



University of Puerto Rico at Cayey  
Monitoring Report

March 1, 2012



Monitoring Report to the  
Middle States Commission on Higher Education

UNIVERSITY OF PUERTO RICO AT CAYEY

March 1, 2012

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## Introduction

### Institutional Overview

The University of Puerto Rico at Cayey (UPR-Cayey), established in 1967 and formerly known as Cayey University College, is a four-year, Hispanic Serving, undergraduate institution, among the eleven campuses that comprise the State's Public System of Higher Education. Its tradition to award baccalaureate degrees relatively balanced between arts and sciences and professional fields, has earned its classification as a *Baccalaureate College of Diverse Fields with a Balanced Arts and Sciences/Professions Undergraduate Instructional Program* by the Carnegie Foundation (2010). It acquired its autonomous status by means of a resolution of the Puerto Rico Commission on Higher Education (PRCHE), and has been accredited by the Middle States Commission on Higher Education (MSCHE) since 1975. It was granted its license renewal by the PRCHE on June 22, 2005, and on November 17, 2011 its MSCHE accreditation was reaffirmed. An undergraduate enrollment of 3,550 undergraduate students, 205 faculty members, and 376 non-faculty personnel comprise the 2011-2012 academic year for which a budget of \$36,090,820 from the UPR General Fund was allocated. This budget has been further strengthened with approximately \$4,000,000 from external funding.

The *National Council for the Accreditation of Teacher Education* (NCATE) accredited the UPR-Cayey Teacher Preparation Program in 2010, and the standards of professional accreditation by the *Association for Childhood Education* (ACEI), *National Association for Sports and Physical Education* (NASPE), the *National Science Teachers Association* (NSTA), the *Council for Exceptional Children* (CEC), and the *Teachers of English to Speakers of Other Languages* (TESOL) have also been met. The institution's Business Administration and Office Technology and Administration Programs have been accredited by the *Accreditation Council for Business Schools and Programs* (ACBSP), while the *Association for College and Research Libraries* (ACRL) has recognized the General Library.

The UPR-Cayey Mission Statement, as revised in 2006 (see Appendix A), establishes the institution's commitment to a well-rounded education of excellence through 28 baccalaureate programs<sup>1</sup> distributed amid five academic areas: Teacher Preparation (11) and the Natural (4) and Social Sciences (4), Humanities (4), and Business Administration (5). General and specialized studies are viewed as complementary experiences in students' human development, framed within an innovative and interdisciplinary education, while keeping in perspective the virtues of each discipline. There is a commitment to holistically developing human beings who believe in excellence as a standard for life, thus students discover in themselves the resources and motivation for learning and finding their way to seek and create knowledge that lends itself to a full life, with a lifelong commitment to learning. Moreover, the institution strives for an integrated campus community recognizing that all members are students and that all may be teachers, hence sustaining its commitment to education as a way of life. In sum, the UPR-Cayey as an academic community strives to be aware of the great themes of its time, seeking to educate for life.

The mission, in alignment with the UPR System mission, guides all institutional activities. Accordingly, the UPR-Cayey 2006-2016 Strategic Plan (see Appendix B) sets the stage for accomplishing the institutional mission, defining and identifying priorities, emblematic projects and critical assessment areas, while setting the commitment and framework for the continuity and stability of institutional leadership, particularly in times of governmental transitions. Finally, the initiatives and activities outlined in the *Responsibilities and Assessment Strategies for the*

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<sup>1</sup> See Course Catalog at <https://docs.google.com/open?id=0B2XCoT7PuU67Q0ZZTEExKeHIRdDJJ1dDTUR1cFdZZw>

*Implementation of the UPR-Cayey Strategic Plan 2006-2016* (also know as the Institutional Assessment Plan; Appendix C) provide the UPR-Cayey with the infrastructure necessary for the systematic strengthening and renewal of its educational offerings, operations, and student services.

### **Institutional Context on Issues Addressed in the Report**

Since 2010, the UPR-Cayey administration and campus community have faced a breadth of challenges primarily due to the country's economic recession, translating into the reduction of the government's revenues, and thus the institution's budget. This in turn led to the implementation of cautionary measures at both the System and unit level that set the stage for an onset of expressions on behalf of the community, triggering the MSCHE Action to place ten units on probation. Table 1 summarizes the MSCHE actions and UPR-Cayey activities to document sustained compliance with the Characteristics of Excellence.

Table 1  
 UPR-Cayey Reports Submitted and MSCHE Actions

Report	Commission Action	Commission Requirement
June 2010 Periodic Review Report (PRR)	November 2010: Probation on Standards 7,14	Monitoring Report and Team Visit in September 2011
September 2010 Monitoring Report (MR): Standards 3, 4, 11	Probation on Standards 3,4 MR	Monitoring Report and Team Visit in March 2011
March 2011 Monitoring Report (MR): Standards 3, 4	June 2011: Compliance with Standards; probation maintained pending submission of September 2011 MR and Team Visit on Standards 7, 14	Monitoring Report in March 2012 documenting further progress on Standards 3 and 4
September 2011 Monitoring Report (MR): Standards 7, 14	November 2011: Compliance with Standards 7, 14; Probation Removed and Accreditation Reaffirmed.	Reminder to the institution that it must submit a Monitoring Report in March 2012 documenting further progress on Standards 3 and 4

After the Committee on Follow-Up Activities reviewed the March 2011 Monitoring Report, the findings of the on-site visiting team's report, and the institutional response (in June 2011) the MSCHE acted to find the institution in compliance with standards 3 and 4 and to continue the institution's probation, until the processes related to standards 7 and 14 were addressed in September 2011 (for which compliance was demonstrated and probation was removed in November 2011). The UPR-Cayey was also requested at that time to submit a Monitoring Report "documenting further progress in (1) strengthening institutional resources and developing alternative forms of income, including institutional pro-forma budgets that demonstrate the institution's ability to generate a balanced budget for fiscal years 2011-2012 through 2014, including the personnel, compensation, and other assumptions on which these budgets are based (Standard 3); (2) steps taken to ensure timely production of audited financial statements for fiscal year (FY) 2011 and subsequent years (Standard 3); (3) further steps taken to improve communication and shared governance, especially in documenting how campus input is solicited and considered in decision making at the System level; (4) evidence of further implementation of the UPR Action Plan, including evidence that the action plan is being assessed and data are used for improvements; (5) evidence that steps have been taken to assure continuity and stability of institutional leadership, particularly in times of governmental transitions; (6) evidence that communication between the Central Administration and the institution, is clear, timely, accurate, and made available to all constituents; and (7) evidence of further progress in implementing a procedure for the periodic objective assessment of the Board of Trustees (Standard 4)".

This Monitoring Report responds to the Commission's June 2011 requirement by building on the *March 2011 Monitoring Report* as a framework to document evidence of the progress it has made in sustaining ongoing compliance with the MSCHE Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation. The *Central Administration – Second Assessment Report* (Appendix D) serves as a complementary document to this Report, addressing all UPR System requirements included in the June 2011 Commission Action. Finally, evidence of the implementation and results of the UPR-Cayey Action Plans for Financial Institutional Resources and Leadership and Governance (Requirement # 4) are discussed throughout the Report.



### **Standard 3 – Institutional Progress and Plans for Financial Stability**

#### **Requirement # 1: Institutional Resources and Alternate Forms of Income**

*Evidence of further progress in strengthening institutional resources and developing alternative forms of income, including institutional pro-forma budgets that demonstrate the institution's ability to generate a balanced budget for fiscal years 2012 through 2014, including the personnel, compensation, and other assumptions on which these budgets are based (Standard 3).*

The financial analysis provided herein for the UPR-Cayey builds on data submitted in the *2010 Periodic Review Report*, the *Monitoring Report to the Middle States Commission on Higher Education* submitted on September 1, 2010, and the *2010 Periodic Review Report Finance Associates Fiscal Analysis*<sup>2</sup> with updated figures based on the most recent budget projections provided by the Central Administration Budget Office. As will be documented, the UPR-Cayey leadership's commitment to planning, budgeting, and assessment processes has provided a framework for making necessary adjustments to fulfill its mission, goals, and objectives despite the challenges presented by the fiscal constraints. The effectiveness of the financial planning initiatives undertaken by the UPR-Cayey has been commended by the MSCHE Visiting Teams in March and September 2011<sup>3</sup>.

Budget development in alignment with institutional planning, mission and goals is a primary responsibility of governance, within the calendar processes and regulations for its yearly development, as established through the Board of Trustees Certification No. 100 (2005-2006). The Central Administration Budget Office issues general guidelines for the distribution of resources and discusses the budgetary outlook for the next fiscal year (FY) with the Chancellors and their respective Budget Directors. Chancellors align each unit Budget to their respective strategic plans and assessment results in consultation with the Central Administration's Budget Director. Allocations to the units are based on their recurring budget, plus adjustments to finance salaries and benefit increases, operational expenses, and earmarks according to the institutional plan. The Board of Trustees ultimately determines budget allocations for the System upon recommendation of the President considering the recommendations of the University Board. In compliance with institutional processes, the Central Administration Budget Director developed eight (8) report formats for each unit's development of pro-forma budgets through FY 2015-2016 (see Appendix E). This significantly improved budget procedures at the System and unit levels, while following through on the activities contemplated in the *UPR Action Plan for Ongoing and Sustained Compliance with Leadership and Governance, Educational Offerings, and Institutional Resources Standards of Excellence of the Middle States Commission on Higher Education* (hereinafter referred to as the UPR Action Plan)

Annually, the UPR-Cayey is allocated 3.81% of the systemic budget to accomplish its educational goals. The budget allocation process developed at the UPR-Cayey in 2007 (Appendix F) establishes that first priorities are identified based on prior year assessment results, followed by an analysis performed by each dean to establish measurable activities and an assessment of needs. Finally, budget is allocated in order to accomplish activities in accordance with institutional priorities. Each budget assignment includes scholarships, indirect cost reimbursement, the student Technology Fee and other support activities.

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<sup>2</sup> Available at

[http://web1.oss.cayey.upr.edu/portal/sites/default/files/UPRCAYEY\\_FINAL\\_MSCHE\\_PRR.pdf](http://web1.oss.cayey.upr.edu/portal/sites/default/files/UPRCAYEY_FINAL_MSCHE_PRR.pdf)

<sup>3</sup> Available at <https://docs.google.com/open?id=0B5WQ0yEs8X7VdThaVWpJYINSREdiSkd4TkFYdGttQQ> and <https://docs.google.com/open?id=0B5WQ0yEs8X7VOUZoeHVFSVZSLTJ3SVIweIRLNC4UQ>

In order to continue and improve the institution's ability to generate balanced budgets for FY 2011-2012 to 2015-2016, the original five-year financial projections developed and presented in the June 2010 Periodic Review Report and the March 2011 Monitoring Report were revisited to include updated external and internal parameters and assumptions, while simultaneously developing the FY 2012-2013 Budget. The revised financial projections on expected revenues for the five year period ending June 30, 2016 are based on the following assumptions: (1) the 4% yearly increase in tuition costs established in Certification No. 60 (2006- 2007) of the Board of Trustees; (2) continuing state support through the 9.66% formula; (3) the stabilization of student population; (5) \$45 M/FY revenue from the Stabilization Fee.

Though conservative projections were originally made regarding state funding, a recently implemented significant tax reform plus additional revenue measures have positively impacted the local economy and next FY government revenues<sup>4</sup>. Therefore, the formula has generated more funds than projected during the current year and this trend is expected to continue for the following years. As can be observed in Table 2, for FY 2011-2012 this economic improvement represented an increase of 1.30% for the UPR-Cayey budget allocated from the General Fund. This also represents a budget 6.91% higher than what was projected for the March 2011 Monitoring Report (\$36,090,820 in FY 2012 vs. \$33,758,216 projected in March 2011 MR).

Table 2  
 Assigned Budget: Two-Year Comparison

PROGRAM	2009-2010	2010-2011
Total Assigned Budget	\$35,626,372	\$36,090,820
I. Instruction	11,278,631	11,052,262
II. Research	177,108	138,708
III. Academic Support	2,780,114	2,885,191
IV. Student Services	2,111,603	2,014,269
V. Institutional Support	13,965,875	14,732,517
VI. Facilities Maintenance & Operations	5,313,041	5,267,873

### ***UPR-Cayey Action Plan***

As the island's economy shows signs of stabilization, the historical experiences with budget reductions and the probationary status on behalf of the MSCHE have created a greater awareness of the importance of strengthening institutional resources and developing alternate forms of income. Reductions in non-essential operating expenses and the identification of additional funding sources are a priority for the UPR-Cayey. To date, the institution has implemented a series of actions, as will be subsequently discussed, leading to increased revenues and reduced expenditures, while fostering institutional excellence.

<sup>4</sup> Available at <http://www.presupuesto.pr.gov>

The campus has followed through on its September 2010 *UPR-Cayey Action Plan for Financial Institutional Resources* (Appendix G), which is continuously assessed and updated so that it will maintain the UPR-Cayey fiscal stability and the institution's ongoing compliance with MSCHE Standard 3. The plan includes two primary dimensions: (1) Securing continuity of operations and institutional effectiveness with available resources and; (2) Maintaining and nurturing additional sources of funding to continue advancing institutional educational, research and service priorities, for which progress is thoroughly documented. To date, of the 22 objectives presented in the Action Plan, 73% (16) have been completed and are documented, 14% (3) are in advanced status and near completion, 9% (2) have been discussed and decisions on how to proceed have been made, while only one initiative (4%) has yet to begin.

#### Secure Continuity of Operations and Institutional Effectiveness

As a result of the development and implementation of the budget allocation process in alignment with the *UPR-Cayey Strategic Plan 2006-2016*, the institution implemented measures to reduce its budget allocation to salaries and fringe benefits, supported by the Chancellor's determination that only essential vacant non-faculty positions be reinstated.

At the System level, the President's Office issued a series of control measures including freezing all vacant non-faculty positions, a determination that had already been implemented two years earlier at the UPR-Cayey, and reducing operating expenses such as travel, equipment and utilities, especially related to administrative purposes.

To date, the UPR-Cayey has internal control measures to assure the continuity of all operations that support the institution's Mission, Goals, and Objectives. Significantly, the UPR Cayey has established a budget allocation process that has identified the funds necessary to resume faculty promotions beginning in FY 2011-2012 as authorized in Board of Trustees Certification 37 (2011-2012).

Since the March 2011 MSCHE Team Visit, the following strategies have been implemented to secure the continuity of operations and institutional effectiveness with the available resources. These strategies correspond mainly to the recommendations presented by the ad hoc committees, which included both community and external representation, for elaborating strategies for achieving financial stability.

1. Emphasis has continued to be placed on restructuring administrative offices and redistributing tasks among existing personnel, as opposed to hiring in areas that are not of critical importance to the institution.
2. Continuous monitoring of academic offerings:
  - a. The Deanship of Academic Affairs along with the Registrar's Office has continued to maintain course capacity at the maximum level permitted for each course type, without hindering academic excellence and student learning outcomes. Courses with occupancy of less than 75% have been closed, except when the Registrar's Offices certifies that students graduating during that particular academic session are enrolled.
  - b. Courses are scheduled and continue to be offered according to students' academic needs for degree completion.
  - c. Electives not forming part of program requirements and other related educational activities are being offered through the Extended University (UnEx), which offers an opportunity for establishing flexible tuition fees.

3. As a result of institutional and departmental program assessment processes, in the 2011-2012 Academic Year the UPR-Cayey determined to temporarily suspend freshmen admissions to the Baccalaureate Degree in Office Technology Administration so that the department can further assess and develop the strategic initiatives required for the improvement of retention and graduation rates.
4. Administrators continue to hold meetings with different community sectors including labor unions, students, and other community representatives to discuss the institution's financial condition and gather input for improvements.
5. The successful and timely completion in January 2012 of the *Energy Efficient Building Retrofit Program*, at a cost of nearly \$280,000, of which \$200,000 have been reimbursed by the *American Reinvestment Recovery Act* (ARRA) funds, and which have resulted in an average weekly savings of \$1,800 and 7,400 KWh of energy consumption as illustrated in figures 1 and 2. On a yearly basis, this program is projected to generate energy savings of approximately \$93,600. The building retrofit program consisted of the installation of a high efficiency chiller and 338 light emitting diode (LED) lamps and was completed in January 2012.

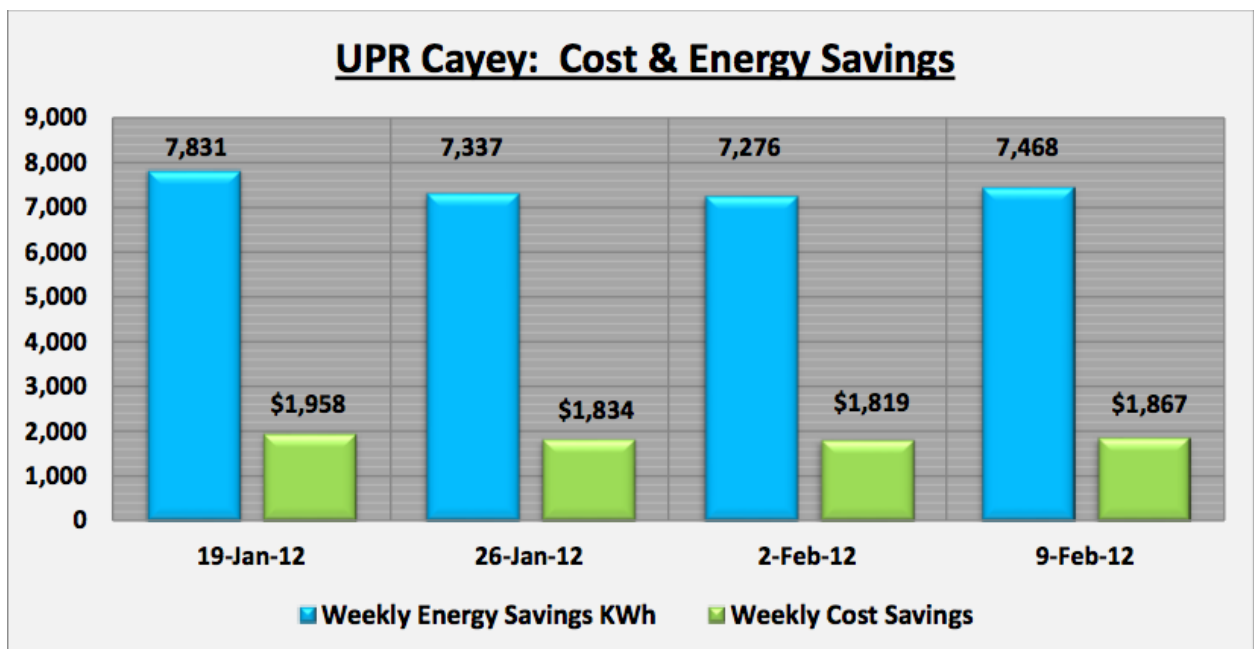


Figure 1. Cost and energy savings resulting from the installation of a high efficiency chiller and 338 LED lamps in the Carlos Íñiguez Building.

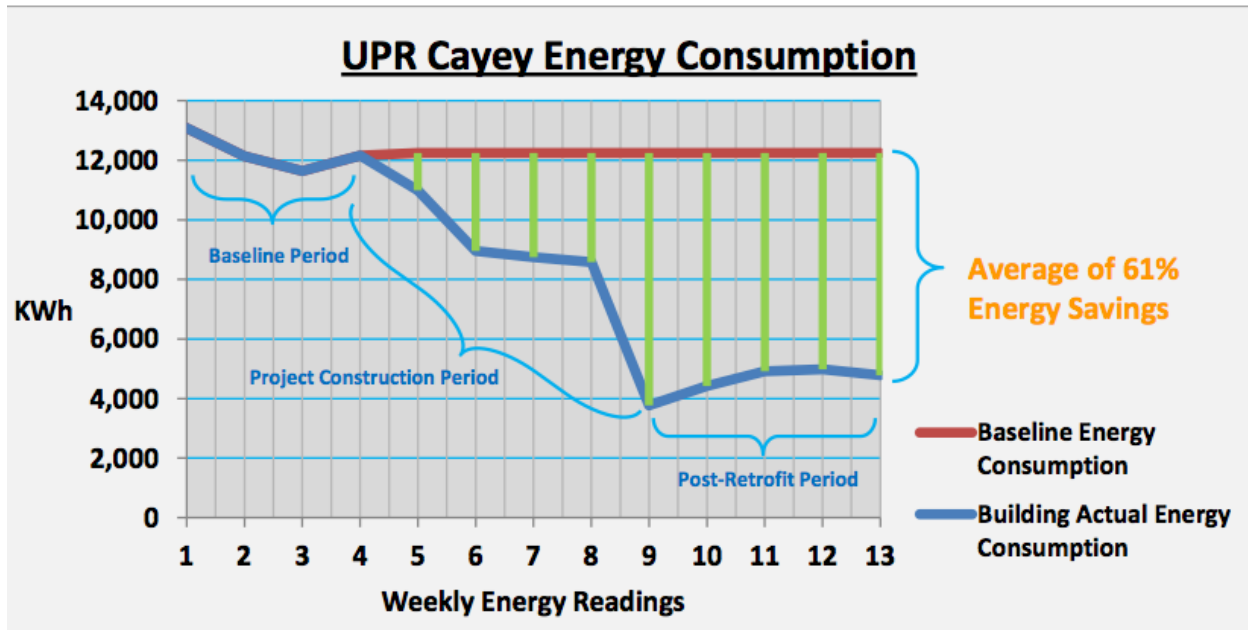


Figure 2. Comparison of baseline and actual energy consumption resulting from the installation of a high efficiency chiller and 338 LED lamps in the Carlos Iñiguez Building.

Five-Year Financial Plan

Upon the confirmation of changes to the assigned budget for FY 2011-2012 and in response to the MSCHE November 2011 requirement to demonstrate the institution’s ability to generate a balanced budget for FY 2011-2012 through 2015-2016, the UPR-Cayey revised its financial projections through FY 2015-2016 in accordance with the guidelines set forth by the Central Administration Budget Office as illustrated in Table 3.

Table 3  
 UPR-Cayey Actual Budget FY 2010-2011 and 2011-2012; Projected Budget FY 2012-2013 through 2014-2015 (as of July 1st)

	Actual Budget		Projected Budget			
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
<b>UPR-Cayey General Fund</b>	<b>\$35,626,372</b>	<b>\$36,090,820</b>	<b>\$36,442,020</b>	<b>\$36,806,440</b>	<b>\$37,174,505</b>	<b>\$37,546,250</b>
Salaries	24,463,139	24,309,797	23,691,554	23,665,579	24,083,299	24,324,132
Fringe Benefits	8,478,845	8,987,293	7,915,918	7,626,212	7,504,820	7,579,868
Materials, Services and supplies	2,549,988	2,643,542	4,585,086	4,950,692	4,891,551	4,940,467
Travel Expenses	21,400	21,400	24,610	28,302	32,547	32,872
Equipment	113,000	128,788	224,852	535,655	662,288	668,911

The revised fiscal projections prepared by the Central Administration led to the development of a five-year financial plan for FY 2011-2012 through 2015-2016. This plan provides economies to be redistributed from projected retirements at the administrative and faculty levels, and the implementation of effective cost control measures. Consequently, the percentage assigned to operating expenses<sup>5</sup> is projected to increase from 8%, in FY 2011-2012, to 15%, in FY 2015-2016, as illustrated in Figure 3. Additionally, salaries and fringe benefits are projected to decrease from 92%, in FY 2011-2012, to 85%, in FY 2015-2016. The following documents and analysis served as guides for establishing the allocation coefficients:

- *UPR-Cayey Strategic Plan 2006-2016*
- *Responsibilities and Assessment Strategies for the Implementation of the UPR-Cayey Strategic Plan 2006-2016*
- *UPR-Cayey 2010 MSCHE Periodic Review Report's Finance Associates Fiscal Analysis.*

<sup>5</sup> Operational expenses include the following categories: materials, services and supplies, travel expenses, and equipment.

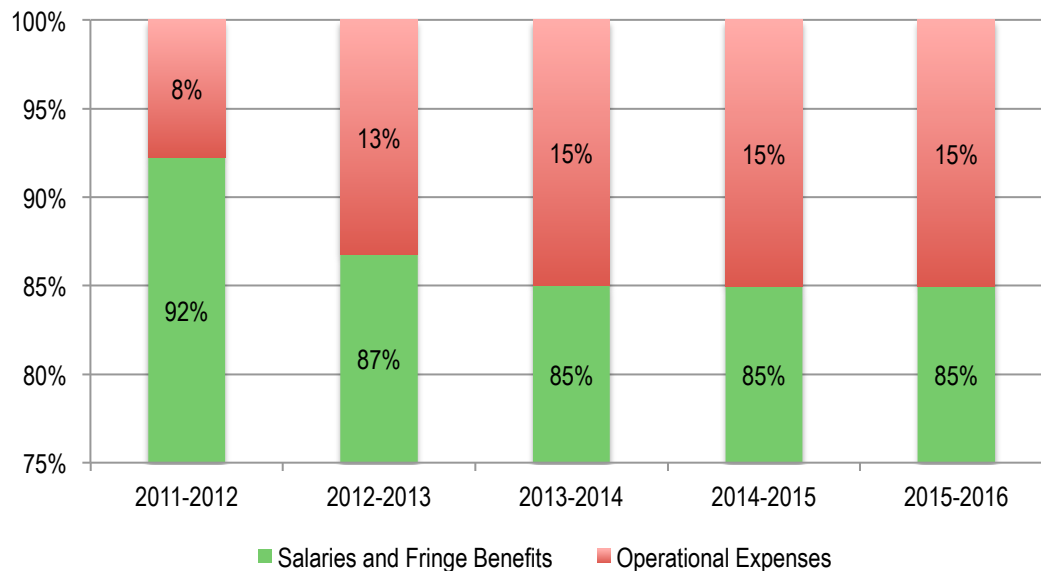


Figure 3. Projected budget reallocation of resources to strengthen instructional and operating activities.

The economies from projected retirements were distributed in the financial plan according to the following schematic:

1. Only essential non-faculty vacant positions will be reinstated, as the institution has determined that task redistribution is viable and necessary for greater effectiveness in its operations and in compliance with the UPR control measures.
2. Vacant faculty positions would be filled, at the lowest faculty entry level (i.e., Assistant Professor), on the basis of:
  - a. Institutional priorities.
  - b. Departmental and programmatic needs assessments.
3. Economies and funds from external sources have been distributed as follows:
  - a. 70% allocated to Materials, Services and Supplies, of which:
    - i. 50% was assigned to Institutional Support, mainly for the maintenance of the campus' infrastructure.
    - ii. 35% was assigned to Academic Support for laboratory and research materials to promote research and creative activities in all disciplines.
    - iii. 15% was assigned to Student Support Services that contribute to an academic environment that promotes integral development and strengthens student engagement.
  - b. 25% allocated to Equipment, of which:
    - i. 50% was assigned to Academic Support for the acquisition, maintenance, and replacement of technological resources that foster and enhance student learning.

- ii. 35% was assigned to Institutional Support geared at the automation of frequent transactions leading to a more efficient use of human resources' talents.
- iii. 15% was assigned to Student Services for the acquisition, maintenance, and replacement of athletic equipment.
- c. 5% allocated to Travel Expenses, of which:
  - i. 50% was assigned to Academic Support in the areas of accreditation and professional development.
  - ii. 15% was assigned to Institutional Support for the continuous training of administrative personnel.
  - iii. 35% was assigned to Student Services, mainly for the Athletics Program and travel for student research presentations both locally and abroad.

A summary of the distribution resulting from the five-year financial plan, by General Ledger programs, is presented in Table 4.

Table 4  
 Projected General Ledger Distribution by Budget Line and FY

PROGRAM	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
I. Instruction	\$11,052,262	\$11,159,812	\$11,271,410	\$11,384,124	\$11,497,965
II. Research	138,708	\$40,058	141,458	142,873	144,302
III. Academic Support	2,885,191	2,913,267	2,942,399	2,971,823	3,001,542
IV. Student Services	2,014,269	2,033,870	2,054,209	2,074,751	2,095,498
V. Institutional Support	14,732,517	14,875,879	15,024,638	15,174,884	15,326,633
VI. Facilities & Maintenance	5,267,873	5,319,135	5,372,326	5,426,049	5,480,310
<b>TOTAL</b>	<b>\$36,090,820</b>	<b>\$36,442,020</b>	<b>\$36,806,440</b>	<b>\$37,174,505</b>	<b>\$37,546,250</b>



Maintain and Nurture Additional Sources of Funding

The main goal of the second part of UPR-Cayey Action Plan, for continued compliance with Standard 3, is to strengthen existing initiatives and develop new policies and strategies to increase and diversify sources of funding that support the accomplishment of the institutional mission and goals. The UPR-Cayey continues to recognize that external funding has to be significantly increased in order to reduce budget allocation to salaries and benefits and increase its allocation to operational expenses. Thus, the institution has implemented multiple strategies to reduce its reliance on public funding by increasing external support for programs and operations through grants and private fundraising.

Table 5 illustrates projected external funds for FY 2011-2012 through 2015-2016 by source. Sources of external funds include:

1. State funds: funds from state and municipal sources.
2. Private funds: funds from special events, exchange programs, and gifts.
3. Federal funds: funds from the US Department of Education, the National Institute of Health and the National Science Foundation.
4. Other funds: funds from alumni donations and any other external sources.

Table 5  
 External Resources Received and Projected

Sources	Funds Received	Projected funds			
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
<b>State Funds</b>	\$1,589,070	\$1,708,839	\$1,876,769	\$2,043,400	\$2,151,905
<b>Private Funds</b>	45,000	47,250	49,613	52,093	54,859
<b>Federal Funds</b>	2,335,970	2,257,077	2,237,823	2,289,839	2,411,429
<b>Other Funds</b>	24,938	26,184	27,494	28,868	30,401
<b>Total</b>	<b>\$3,994,978</b>	<b>\$4,039,350</b>	<b>\$4,191,699</b>	<b>\$4,414,200</b>	<b>\$4,648,594</b>

The financial projections for external funding are conservative and reflect the following assumptions: (1) continued success in receiving grants funded through the Puerto Rico Department of Education and other governmental agencies; (2) a five percent yearly increase in private funds; (3) stable or decreasing federal funds available for higher education programs; (4) a five percent increase in other funds.

Strategies implemented to maintain and nurture additional sources of funding

The following initiatives included in the Action Plan have been underway since 2010 for maintaining and nurturing additional sources of funding:

1. By initiative of the Deanship of Academic Affairs and the work of an adhoc committee of the Academic Senate, a continuous assessment has been set in place to to strengthen the Extended University (UnEx) and the Continued Education and Professional Studies Division (DECEP) as self-sustainable programs, reducing administrative costs leading to a surplus, and transforming them into potential sources for added income by:
  - a. Offering elective courses that are not required for degree completion, but rather serve as a related educational experience.
  - b. Establishing a practice by which students must enroll in the UnEx to repeat courses after a number of repeated intents towards course completion (e.g., after the second repetition).
  - c. Reducing the number of student tuition exemptions.
  - d. Creating equivalencies for faculty compensations in a manner proportionate to student enrollment per section.
  - e. Offering remedial courses and certification courses through the DECEP.
  - f. Promoting the submission of proposals through the DECEP that impact the public school system and offer professional development experiences to teachers, while offering additional sources of funding to UPR-Cayey.
  - g. Designing courses to be offered on-line in order to attract non-traditional students.
2. Trends in institutional income from research proposals and the University Intramural Practice Plan have been assessed and practices are currently underway that have led to the:
  - a. Identification of areas with the largest return on investment (ROI) for the institution and in which proposal submission should be prioritized and stimulated.
  - b. Development an internal policy for the redistribution of funds for release time obtained through research grants to the institution's operational fund.
  - c. Revision the University Intramural Practice Plan Policy locally so that the institution is able to recuperate its investment in these proposals while gaining an added income for operational funds.
  - d. Revision the internal distribution of Facilities and Administrative Cost for research proposals to strengthen the institution's operational fund.
  - e. Strengthening the External Resources Office:
    - i. By developing an information system for managing proposal related information more efficiently.
    - ii. By integrating post-award support and services.

3. The Alumni and Development Office has been restructured so that it has greater presence in students' lives upon their admission to the UPR-Cayey and through their transition to alumni by establishing a closer relationship to the Deanship of Student Affairs. Moreover, a Director of Fundraising and Special Events will be designated on March 1, 2012, based on the coordination of a fundraising event held in October 2011, which generated a net income of over \$16,000.
4. The Chancellor's Synergistic Model for Securing External Funding (see Appendix H), which included strengthening the interrelationship between the Alumni and Development Office, the External Resources Office, and DECEP to determine its effectiveness as a source for institutional renewal and to make any necessary changes.

The results of the assessment based decisions made regarding the UnEx are depicted in Figure 4. Table 6 summarizes the expected net income for FY 2011-2012 and 2012-2013 from external funding initiatives undertaken in FY 2010-2011 and 2011-2012<sup>6</sup>. A detailed report is available in Appendix I.

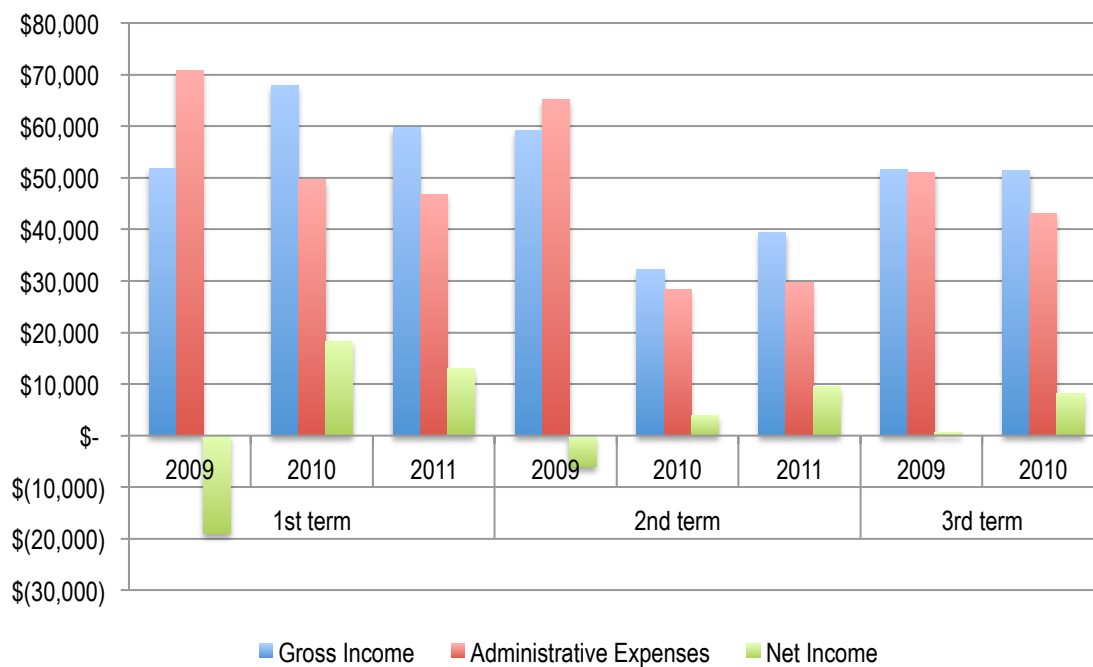


Figure 4. Gross income, administrative expenses and net income from the Extended University. Note: 3rd term is currently in progress.

<sup>6</sup> The figures presented in Table 6 differ from those presented in the external funding budget projections, as the revenues from external funding are not necessarily received during the FY in which they take place.

Table 6  
 Summary of External Funding Sources for FY 2011-12 and 2012-13

Funding Source	Amount
Extended University (UnEx)	\$22,571
PR Department of Education Work Plans	4,032,150
DECEP	206,546
Sponsored Programs and Research Activities	496,102
Governmental Alliances and Sponsorships	1,310,000
Fundraising	23,139
Total	\$6,090,508

The UPR-Cayey reaffirms its position that it can achieve its goal of attaining financial stability with the engagement and support of the institutional community. The institution is committed to the action plan implemented since 2010, which has resulted in increased accountability and a more efficient use of institutional resources, and to continuously adapt the budget allocation process to a work plan that recognizes institutional priorities through a data-driven assessment of its fiscal operations, expenditure profiles and trends in actual vs. budgeted amounts. In this way, the UPR Cayey ensures that the primary functions of the university and its goals and objectives have adequate financial resources through funding from the UPR General Fund and external sources.

**Requirement # 2: Audited Financial Statements**

*Evidence of further progress in steps taken to ensure timely production of audited financial statements for FY 2011 and subsequent.*

The UPR System has implemented a series of actions assuring timely issuance of audited financial statements as detailed in the CA-Second Assessment Report. Among other measures, an external accounting firm with expertise in governmental accounting has assisted the units and the UPR Central Administration in gathering, reconciling and verifying information for external auditors. They have also provided support in troubleshooting problems in accounting processes and reviewing accounts receivable practices. As a result, FY 2009-2010 Audited Financial Statements were issued on April 21, 2011; earlier than the expected issuance date. This firm recently submitted a report with their findings and recommendations for improvement.

Another firm specialized in software development was engaged to revise implementation of the University Financial Information System (UFIS), devise solutions to improve its performance, and create financial reports to provide timely, reliable, and accurate information for purposes of financial reporting. The firm established an implementation schedule, which is part of the Board of Trustees' recently approved UPR Information System Renewal Plan Certification No. 7 (2011-2012).

The Central Finance Office, in collaboration with the Vice Presidency of Research and Technology, organized a Task Force with key representatives from the UPR System to address the findings and recommendations of these consulting firms, expedite the necessary processes, and implement the subsidiary modules to streamline the performance of the UFIS accounting

system. Manuals have been developed to guide units in accounting processes needed to ensure efficient monthly closings and a revision of the accounts receivable processes were approved.

During the current FY, the UPR has made significant strides towards improving financial processes at System and unit level. Following the updating of the UFIS accounting system: (1) unit income and expense reports are now being produced to monitor monthly and quarterly performance; (2) reports such as "Statement of Net Assets", "Expenses vs. Budget", and "Statements of Revenues and Expenses" have been incorporated to UFIS to facilitate generating reports required by the Integrated Postsecondary Data System (IPEDS) and the Government Development Bank.

Manuals have also been developed to guide units in accounting processes needed to ensure efficient monthly closings and a revision of the accounts receivable processes was approved through the Board of Trustees Certification No. 18 (2011-2012), institutionalizing tools to facilitate the collection of account receivables from federal and private entities.

The UPR-Cayey is committed to providing the resources needed to implement these recommendations in order to improve the timely preparation of University annual financial statements and monthly and quarterly reports. Following through on the External Auditor's recommendation to the Central Administration that "the University should ensure that it has sufficient accounting personnel with the appropriate experience and training to effectively perform the financial statement close process<sup>7</sup>", the UPR-Cayey has continued to identify personnel within the organization with background and expertise in accounting or finance. These employees have been transferred and trained to assist with accounting duties, in an effort to minimize the impact of attrition in the Accounting Department due to personnel retirement and further contribute, at the unit level, to minimizing the material weaknesses in the financial statement closing processes, as identified by the external auditors.

As a result of the concerted efforts at the unit and institutional levels, the Central Administration has submitted a final draft of the FY 2010-2011 Financial Statements to the independent accounting firm, with issuance of the Audited Financial Statements expected in March 2012.

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<sup>7</sup> Ernst & Young. (2009). *Report of Independent CPA on Internal Controls Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards to the Board of Trustees – UPR*. Available at [http://www.upr.edu/downloadPDF.php?f=pages/estados\\_financieros/2009/UPR+AFS+2009.pdf](http://www.upr.edu/downloadPDF.php?f=pages/estados_financieros/2009/UPR+AFS+2009.pdf).

## Standard 4 – Leadership and Governance

### Overview

The *University of Puerto Rico's General Bylaws*<sup>8</sup> is the main governing document, which defines the governance structure, the roles and responsibilities of the System's governing bodies and the guidelines and standards to be followed. The University of Puerto Rico, created by State Law 1, 1966, is governed by the Board of Trustees, the organism responsible for regulating and overseeing the University System. They are responsible for the creation or reorganization of campuses, budget approval, amending laws and regulations, and supervising the general operations of the system. It is thus "the highest governing authority within the organizational and governance structures of the institution. The Board of Trustees is "accountable for the academic quality, fiscal and academic integrity, academic planning, assets, and financial health of the institution" (p.5; MSCHE, 2010<sup>9</sup>).

The President, as Chief Executive Officer of the University of Puerto Rico, is appointed by the Board of Trustees. The President supervises and guides all institutional activities in close collaboration with unit Chancellors and the University Board. The University Board is the advisory board representing the university community at large, and which offers the President insight into the university constituents' positions on matters affecting the institutional climate. The President has the responsibility to preside over the University Board and is an ex-officio member of the faculties, Academic Senates and Administrative Boards of each of the eleven units.

The Chancellor is the highest academic and administrative authority at the unit level. The Chancellor is appointed by the Board of Trustees upon the recommendation of the President, after his evaluation of the community's input. The President and Chancellors implement the policy and procedures approved by the Board of Trustees. They are responsible for the day-to-day operations of the Central Administration and the units. The scope of their responsibilities also includes the decisions and actions needed to support efficient management, maintain fiscal control, and improve services and processes to effectively allocate resources in rigorous compliance with institutional policies through coordinated, systematic, and sustained efforts.

At the unit level, there are two main deliberative bodies, the Administrative Board and the Academic Senate, whose roles and responsibilities are defined within the *University of Puerto Rico General Bylaws*, the *Law of the University of Puerto Rico*<sup>10</sup>, and internal regulations. The Chancellor serves as President of both deliberative bodies.

The functions of the Administrative Board are granted by law and include: advising the Chancellor in the exercise of his functions; carrying out projects and development plans; considering the budget proposal submitted by the Chancellor, and granting requests for leave of absence, academic rank, tenure and personnel promotions<sup>11</sup> upon the Chancellor's proposal. The Academic Senate is the official forum of the academic community where curricular policies and academic programs, as well as faculty evaluation standards and procedures and student admission standards are created or revised<sup>12</sup>. They are in charge of determining the general orientation of academic and research programs at the unit; establishing entrance, tenure and

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<sup>8</sup> Available at <http://sindicatos.upr.edu/docs/reglamento.pdf>

<sup>9</sup> MSCHE. (2010). Governing Boards: Understanding the Expectations of the Middle States Commission on Higher Education. Available at <http://www.msche.org/publications/Governing-Boards-FINAL.pdf>.

<sup>10</sup> Available at <http://sindicatos.upr.edu/docs/ley-upr.pdf>

<sup>11</sup> *Law of the University of Puerto Rico*.

<sup>12</sup> *UPR General Regulations*, sections 13.1, 14.3, 15.4.3, 19, 21, 22

promotion standards for faculty members; establishing admission, academic progress and graduation requirements for students; serving as consulting committees for the designation of the chancellor and deans; and offering recommendations to the chancellor and governing bodies on academic and student affairs<sup>13</sup>. The participation of the three deans and student representation in the deliberative bodies provides for adherence to ethical standards and institutional policies, while providing support for academic and intellectual freedom within a climate of shared collegial governance.

The Dean of Academic Affairs, in collaboration with the directors of the academic departments, oversees academic matters at the UPR-Cayey. Meanwhile, it is the Dean of Students' responsibility to administer student support services, develop activities and strategies geared towards enhancing student engagement in all institutional activities, and ensure that the Student Council, the official body for student representation, is duly constituted. Finally, the Dean of Administration's responsibilities include the supervision of all operations pertaining to facilities, campus resources and infrastructure. The Chancellor, along with the deliberative bodies and the three deanships, is ultimately responsible for policy development and the planning, budgeting, and assessment processes that lead to the attainment of UPR-Cayey Mission, Goals and Objectives (see Appendix J).

### **Requirement # 3: Improved Communication**

*Evidence of further steps taken to improve communication and shared governance, especially in documenting how campus input is solicited and considered in decision making at the System level.*

The UPR-Cayey has optimized the flow and exchange of timely and accurate information, and broadened opportunities for productive communication and input from all sectors of the campus community. It has implemented a variety of strategies for a shared collegiate government that promotes an institutional climate of mutual respect and collegiality among its constituents, thus promoting a climate of trust, collaboration, communication, and commitment with the institution's mission, goals, and challenges.

At the executive level, the UPR-Cayey Chancellor holds frequent staff meetings, with the three deans, and other executive administrators. The meetings offer opportunities to assess daily operational activities, to establish integrated work plans to address assessment findings, prioritize activities, and gain insight to matters to be shared with various institutional stakeholders and the community at large. It is also the setting where issues concerning the institution and Central Administration are presented and decisions regarding preliminary action plans are initially developed.

Faculty meetings, both at-large and by academic areas (i.e., Professional Schools, Arts, and Sciences) are scheduled throughout the year and allow the Chancellor or the Academic Dean to present new academic projects, institutional achievements, progress in accreditation status, challenges to be faced and the budget for the academic year. This offers the Administration an opportunity to gain insight to the faculty's positions, opinions, input, and proposals on matters such as: fiscal stability and other areas in which faculty involvement is enhanced to guarantee the achievement of institutional objectives. The *Faculty Bylaws* define a set of six permanent faculty committees to foster faculty participation and serve as additional vehicles for offering input on decision-making processes. The committees address areas such as course and

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<sup>13</sup> *Law of the University of Puerto Rico.*

curricular revisions, faculty evaluations, general education, student support, and planning, budget and assessment processes.

Each Dean has the responsibility to hold periodic meetings to present the budget and receive input from the personnel in their area for insight into their positions, opinions and proposals regarding institutional matters. The Chancellor meets on a regular basis with the Student Council Board and participates in their assemblies when invited. The UPR-Cayey administration establishes ongoing communication with the campus community at-large, through email, Facebook, Twitter, and the institution's website, where documents and presentations are readily available. Surveys and participation in forums at which the community is given the opportunity to voice their concerns and recommendations directly to the senior administration are also continuously used. All of these efforts are part of the UPR-Cayey Institutional Assessment Plan that serves as the underlying model for the assessment activities and decision-making processes implemented at all levels. These practices foster transparency on decisions being made and their underlying causes and promotes understanding of administrative and academic decisions.

Further initiatives that have contributed to establishing communication in a timely manner also include:

1. Continuous emails through [cartero.cayey@upr.edu](mailto:cartero.cayey@upr.edu) and the use of the institutional bulletin *Cartelera Digital* whereby the community is continuously informed of institutional activities, initiatives, and opportunities to participate in the exchange of ideas for decision-making processes are communicated.
2. Establishment of a webcast station, *Radio-CUC*, which provides an additional forum for the timely exchange of ideas and free expression.
3. The establishment of the bulletin, *Al Ruedo*, communicating institutional community initiatives that strengthen the institution's presence in the Cayey Community, while at the same time evidencing progress in achieving the institution's mission, goals, and objectives.

The CA-Second Assessment Report presents several initiatives established to promote open and transparent dialogue with the university community including:

1. Campus visits by the President of the University and senior staff to conduct face-to-face dialogues on institutional issues and concerns. Additionally, the President participated in the freshman orientation of the University of Puerto Rico at Cayey and several other campuses.
2. Periodic meetings between the President of the University of Puerto each academic unit have been institutionalized to keep them abreast and gather their input on institutional issues of importance to students. During the first meeting (November 4, 2011) issues pertaining to the Extended University Program, the Special Scholarship Fund, and campus security were brought to the UPR President's. In response to the input offered by the students' representation, the following actions were undertaken:
  - a. Guidance regarding programming of traditional courses and courses in the Extended University Program, as well as eligibility requirements for student financial aid has been issued.
  - b. Measures have been implemented and policies and procedures are being developed to expedite disbursement of the Special Scholarship Fund.



- c. Measures and plans are being developed and implemented to improve campus security.
3. Implementation of systemic policies based on campus input:
    - a. *Tuition Exemption Policy* (Board of Trustees' Certification No. 50 2011-2012): broad participation from the units contributed to drafting and formulating the new policy. It incorporates suggestions and recommendations of students, faculty, the University Board, the University President, and the Board of Trustees.
    - b. *Summer Offering Policy* (Board of Trustees' Certification No. 130 2010-2011): the new policy governed course scheduling and offerings during the Summer Term 2011. All academic units were able to offer a summer session and have submitted assessment reports on the implementation of the new policy. The University Board and the Board of Trustees will be informed of the reports' findings and recommendations in their respective March 2012 meetings, and will use this input to revise the Certification, as needed.
  4. Campus visits by the members of the Board of Trustees to hold listening sections with Academic Senates, staff, faculty and students.
  5. Workshops on Parliamentary Processes have been offered to Chancellors to promote open and transparent dialogue with the university community while safeguarding the roles and responsibilities of institutional leadership.

The CA-Second Assessment Report presents the aforementioned practices, and others, as evidence of enhanced communications among the campuses and the UPR Central Administration. These activities have led to an improved institutional climate and document how campus input is solicited and considered in decision-making at the System level.

#### **Requirement # 4: Implementation of the UPR System Action Plan**

*Evidence of further implementation of the UPR Action Plan, including evidence that the action plan is being assessed and data are used for improvements.*

In light of declining public funding and stricter accountability requirements, in 2010 the Administration of the UPR-Cayey developed and has continuously implemented two primary Action Plans, which are continuously assessed in terms of progress and compliance with institutional objectives and MSCHE requirements regarding standards 3 and 4. Both Action Plans compliment the *2006-2016 UPR-Cayey Strategic Plan* and are:

1. Action Plan for Institutional Resources, thoroughly addressed in the previous section on Standard 3 of this report, with specific initiatives for:
  - a. Securing the continuity of operations and institutional effectiveness with the available resources.
  - b. Maintaining and nurturing additional sources of funding.
2. Action Plan for Leadership and Governance (see Appendix K), which documents the initiatives and results implemented for:
  - a. Fostering an enhanced institutional climate and identity, which has led the UPR-Cayey to:

- i. Assure that information from all relevant constituencies is taken into consideration in decision-making processes by expanded opportunities for input from the entire campus community and increased participation.
  - ii. Strengthen the institution's practice of ongoing and transparent communication with all constituents.
- b. Nurturing an Open University culture which has guaranteed the continuity of educational offerings and institutional operations
- c. Revisiting and empowering leadership and governance at all levels, which has allowed the UPR-Cayey to:
  - i. Clearly define the roles, responsibilities and respective authorities of the different deliberative and constituent bodies with regards to collegial governance.
  - ii. Establish procedures for timely and efficient decision-making.
- d. Carrying through on the objectives defined in the Action Plan to the point that 50% (9) have been completed and documented, 22% (4) are in advanced status and near completion, 17% (3) have had decisions made on how to progress and only two initiatives (11%) have yet to be set in place.

The specific activities and evidence of further implementation and assessment for continuous improvement of the UPR Action Plan are detailed in the CA-Second Assessment Report.

#### **Requirement # 5: Continuity and Stability of Institutional Leadership**

*Evidence that steps have been taken to assure continuity and stability of institutional leadership, particularly in times of governmental transitions.*

The UPR-Cayey mission, in alignment with that of the UPR System, guides all institutional activities. Accordingly, the UPR-Cayey 2006-2016 Strategic Plan sets the stage for accomplishing the institutional mission, defining and identifying priorities and emblematic projects and critical assessment areas. By establishing a commitment and culture of assessment and planning at all levels, the UPR-Cayey has been able to develop a commitment to achieving the UPR-Cayey mission, goals, and objectives. This in turn has provided for the establishment of the framework for the continuity and stability of institutional leadership, particularly in times of governmental transitions.

In November 2009, the UPR-Cayey submitted to the MSCHE an Information Report "clarifying and outlining the nature and status of recent changes in leadership positions, and the campus' ability to preserve continuity through the transition and continued compliance with MSCHE Standards 4, 5, 6 and 11". In September 2010 and March 2011, the institution also documented through Monitoring Reports that despite experiencing turnovers in times of governmental change in certain key positions, these are primarily the result of retirement and personal reasons.

When a position is vacant, the UPR-Cayey has emphasized the selection of institutional leaders who possess the experience and credentials required, and particular care has been given to the selection of personnel who have in the past occupied the positions, to make use of their proven experience and expertise. The UPR-Cayey relies on profiles for each executive position, against which candidates are assessed and selected, enhancing transparency in the selection

of appointees. Notwithstanding the changes at the top executive level, the permanent nature of middle management positions assures continuity of operations and services.

The UPR-Cayey has taken the following steps to safeguard the continuity and stability of institutional leadership, particularly in times of governmental transitions:

1. Development and implementation of protocols to guarantee that transitions both in executive positions and in the deliberative and constituent bodies, is underway, and include:
  - a. Continuous updates on the mission, organization, and academic environment of the institution.
  - b. Orientation on the roles, responsibilities, and respective authorities of the bodies.
  - c. Plans to deal effectively with changes in leadership and guarantee the continuity of institutional priorities.
  - d. The establishment of formal assessment processes documenting the deliberative bodies' effectiveness in meeting their responsibility to lead the institution to the achievement of its mission

#### **Requirement # 6: Central Administration and Unit Communication**

*Evidence that communication between the Central Administration and the institution, is clear, timely, accurate, and made available to all constituents.*

The CA-Second Assessment Report presents how articulated system-wide efforts have been developed implemented and are continuously assessed with unit participation to optimize the flow and exchange of timely and accurate information. These efforts have broadened the opportunities for productive communication and input for all sectors of the University Community, stimulating a climate of trust, collaboration, commitment, and identification with the institution's mission, goals, and objectives.

The following serve as examples of the activities implemented for timely and accurate delivery of institutional information to internal and external stakeholders and the community at large:

1. Increased presence in social networks including LinkedIn, Facebook and Twitter.
2. Periodic postings by *Cartero AC* (Central Administration Electronic Mailman) through the UPR institutional email (@upr.edu) to maintain the university community informed on relevant institutional announcements, events and issues.
3. Revamping of the UPR System webpage, available at [www.upr.edu](http://www.upr.edu), to make it more dynamic and user friendly and keep the community abreast on news and events
4. Revamping of the UPR System Alumni Office webpage, allowing alumni to find classmates, form discussion groups, networking, post employment opportunities, and be up-to-date of institutional developments.
5. Revamping the institutional newspaper *Diálogo* to expand its online presence and applications at [www.dialogodigital.com](http://www.dialogodigital.com).

Supplementary information about the activities implemented at the systemic level to improve the timely and accurate delivery of information to university constituents is available in the CA-

Second Assessment Report. Also, the initiatives underway at the UPR-Cayey were previously discussed under Requirement # 3 of this report.

### **Requirement # 7: Assessment of the Board of Trustees**

*Evidence of further progress in implementing a procedure for the periodic objective assessment of the Board of Trustees.*

The Board of Trustees has implemented an ongoing self-assessment process along with the development and implementation of an action plan, which includes providing orientation to new members, and addressing key issues for the Board and the institution. The goal is to promote an integrated vision of the University System and its Board for the effective accomplishment of its mission and goals, in compliance with the *MSCHE Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation*. As a result of this assessment, the following actions have been taken:

1. The Internal Bylaws of the Board of Trustees were updated and approved.
2. Heightened focus on the orientation of new board members to emphasize their legal, fiduciary and ethical responsibilities.
3. Review is underway regarding the policies related to conflicts of interest to ensure compliance with the new Government Ethics Law.
4. The Board of Trustees has met with an external consultant with expertise in accreditation requirements to design an instrument to self-assess their performance in meeting their responsibilities and regarding compliance with institutional accreditation standards of excellence and expectations.
5. Direct and continuous communications between the Board of Trustees and the President of the University of Puerto Rico on various topics including: institutional profile, institutional assessment, Enrollment Management Plan, university planning and budgeting models, priorities for decision-making.
6. The Board of Trustees envisions that their role in governance encompasses primarily a responsibility for strategic and policy issues and acknowledges that the responsibility for day-to-day management of university affairs resides in the University President and the Chancellors.
7. The Board of Trustees expects to administer the self-assessment rubric currently under design to its members during the first half of 2012 in order to evaluate their effectiveness.

Additional information regarding the Board of Trustee's assessment process and action plan are documented in the CA-Second Assessment Report. The aforementioned actions demonstrate that the Board is committed and has undertaken concrete measures towards implementing a periodic assessment of the UPR Board of Trustees, leading to the continuous improvement of their decision-making processes and their accountability to the university community.

## Conclusion

The UPR-Cayey is committed to offering quality education and services and to improve its fiscal accountability. Accordingly, the institution has taken all necessary steps to assure continuity in the institution's achievement of its Mission, Goals, and Objectives by effectively managing its budget allocated from the UPR General Funds and by diversifying and strengthening its sources of external funding.

Along with the cost control measures established by the UPR Central Administration, the UPR-Cayey has implemented strict internal cost control measures including: reengineering institutional processes, making more effective use of available technologies, merging offices and programs with similar functions, and maximizing the utilization of course capacity, among others. These actions, along with the economies from projected retirements, were taken into consideration when developing the five-year financial plans progress from an actual budget of \$36,090,820 in FY 2012 to a projected budget of \$37,546,250 in FY 2016, planning to consistently increase the budget allocated for operational expenses from 8% in FY 2012 to 15% by FY 2015.

The UPR-Cayey prides itself in having implemented a variety of mechanisms for a shared collegiate government that promotes an institutional climate of mutual respect and collaboration among all constituents, by establishing ongoing communications with the campus community at-large that guarantees transparency of decisions being made and their underlying reasoning. These actions have also served to promote a climate of mutual respect and collaboration among the Administration and the campus community.

The assertion within the UPR-Cayey Mission Statement that "the university has the responsibility to link its words with its actions" has led the university community to transform any perceived challenges into opportunities for institutional renewal and development. Hence, by building upon the institution's reputation and distinction for academic excellence, the UPR-Cayey can apply what it teaches to come up with creative and well researched strategies to secure achievement of the institution's mission, goals and objectives, while at the same time committing to serve the Puerto Rican people.

By following through on the action plans to achieve financial stability and strengthen institutional leadership and governance, the UPR-Cayey has evidenced its progress and effectiveness with 80% of the initiatives developed in both of the unit's Action Plans being in advanced status near completion or completed and documented. The spirit of renewal in these processes is extremely valuable for the functioning of an institution of higher learning as the mission is embraced. With this introspection the UPR-Cayey firmly believes that it has made further progress in maintaining its ongoing and sustained compliance with standards three and four of the MSCHE Characteristics of Excellence.