with the particular characteristics of both traditional and adult students.</p>	<p>1a. Prepare students for professions related with the services to the society</p>	<p>1a. About 80% of the graduates will be working in areas related to the services, according to DOL definitions.</p>	<p>Alumnae Questionnaire</p>	<p>1a. 83% of the graduates are working in areas related with the services industry. The other graduates are working in areas related with the education and allied sciences (Alumnae Comparative Study, 1994-98).</p>	<p>1a. Follow up studies</p>
	<p>2. Graduates will find employment in their area of study.</p>	<p>2a. 80% of the graduates will be employed, 50% in their area of study</p>	<p>Alumnae Questionnaire</p>	<p>2a. 79% of the graduates are employed, 57% int their area of study (Alumnae Study, 1994-98)</p>	<p>2a. Follow up studies.</p>
	<p>3. Graduates will express higher levels of satisfaction with their educational experience.</p>	<p>3a. 70% of graduates will express higher levels of satisfaction with their educational experience</p>	<p>Alumnae Questionnaire</p>	<p>3a. Most of the students (75%) expressed a high level of satisfaction with the education received at IAU-Ponce Campus. 97% oth them expected to continue their education at this Campus.</p>	<p>3a. Follow up studies. Explore graduate offerings in the Business, Education and Criminal Justice programs</p>

PROGRAMS LEVEL ASSESSMENT

Goal	Objective	Means of Assessment	Source of Information	Assessment Results	Use of Results
<p>Goal #2:</p> <p>To promote an integrated education directed toward the efficient utilization of technology, the mastery in the areas of concentration, and the appreciation of nature and human creativity, promoting the formation of the person as a whole.</p>	<p>1. Graduates will have a domain of the technology and appreciation of the nature.</p>	<p>1a. A least, 75% of the graduates will have an average mastery of computer technology.</p>	<p>Alumnae Survey</p>	<p>1a. After two years of graduation, 70% of the graduates expressed to have at least an average mastery of the computer technology.</p> <p>1b. Of them, 93% expressed to have regular, good or excellent knowledge of word processor, 70% or more have knowledge of internet browsers and e-mail.</p>	<p>1a. Follow up studies.</p>
	<p>2. Graduates will participate in activities related with the development of the human being.</p>	<p>2a. 70% or more of graduates will participate in activities related with the development of the human being</p>	<p>Alumnae Survey</p>	<p>2a. More than 80% frequently or occasionally attend to religious services and cultural activities, 70% or more participated in recycling activities (Alumnae Survey)</p>	<p>2a. Follow up studies.</p>

PROGRAMS LEVEL ASSESSMENT

Goal	Objective	Means of Assessment	Source of Information	Assessment Results	Use of Results
Goal #3: To strengthen the teaching-learning process to achieve optimum student growth.	1. To develop and implement for each academic program its own assessment plan	1a. At the end of year 2002-03, 100% of the academic programs of the IAU-Ponce Campus will develop its own Assessment Plan	Programs Assessment Plans	1a. Except the General Education Program (GEP), all the programs developed a draft of their own assessment plan. 1b. The Teacher Education and Nursing Programs are in the implementation and data collection phases. The rest are in the desing phase.	1a. The Master Assessment Plan is in various levels of implementation. Information structured to collect and maintain uniform program data needs to be developed and implemented.
	2. Graduates will express high levels of satisfaction with the faculty.	2a. 90% of graduates will express high level of satisfaction with the faculty.	Alumnae Questionnaire	2a. 88% or more of the graduates, expressed higher level of satisfaction with the faculty and the teaching learning process.	2a. No action necessary. Continue to monitor.
	3. Students will pass licensing or certification tests at state level parameters	3a. Graduates of the Teacher Education Program performance at state level in certification tests.	Teacher Report Card	3a. In 1999-2000, the graduates of the Teacher Education Program showed 63% of passing rates at the Teacher Certification Test (Teacher Report Card, 1999-2000. 3b. In 2000-2001, the results improved to 74%. Both years the state passing rates were in the 85% level.	3a. In order to improve this results, the faculty of the Education Department developed and implemented a strategic plan.
	4. Strenghtening the Distance Education program	4a. Develop a distance learning student profile.	Distance Learning Student Profile.	4a. 95% of all students taking distance education courses were also taking regular courses at the institution (Distance Student Profile)	4a. No action necessary. Continue to monitor.

PROGRAMS LEVEL ASSESSMENT

Goal	Objective	Means of Assessment	Source of Information	Assessment Results	Use of Results
		4b. To increase enrollment at least 25% of students from the previous semester.	Enrollment data	4b. Enrollment of Distance Education Students were: <ul style="list-style-type: none"> • 335 in 2001-10 • 673 in 2002-10 • 895 in 2003-10 	4b. No action necessary. Continue to monitor.

PROGRAMS LEVEL ASSESSMENT

Goal	Objective	Means of Assessment	Source of Information	Assessment Results	Use of Results
Goal #4: To stimulate the professional development of the faculty, according to their interests and needs, and according to IAUPC's mission.	1. To develop and implement a faculty development plan according to faculty and institutional needs and interests	1a. Number of developmental activities performed and % of budget used in the areas of teaching strategies, discipline actualization, recommendations as a result of faculty evaluation and other activities.	Annual Reports	1a. Annual reports evidences more than \$25,000 are used in faculty development, including seminars, conferences and workshops, travels among other.	1a. Follow-up studies
	2. Increase % of faculty with doctoral degrees.	2a. 30% of the faculty completed doctoral degrees according to the Strategic Plan Guidelines	Annual Reports Statistical Reports	2a. At 2001-2002 year, 24% of full time faculty holds doctoral degrees	2a. Follow-up studies
	3. Faculty will be evaluated as established by the Faculty Manual	3a. Faculty evaluation from Students will be above 3.5 in a scale of 4.00 in the class development section and 4.60 of 5.00 in the classroom administrative processes section.	Faculty Evaluation from Students	3a. Faculty evaluations from the students showed an average of 3.57 in a 4.00 scale in the class development section and 4.64 in the administrative processes section for both, full an part time faculty	3a. No action necessary. Continue to monitor

SERVICES LEVEL ASSESSMENT					
Goal	Objective	Means of Assessment	Source of Information	Assessment Results	Use of Results
<p>Goal #5: To provide co-curricular activities which enrich and complement students' academic growth.</p>	<p>To provide services related to the academic and non academic skills of the student population</p>	<p>1a. At least 80% of the freshman cohort will complete the following instruments:</p> <ul style="list-style-type: none"> • Students needs Questionnaire • Freshman Student Survey (CIRP) 	<p>Students Needs Questionnaire Freshman CIRP</p>	<p>1a. Results revealed that the new students lack of decision making skills, communication and team work skills.</p>	<p>1a. Based on these results, seminars and workshops were offered</p> <p>1b. Basic Skills Courses syllabus were revised</p>
		<p>2a. At least 300 students will participate in personal, professional and athletic development activities in and out of PR</p>	<p>Deanship of Students Annual Report</p>	<p>2a. More than 300 students participated in professional activities in PR. Among them are the Annual Conferences of the American Marketing Association, Human Resources Association, etc.</p> <p>2b. In academic year 2001-2001, eight students participated in professional activities out of PR: Five Participated in internships in HACU and three at the Ortega y Gasset in Spain.</p> <p>2c. Athletes won five championships and two subchampionships</p>	<p>2a. Follow-up studies</p>

SERVICES LEVEL ASSESSMENT

Goal	Objective	Means of Assessment	Source of Information	Assessment Results	Use of Results
<p>Goal #6: To offer high quality services responding to the needs of the different groups of the student population.</p>	<p>1. To provide student population with services of the high quality.</p>	<p>1a. All the Enrollment Service Offices will obtain 70% or more level of satisfaction.</p>	<p>Campus Satisfaction Survey Study of Focal Groups</p>	<p>1a. The Admission, Registrar and Financial Aid Offices obtained 70% or more level of satisfaction. Bursars office obtained 67%.</p> <p>1b. In general, there is an average level of satisfaction with the campus services and facilities. Seven 7 offices received above average (70% or more) satisfaction evaluations. The Bookstore and Cafeteria concessionaries received the lower satisfaction scores.</p> <p>1c. Studies revealed insatisfaction with the parking availability facilities. (Study of Focal Groups developed by Success Technologies Corporation).</p>	<p>1a. No action necessary. Continue to monitor.</p> <p>1b. New providers for the Bookstore and Cafeteria concessionaries were selected.</p> <p>1c. Parking facilities were improved</p>
	<p>2. Provide access to technology resources to the student population.</p>	<p>2a. Students:computers ratio will be 25:1 or better</p>	<p>Annual Reports</p>	<p>2a. IAU-Ponce has 550 computers in campus, students:computers ratio is 8:1</p>	<p>2a. No action necessary. Continue to monitor.</p>

SERVICES LEVEL ASSESSMENT

Goal	Objective	Means of Assessment	Source of Information	Assessment Results	Use of Results
<p>Goal #7: To promote an effective administration, including a healthy financial status, in a way better services can be offered.</p>	<p>1. Tthe campus will comply with financial institutional parameters</p>	<p>1a. The campus will comply with the following institutional parameters</p> <ul style="list-style-type: none"> • 30 students per classroom • 65% of courses taught by full time faculty • 70% or less will be used for compensation • 5% or more of the budget in scholarships 	<p>Annual Work and Budget Plan Annual Reports</p>	<p>1a. The average is 32 students per classroom (2001-2002).</p> <p>1b. 58% of the courses are taught by full time faculty (2001-2002).</p> <p>1c. 58% of the Campus budget is used for compensation (2001-2002).</p> <p>1d. 7.1% of the annual budget is used for scholarships (2001-2002).</p>	<p>1a. No action necessary. Continue to monitor.</p>

SERVICES LEVEL ASSESSMENT

Goal	Objective	Means of Assessment	Source of Information	Assessment Results	Use of Results
<p>Goal #8: To reach a higher integration between the University and the community, to achieve IAUPC's service objectives.</p>	<p>1. Provide programs and support to the external community</p>	<p>1a. Number of programs and students of the external community participating in special programs.</p>	<p>Annual reports Number of external resources proposals Number of participants</p>	<p>1a. The IAUPC has strong presence in the community through various community service programs like Upward Bound, Gear UP, HEP, CCAMPIS and Continuing education. 1b. Also, the UIAPC provides services to the external community through the Alcance Project in the Municipality of Coamo and the Cybernetic Studies Center located in Plaza del Caribe Mall. 1c. More than 900 secondary school students receive services form this programs.</p>	<p>1a. No action necessary. Continue to monitor.</p>

STUDENTS LEVEL ASSESSMENT

Goal	Objective	Means of Assessment and Criteria	Source of Information	Description of Data Collection and Assessment Results	Use of Results
<p>Goal #2:</p> <p>To promote an integrated education directed toward the efficient utilization of technology, the mastery in the areas of concentration, and the appreciation of nature and human creativity, promoting the formation of the person as a whole.</p>	<p>1. To retain and graduate students according to parameters established for the campus</p>	<p>1a. Students will obtain the following retention rates :</p> <ul style="list-style-type: none"> • 70% of all freshman cohort will return at the second year of studies • 50% of all sophomore students will return at the end of 3rd year • 40% will return for the 4th year • 35% or more students graduates in at least 6 years 	<p>Retention, Graduation and Transfer Rates Report</p>	<p>1a. Overall retention rates are between 65-68% between the first and second year, close to 50% at the third year and around 40% for the fourth year.</p> <p>1b. Graduation rates in six years are 32% with 4 to 6 % remaining studying.</p>	<p>1a. Retention committee is in the process of designing an action plan to address this situation.</p>
	<p>2. To provide informaton about student population characteristics.</p>	<p>2a. Collect information about students in a cohort of Distance Education Students Characteristics</p>	<p>Distance Education Student Profile</p>	<p>The Distance Education Students profile showed that about 95% of these students are also enrolled in other courses in the Campus, 50% are in the junior and senior study year and in average they take more credits than on site students.</p>	<p>2a. No action necessary. Continue to monitor.</p>

STUDENTS LEVEL ASSESSMENT

Goal	Objective	Means of Assessment and Criteria	Source of Information	Description of Data Collection and Assessment Results	Use of Results
	3. To provide freshman students assistance to address their lack of skills or special needs.	3a. All the students in the Basic Skill Courses will receive assistance	Basic Skill lab. Reports Students Needs Questionnaire	3a. Preliminary data reveals the students who participate in the basic skills lab receive better course grades. 3b. Students Needs Questionnaire identifies needs in the decision making, communication and work group skills to bring guidance and training as needed. Results revealed that recently admitted students lack problem solving, communication and team work skills.	3a. No action. Continue to monitor. 3b. Workshops were provided

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