



Periodic Review Report to the Middle States Commission on Higher Education

Presented by: University of Puerto Rico at Cayey

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Dr. Raúl J. Castro, Interim Chancellor

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Chair of the Evaluation Team: Dr. Dolores M. Fernández

PERIODIC REVIEW REPORT STEERING TEAM:

Prof. Irmannette Torres-Lugo, Chair	Assessment & Institutional Research Office
Ms. María Santiago	Interim Dean of Administration
Dr. José Molina	Interim Dean of Academic Affairs
Dr. José Rosado	Interim Dean of Students
Prof. Waldo Torres	Mathematics Department
Dr. Zoraida Porrata Doria	Social Sciences Department
Dr. Eneida Díaz	Biology Department
Dr. Elena González	English Department
Dr. María I. Rodríguez	English Department
Dr. Gloria Butrón	Hispanic Studies Department
Prof. Sonia Dávila	Library
Dr. Nilda Santos	Pedagogy Department
Prof. Gladys Ramos	External Resources Office
Ms. Rosa Ramírez	Information Systems Office

Financial Advising Committee:*Institutional Members:*

Prof. Francisco Rivera Pérez	Business Administration Department
Mr. José Colón Sánchez	Finance Office
Ms. Anaís Rivera Rodríguez	Student Business Administration
Mr. Gonzalo Colón Román	Budget Office
Mr. Osvaldo Lasanta	Finance Office

External Members:

Dr. María Enchautegui	Professor, Economy – UPR Río Piedras
Dr. Harold Toro	Researcher – Center for New Economy
Mr. Javier Vilá	Bank Investments Executive - UBS

Task Force for the Restructuring of the Information Systems Office:

Prof. Edfel Rivera, Chair	Business Administration Department
Dr. Mario Medina	English Department
Dr. Carlos Ricart	Biology Department
Prof. Carlos Rivera	Mathematics Department
Dr. Gloria Butrón	Hispanic Studies Department

Ms. Rosa Ramírez	Information Systems Office
Mr. Jan K. Figueroa	Information Systems Office
Mr. Ramón Martínez	Information Systems Office
Prof. Irmannette Torres-Lugo	Assessment & Institutional Research Office

Ad-Hoc Committee for the Assessment of Institutional Finances:

Mr. Alexis R. Santos	Student - Economy
Mr. Jonathan Morales	Student - Pedagogy
Mr. José Torres	Information Systems Office
Mr. Jan K. Figueroa	Information Systems Office
Prof. Samuel Figueroa-Sifre	Social Sciences Department
Prof. Waldo Torres	Mathematics Department

Other Contributors

Dr. Ram S. Lamba	Chancellor, 2006-2009
Ms. Olga Sierra Flores	Assessment & Institutional Research Office
Prof. Awilda M. Caraballo	General Education/Technology and Office Admin.
Prof. Carilú Pérez	Interdisciplinary Center for Student Development
Prof. Fernando Vázquez-Calle	Assessment & Institutional Research Office
Prof. Xiomara Santiago Rodríguez	Business Administration Department
Dr. Ricardo Colón Olma	Business Administration Department
Dr. Edwin Flores	Pedagogy Department
Ms. Aida Vidal	Chancellor's Office
Administrative Staff	Academic Senate & Administrative Board

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COMPLEMENTARY ELECTRONIC RESOURCES

Related Materials

2009-2010 UPR-Cayey Course Catalog

<http://www.cayey.upr.edu/catalogo-de-cursos>

UPR-Cayey Organizational Structure

<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VNjlkMjcxYtAtMjU1MS00NGJhLTlmMjEtNGU0ZjlyMzcwZDYy&hl=en>

Complementary Documents Cited throughout the MSCHE Periodic Review Report

UPR-Cayey MSCHE Website

<http://www.cayey.upr.edu/middle-states-commission-on-higher-education>

The Periodic Program Review Reports: Compliance Itinerary (Board of Trustees: 43, 2006-2007)

<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VZjQ2MTY0ZmQtZjA0ZS00ODIILWE5N2QtOTA2ODhhOTU2MDI3&hl=en>

Annual Departmental Achievement Reports Model

<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VOTk3OTAxYmQtNDg0My00ZTlmLWlyZmUtNjY0OTExNmU3NGE5&hl=en>

General Education End of Semester Assessment Report

<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VNTQ1Nzk0MzktNjBjOC00NTE2LTlhOGQtZmU3NTM3YmRiMjM4&hl=en>

List of Institutional Studies, including the Effectiveness of the English and Mathematics Preparatory Courses

<http://www.cayey.upr.edu/node/1878>

Annual Achievement Reports and Work Plans

<https://docs.google.com/leaf?id=0B5WQ0yEs8X7VMTRhZjQ0NTktMTY0Ni00YzBmLTk1YWwtNDA2ODBjZjAwOWZk&hl=en>

Board of Trustees' Certification 43 (2006—2007): *Guide for Academic Program Reviews in the UPR*

<https://docs.google.com/leaf?id=0B5WQ0yEs8X7VNjdjN2ZINGYtZjUwYS00MTg2LTk0NTMtMmRmNzQ0ZDUyZDA1&hl=en>

Assessment & Institutional Research Office's Website

<http://www.cayey.upr.edu/oficina-de-avaluo-e-investigacion-institucional>

Results from Assessment Strategies from the General Education Program Assessment Model

<https://spreadsheets.google.com/ccc?key=0ApWQ0yEs8X7VdGpiaG82czJBdElzRC0zUTNMNjdYc2c&hl=en>

TPP Institutional Report

<https://docs.google.com/leaf?id=0B5WQ0yEs8X7VMDVkyWE3MDYtM2FINC00MThkLTIINTAtMjNINTc3MmNjMTAw&hl=en>

Sample of TPP Key Assessments

<https://docs.google.com/leaf?id=0B5WQ0yEs8X7VYWEzMDUxNTUtMGI5My00MTY2LTgwNjQtMDY2MTZlYWQ4Yjgy&hl=en>

Dean of Students' 2008-2009 Annual Achievements Report: *Taurus*

<http://www.cayey.upr.edu/node/1623>

PR Management & Budget Office – UPR Budget

http://www.presupuesto.gobierno.pr/Tomo_II/universidadDePR.htm

Documents Cited in the MSCHE & Self-Study Recommendation Progress Report Table

Final Draft: *The Pilot Project for the Establishment of Two Bridge Programs for Freshmen and Sophomore Students Geared Towards Retention Improvement at the UPR at Cayey*

<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VZGRiNjBmZDYtYTNIMS00NDhhLWFmNzktMmM4OTVjMTY1ZDBm&hl=en>

Request for Funds for Updating the UPRC Master Plan

<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VMjE4YWVjOGYtZjMzI00N2YwLWE1NmYtZjE3MDdkOTE1MmQy&hl=en>

General Education Student Learning Outcomes and Course Alignment Matrix

<https://spreadsheets.google.com/cc?key=0ApWQ0yEs8X7VdFNZVvgwYXR3Uk4tQzhkU2NTM01vTmc&hl=en>

Executive Summary

Institutional Overview

Nestled in the green hills of Puerto Rico's Cordillera Central, the University of Puerto Rico at Cayey (UPRC) is the only four-year undergraduate institution, among the eleven campuses that comprise the State's Public System of Higher Education, where there is a perfect balance among the disciplines of arts, science, education, and business, hence earning its classification as a *Baccalaureate College of Diverse Fields with a Balanced Arts & Sciences/Professions Undergraduate Instructional Program* by the Carnegie Foundation. Since its opening in 1967, this natural setting has been ideal for developing academic excellence, a key component of the institutional mission, promoted through research, community service, and interdisciplinary centered pedagogical contents and methodologies. The campus, formerly known as Cayey University College, 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, with its most recent statement of reaccreditation and licensing on behalf of the MSCHE and PRCHE, respectively, being granted on June 22, 2005. In March, 2010, the campus achieved a major milestone meeting all accreditation standards of the National Council for Accreditation of Teacher Education (NCATE; as stated in its Board of Examiner's First Visit Report).

The UPRC is among the top 51 US baccalaureate institutions of Hispanic Science and Engineering doctorate recipients between 2001-2005, according to the *2007 NSF Survey of Earned Doctorates*. Our 3,830 students benefit from 28 baccalaureate degrees, and two transfer programs, as well as from a variety of programs and research opportunities offering students the opportunity to present their work in national and international forums including: *Research Initiative for Scientific Enhancement Program* (RISE), *Honors Studies Program*, the *Institute of Interdisciplinary Research*, and the *Puerto Rico Louis Stokes Alliance for Minority Participation*, among others. A staff comprised of 175 instructional and 51 non-instructional faculty and 400 administrative personnel along with 32 student organizations, contribute to the strengthening of artistic, academic, professional, athletic, social, and cultural skills and interests, reflecting the institution's commitment to provide a well-rounded undergraduate experience at UPRC.

The revised UPRC Mission Statement (Academic Senate: 89, 2005-2006), in correspondence to the systemic mission guides all institutional activities. Its Strategic Plan, approved in November 2006 (Academic Senate: 16, 2006-2007), sets the stage for accomplishing the institutional mission by defining priorities and emblematic projects, while identifying critical assessment areas, thus guaranteeing constant improvement of academic development, operations, and student services.

Major Developments since 2005 Self-Study Report Highlights

The UPR-Cayey has experienced significant developments since its 2005 Self-Study Report including¹:

1. Approval of the revised Declaration of Mission, Goals, and Objectives (AS: 89, 2005-2006) and its 2006-2016 Strategic Plan (AS: 16, 2006-2007). Revisions to the institutional mission include:

¹ Other developments are highlighted throughout the *Periodic Review Report*.

2. Specific statement indicating that the institution values an interdisciplinary education that incorporates research and community service as part of the teaching-learning process.
3. Substitution of the identity as a “college” to “university community” and its official name University of Puerto Rico at Cayey.
4. In recognition of the changing student profile, its objective of “teacher formation” was changed to “the formation of individuals”, as well as revising the objective of “transmitting the advances in Arts and Sciences” to “all fields of knowledge”.
5. Inclusion of a specific objective of strengthening students’ use of and appreciation for their native language.
6. Recognition of the value of institutional research by including a specific objective for developing an understanding of the universities processes and achievements, and sharing that knowledge with the campus community.
7. Recognition of the value of assessment by stating a specific objective of integrating this process as a mechanism for improving the teaching-learning process.
8. Establishment in January 2007 of the Assessment & Institutional Research Office.
9. Establishment in 2007 of a clear process linking Planning, Budgeting, and Assessment at the UPR-Cayey.
10. Approval in 2007-2008 of the New Model for General Education at the UPR-Cayey (AS: 21, 2007-2008) and its Implementation and Assessment Plan in 2009 (AS: 73, 2008-2009).
11. Moratorium of four academic programs on the basis of thorough assessment processes.
12. Teacher Preparation Programs recognized in 2009 by the following Professional Associations (SPA’s):
 - a. Association for Childhood Education International
 - b. National Science Teachers Association
 - c. National Council of Teachers of Mathematics
 - d. Teachers of English to Speakers of Other Languages
 - e. National Association for Sports and Physical Education
13. Teacher Preparation Programs met all accreditation standards of the National Council for the Accreditation of Teacher Education (NCATE) in March 2010.
14. Reorganization of the technological units originally responding to the Chancellor and the Dean of Academic Affairs into the one integrated unit, the Information Systems Office (AB: 58, 2009-2010).
15. Academic programs and service units undergoing self-studies en route to professional accreditation and recognition:
 - a. Interdisciplinary Center for Student Development (IACS)
 - b. Victor Pons General Library (ACRL; achieved recognition)
 - c. Chemistry (ACS)
 - d. Business Administration and Office Technology and Administration (ACBSP).

Institution’s Approach to Preparing the Periodic Review Report

Upon receipt of the MSCHÉ Evaluation Team’s Report, a combined total 71 recommendations were identified, 44% addressed only by the institution in its self-study, 31% addressed only in the Evaluation Team’s report, and 25% addressed in both reports. Nearly half of all recommendations were related to Planning, Resource Allocation and Institutional Renewal (Standard 2; 10%), Institutional Resources (Standard 3; 14%), Student Support Services (Standard 9; 14%), and the Assessment of Student Learning (Standard 14; 10%). Initially, progress on institutional

recommendations was monitored by the *Faculty Committee on Planning and Assessment*, which periodically requested offices information on the state of each institutional recommendation. In May 2008, the *Steering Committee for the MSCHE Periodic Review Report* was established setting the framework for the identification of progress on all recommendations by means of an eight point scale. The team elaborated suggestions and requests to the Chancellor on specific initiatives required to meet all recommendations prior to the decennial self-study, and gathered the documentation required to prepare the *2010 UPR-Cayey MSCHE Periodic Review Report*.

Periodic Review Report Highlights

The *UPR-Cayey 2010 Periodic Review Report* (PRR) is organized into five sections, all of which are interrelated with respect to how the Institution uses its Strategic Plan as the basis for:

1. Achieving the institution's Mission, Goals, and Objectives
2. Guiding the budget allocation process to those activities designed to achieve institutional objectives.
3. All institutional and student learning assessment activities.
4. Offering an undergraduate program of excellence in light of the financial crisis that the country, university system, and the institution face.

All activities leading to the preparation of the PRR provided the opportunity for the institution to continuously monitor and update its progress towards achieving all 71 recommendations included in both the Self-Study and the Evaluating Team's Report, of which 46% were completed and thoroughly documented (*Level 6*), while approximately 27% are nearly half completed (*Level 4*).

Throughout the PRR preparation process, and as a result of the institutional assessment initiatives, the UPR-Cayey has reflected on the main challenges it faces in the next five years and the vast opportunities for institutional renewal available. The UPR-Cayey's main challenge is maintaining excellence throughout its undergraduate offerings in light of its financial constraints. This will lead institution to seek creative solutions for increasing external funding through the development of proposals for Community Service, Research, Creative Work, and Intramural Practices, as well as achieving increased efficiency in our fundraising initiatives. There is also a need to generate proposals geared towards receiving funding from the PR Administration for the Funding of Infrastructure (AFI) for the maintenance and development of the campus' physical resources, thus permitting the institution to allocate more funds to other institutional activities. Finally, initiatives must be developed in an effort to decrease the payroll by 10%.

Recognizing that student attrition adversely impacts the UPR-Cayey, there is ample opportunity for developing strategies geared at increasing student retention. Through the development of a bridge program that goes beyond the freshmen year, to offering support to sophomore students, while concurrently developing an aggressive recruitment program for the most talented and engaged students we can improve retention while controlling costs. The new General Education Model also promises to increase the institution's prestige of offering an innovative and interdisciplinary foundation that enhances the areas of specialization. Finally, the advances that the institution has achieved in both its institutional and student learning assessment, offer the institution the most promising opportunity for identifying strengths and areas for improvement through constant feedback on its effectiveness at achieving the UPR-Cayey's Mission, Goals and Objectives.

There is no doubt that the financial crisis that the UPR-Cayey is confronting, and will continue to confront for the next five years, represents a significant challenge for the institution in

multiple areas. However, the institution's mission "to work towards achieving an integrated campus community, supported by the collective commitment towards education as a way of life" and its "recognition that all community members are students, and all can be teachers", along with its "assertion that the university has the responsibility to link its words with its actions" leads the university community to face these challenges believing that all challenges are merely opportunities for institutional renewal and development. That just as the institution offers an academic experience of excellence, fostering a series of abilities and content knowledge that empower students to be creative problem-solvers, it can also apply what it teaches to come up with creative, well researched strategies to lead the institution out of the crisis, while at the same time committing to one's social responsibility to serve the Puerto Rican People. In all, these challenges grant the institution its greatest opportunity of all, achievement of the institution's objective of "asserting the University's Autonomy".

Chapter One: UPRC Progress on Meeting Self-Study and MSCHE Recommendations

The 2005 UPR-Cayey Self-Study was carried out as an institutional effort to not only comply with accreditation requirements, but to profoundly analyze and document institutional strengths and areas for improvement as a Liberal Arts College at the time. Upon receipt of the MSCHE Evaluation Team’s Report, a combined total 71 recommendations were identified, 44% addressed only by the institution in its Self-Study, 31% addressed only in the Evaluation Team’s report, and 25% addressed in both reports. Nearly half of all recommendations were related to Planning, Resource Allocation and Institutional Renewal (Standard 2; 10%), Institutional Resources (Standard 3; 14%), Student Support Services (Standard 9; 14%), and the Assessment of Student Learning (Standard 14; 10%).

Over the next three years, recommendations were considered and discussed mainly by the administration and the Faculty Committee on Planning and Assessment, which periodically requested offices information on the state of each recommendation. In March 2007, the Institution submitted its *Monitoring Report* detailing its progress in the development and implementation of a budget process aligned with the institutional mission, goals and strategic plan. Afterwards, in May 2008, the Chancellor established the *Steering Committee for the MSCHE Periodic Review Report*, who developed a mechanism for identifying the institution’s progress on meeting all recommendations by using an eight point scale: (-1) Will not be addressed at the institutional level; (0) Not Initiated; (1) Initiated (e.g., discussed, some initiatives, etc.); (2) Decisions regarding how to proceed have been made/In Progress; (3) Nearly 50% of work has been done ; (4) Advanced Status/Near Completion; (5) Completed, documentation required; (6) Completed & Documented (the last two categories of the progress classification system highlight the institution’s emphasis on evidencing all achievements). As presented in Figure 1, the UPR-Cayey has been able to complete and document close to half of all recommendations, while 27% of the recommendations are nearly 50% completed.

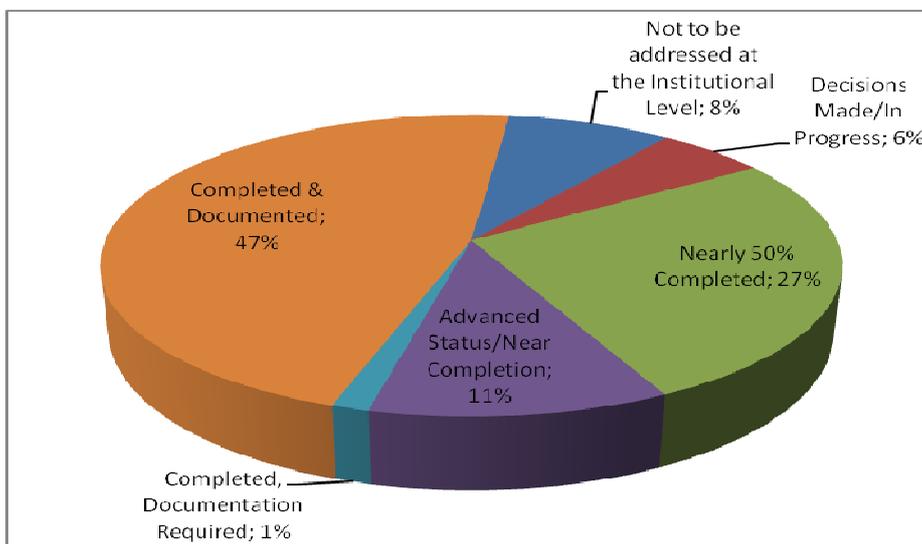


Figure 1. Classification of institutional progress on meeting the 2005 UPR-Cayey Self Study and MSCHE Evaluation Team’s recommendations.

The Committee also set the stage for the establishment of two primary task forces: the Financial Advising Committee and the Task Force for Restructuring of the Information Systems Office. The community at large was kept up-to-date regarding these initiatives through the UPR-Cayey's MSCHE website: <http://www.cayey.upr.edu/middle-states-commission-on-higher-education>. As documentation was presented, progress status was updated. The following section, organized by MSCHE Standards, summarizes some of the most significant progress and areas still to be addressed. A detailed progress report on all 71 recommendations, as of April 2010, is available in Appendix A.

Standard 1 - Mission & Goals

In May 2006, the UPR-Cayey achieved a major milestone when it approved its revised Declaration of Mission, Goals and General Objectives by virtue of the Academic Senate's (AS) Certification 89 (2005-2006; See Appendix B). The revised document integrated educational principles and practices that have recently been emphasized at UPR-Cayey, especially in connection with interdisciplinary activities, research, and community service. These revisions included:

1. Specific statement within the mission indicating that the institution values an interdisciplinary education that incorporates research and community service as part of the teaching-learning process.
2. Substitution of the identity as a "college" to "university community" and its official name *University of Puerto Rico at Cayey*.
3. In recognition of the changing student profile, it changed its objective of teacher formation to the formation of individuals, as well as revising the objective of "transmitting the advances in Arts and Sciences" to "all fields of knowledge".
4. Inclusion of a specific objective of strengthening students' use of and appreciation for their native language.
5. Recognition of the value of institutional research by including a specific objective for developing an understanding of the universities processes and achievements, and sharing that knowledge with the campus community.
6. Recognition of the value of assessment by stating a specific objective of integrating this process as a mechanism for improving the teaching-learning process.

Standard 2 - Planning, Resource Allocation, and Institutional Renewal

The university committed itself to data-driven decision-making and a resource allocation process directly linked to planning and budgeting by:

1. Updating its 2006-2016 Strategic Plan by virtue of the AS Certification 16 (2006-2007; See Appendix C).
2. Developing and implementing a budget process aligned with the institutional mission, goals and strategic plan.
3. Establishing the Assessment and Institutional Research Office (AIRO) to monitor and document the institution's achievements in terms of meeting its mission, goals, and objectives and effectiveness in resource allocation and compliance with the strategic plan.

Areas for improvement include the design and development of the institutional database to enhance the AIRO's operations and institutional decision-making processes and bringing salaries and benefits into more acceptable proportions with the operational budget.

Standard 3 - Institutional Resources

Information Systems Office (OSI, according to its name in Spanish)

Upon the Evaluation Team's recommendation, the University re-examined the reporting lines for academic and administrative computing with the objective of merging the two units into one structure reporting at the chancellor level and achieving better utilization of human resources. In 2009 the *Task Force for the Restructuring of the Information Systems* was created for assessing institutional needs in terms of information technology, the available resources, and submitting a proposal to the Chancellor for the reorganization of the UPR-Cayey technology units. The proposal was then submitted to both units who made revisions and submitted in February 2010 their final proposal for the Administrative Board's approval. By virtue of Certification 58 (AS, 2009-2010; See Appendix D) the final structure was approved.

Finances

The UPR is presently undergoing a thorough review of the financial resources available to the system for the coming fiscal years. During the current Fiscal Year (2009-2010), the UPR received resources from the American Reinvestment and Reconstruction Act (ARRA) in the amount of \$105 million, but will be confronting a reduction of approximately 14% in its forecasted revenues coming from State Government Appropriations for Fiscal Year 2010-2011. An important portion of UPR's revenues is calculated based on a percentage of the average of the two prior fiscal years total government revenues. While the UPR administration is aware of its unique characteristics and status as a premier higher education institution, which provides certain latitude in the establishment of charges for its services, the UPR administration is presently evaluating a number of options to confront this scenario, ranging from a reduction in operational expenses to identifying areas of opportunities for additional income.

An initial deficit estimate of \$166 million for Fiscal Year 2010-2011 has been calculated in light of the fact that ARRA Funds will amount only to \$15 million, unlike Fiscal Year 2009-2010 where ARRA Funds provided \$105 million. Nevertheless, the UPR administration is determined to allocate adequate resources so that educational standards are assured in spite of the fiscal and efficiency measures being considered to be implemented.

Financial Review

Taking into consideration systemic initiatives, MSCHÉ self-study and evaluation team recommendations, the fiscal crisis Puerto Rico is facing, an in-depth analysis of the fixed budget was undertaken to propose areas where reductions to the fixed budget could be made locally, allowing for a shift of resources towards the operating budget. Between 2008-2009 and 2009-10 three committees have been commissioned with the assignment of foreseeing and analyzing the financial situation at the UPR-Cayey and have elaborated recommendations that are currently being reviewed by the community and the administration (Appendix E). The committees include representation of various areas:

1. Financial Advising Committee: consisted of external and internal resources (administrative, student, and faculty members).
2. Ad-Hoc Committee for the Assessment of Institutional Finances: consisted of faculty, student, and administrative personnel representatives.
3. A group consisting of the three deans.

Standard 4 - Leadership & Governance

The UPR-Cayey relied on its approved model for the evaluation of Chancellor's & Deans (Academic Senate Certification 23, 2004-2005) as a mechanism for assessing the level of satisfaction of all university constituencies with their governance structure. This was postponed by virtue of Certification 43, 2007-2008, which requested that:

1. An Achievement Report be presented on behalf of the Chancellor indicating the degree to which the Work Plan presented to the community when aspiring the position was met
2. The AIRO revise the evaluation process.
3. As of 2009-2010 the Chancellor present an annual assessment report, presenting the strengths and areas to improve in the implementation of the Institutional Strategic Plan.

In October 2008, the AIRO presented a model based on the *Baldrige Quality Program's* *¿Are we making progress? Institutional Leadership Survey* to the Academic Senate, and presented the *Achievements and Challenges Report* in December 2008 and September 2009. The model was approved by virtue of the AS Certification 20 (2008-2009) pending revisions. The revisions to the instrument are still pending.

Standard 5 – Administration

Communication among all administrative structures at the UPR-Cayey has improved as result of:

1. Regular Chancellor's Staff meetings: Rely heavily on the input from discussions and decisions made at each deanship.
2. Reliance on data-driven decision making and documenting activities: has allowed the University to sustain that decisions are made as a result of improved communication among administrative structures.
3. More effective technological infrastructure: Communications are transmitted mainly by means of the standard UPR System Email (@UPR.EDU).

Standard 6 – Integrity

Timely dissemination of all polices regarding student grievances, research misconduct and other issues related to integrity is presented in the Institution's Catalog and the Chancellor annually deploys a letter concerning the dissemination of integrity issues. The students' code of ethics will be presented in the Student Policies developed by the UPR Central Administration, while the faculty code of ethics has been met through the establishment of the Research Integrity Officer and the Faculty Code on Integrity and Academic Honesty.

Standard 7 - Institutional Assessment

In January 2007, the Assessment and Institutional Research Office was established, responding directly to the Chancellor. Workshops have been offered, as well as continuous individual consultations, leading to the development and revision of mission and goals at the units, as well as programmatic levels. Assessment instruments have been designed, administered and analyzed as a means for establishing baselines and identifying areas for improvement. At several units, this data has lead to decision making. Further insight into the Institutional Assessment processes at the UPR-Cayey is offered in the fourth chapter of this Report.

Standard 8 - Student Admissions and Retention

The University continues to evaluate its graduation rates and has carried out multiple analyses to determine whether or not the University has been successful in its retention efforts. Studies have moved from focusing primarily on first year persistence and the composition of the freshman class, to studies aimed at understanding why the highest attrition rates are exhibited between the second-to-third and third-to-fourth year in order to develop concrete initiatives to improve retention rates. As such, the Faculty Committee for Student Support is in the process of preparing their final proposal to the Academic Senate for the implementation of *The Pilot Project for the Establishment of Two Bridge Programs for Freshmen and Sophomore Students Geared Towards Retention Improvement at the UPR- Cayey*, on the basis of institutional studies documenting that the transition from second to third year is the most critical stage for UPR-Cayey Students. The model stems from assessment strategies identifying factors contributing precipitating student attrition, while proposing a concrete assessment model for the programs and relying on literature of programs that have demonstrated effectiveness for other institutions.

Standard 9 - Student Support Services

All offices that form part of the Deanship of Student Affairs have instruments for assessing service satisfaction. The Placement Coordinator, Interdisciplinary Center for Student Development (CEDE, Spanish acronym), Student Bodies Office, Cultural Activities Office, and the Athletics Department include narratives of how they use their assessment instruments. Assessment projects are being developed as it is clearly understood that to assess the totality of the student services offices and all their activities is extremely ambitious. Both the Bookstore (N = 447) and Cafeteria (N =259), which are Complementary Services and do not form part of the UPR-Cayey's administrative structure, have been assessed through student satisfaction surveys. 40% stated that their general satisfaction with the bookstore was good, while 44% of students said the general services of the Cafeteria were good. Assessment results have been used for decision making. The Student Center has undergone remodeling and continuous improvements. The game room and Student Body offices have yet to be completed. In January 2009 the adequacy of the Student Center in terms of physical resources was assessed (N = 33, mostly employees), and the bathrooms were identified as the most problematic area warranting improvement.

The recommendation on revising the Student Handbook will not be addressed at the institutional level, since it is being revised by the UPR Board of Trustees.

Standard 10 – Faculty

Between 2005-2006 and 2009-2010 the UPR-Cayey has aimed at increasing class size without impairing the educational experience and while keeping in tune with the Presidents Circular Letter 95-02 which established a maximum capacity of 30 students in conventional courses, and the Academic Senate's Certification 41 (2008-2009) which established that the maximum capacity in Basic English, Spanish and Math courses was to be 25. More efficient use of section capacity has been implemented, with an increase in average lecture size of 23 students in 2005-2006 to 26 students in 2009-2010. Course offering has decreased, from 254 in 2005-2006 to 223 in 2009-2010, with the objective of maintaining a varied curriculum, without hindering the offer of courses that students need to adequately complete their degree. The direct impact to students is that the university has been able to service more students in 2009-2010 (Aggregated Head Count = 17, 003) as compared to 2005-2006 (Aggregated Head Count = 15,726). Two major milestones occurred in 2008 when the capacity of Basic Spanish courses was increased to 30, by adding a writing workshop

requirement (Administrative Board Certification 41), and in 2009 when the capacity of two Basic Math courses was increased to 30 (Administrative Board Certification 3).

An area for significant improvement is the Faculty Evaluation Plan, which the Evaluation Team recommended be completed and implemented. The new faculty evaluation plan, as presented in the 2005 MSCHE Self Study, has not been approved, and has been an issue of great debate. The Academic Senate established a work plan, as requested by the MSCHEPRR Steering Team establishing that in 2009-2010, the new format for evaluating instructional faculty would be piloted, analyzed in 2010-2011, and projected to be evaluated for approval by 2011-2012. Currently, eight sections, corresponding to four courses (two English courses, one Biology, and one Physics course) taught by tenured faculty, are piloting the online version of the Student Faculty Evaluation Survey in order to establish its validity and the students' perception and acceptance of the new system.

Standard 11 - Educational Offerings

The institutional recommendation to equip classrooms with multimedia presentation equipment was completed by means of the Title V Coop and the students' Technological Fee. To date, the institution has 48 smart boards, 52 computers allocated to the smart classrooms and labs, 48 *InFocus*, 1 *Symposium*, and one classroom for microteaching. The institution has yet to develop a plan for the maintenance and replacement/updating of all computers.

As per MSCHE Evaluation Team's recommendation, programs that having a total enrollment of less than 50 majors spread over four years have been assessed for program continuance. Assessment of program effectiveness led to the moratorium of the Baccalaureate of Arts in Economy, Baccalaureate of Arts in Elementary Education with a Concentration in Social Studies, Baccalaureate of Arts in Secondary Education with a Concentration in Social Sciences, and the Associate Degree in Office Technology and Administration. The Baccalaureate of Arts in Hispanic Studies, and the Baccalaureate of Arts in English, both of which have experienced low enrollment and retention levels have been reviewed through Certification 43 of the Board of Trustees in order to develop strategies for program improvement. Nevertheless, these two programs, and the Baccalaureate of Science in Mathematics, are to be further assessed as a result of the financial crisis that the UPR faces.

Standard 12 - General Education

In November 2007, the New Model for General Education was approved by virtue of Certification 21 (AS, 2007-2008). The model establishes that all baccalaureate programs are to include 45 credit hours of Core General Education Courses, 3 credit hours of an Interdisciplinary Seminar (taken during the second semester of the freshmen year or the first semester of the sophomore year), and a Capstone Experience where competencies developed for at least three abilities and one content area of the General Education Model are to be integrated with specialization content knowledge, and student learning is assessed directly one last time. The model has a specific implementation and programmatic assessment plan.

As part of the model, initiatives are taking place to incorporate information literacy as part of the student learning outcomes of all core course syllabi. Courses currently forming part of the General Education Model have been analyzed and identified as having included information literacy

as a course objective or as an ability to be assessed in the course². All Interdisciplinary Seminar courses that form part of the General Education Model are required to include information literacy as one of its student learning outcomes.

Standard 13 - Related Educational Activities

The recommendation to continue assessing non-credit preparatory courses in Mathematics, English, and Spanish to insure that all students are successful in acquiring the knowledge and skills in those areas needed to succeed at UPR-Cayey is currently underway. Both the English and Mathematics preparatory courses have been assessed by the researchers from the AIRO and are available online³

Standard 14 - Assessment of Student Learning

The UPR-Cayey has had significant accomplishments in meeting the recommendations on student learning assessment including:

1. Faculty development workshops on Assessment have been included as part of the *Faculty Professional Development Plan* which have included external as well as internal facilitators. The Assessment & Institutional Research Office has also sponsored multiple workshops and sessions on the topic, as well as individual consultations.
2. Establishing the Periodic Program Review Reports: Compliance Itinerary⁴.
3. The establishment of the Assessment and Institutional Research Office (AIRO) in January 2007 as an official system for providing continuous administrative, academic, and institutional support for campus-wide involvement in assessment initiatives.

Further insight into the Institutional Assessment processes at the UPR-Cayey is offered in the fourth chapter of this Report.

² See

<https://spreadsheets.google.com/ccc?key=0ApWQ0yEs8X7VdFNZVVgwYXR3Uk4tQzhkU2NTM01vTmc&hl=en>
for the student learning outcomes and course alignment matrix.

³ <http://www.cayey.upr.edu/node/1878>

⁴ <https://docs.google.com/fileview?id=0B5WQ0yEs8X7VZjQ2MTY0ZmQtZjA0ZS00ODllWE5N2QtOTA2ODhhOTU2MDI3&hl=en>

Chapter Two: Institutional Challenges and Opportunities

The UPR-Cayey, as are most institutions of higher education, is facing harsh financial times. Nevertheless, it is the institution's vision that all challenges present opportunities for institutional renewal, by fostering the participation of the entire campus community in the generation of creative and innovative mechanisms and proposals for reducing costs, increasing revenues from external funding, and making the most effective use of the institution's human resources. The following are some of the most important challenges and opportunities the UPR-Cayey faces in order to achieve its mission of developing academic excellence within the institution's financial constraints. A complete listing of the institutional and unit challenges identified through the university's assessment processes is included in Appendix F.

Planning, Resource Allocation and Institutional Renewal & Resources

In 2009, the *Ad Hoc Committee for the Assessment of Institutional Finances* elaborated a series of recommendations for managing the institution's budget in light of their main findings that:

1. 91% of the budget is allocated to salaries and benefits
2. 9% of the budget is allocated to operational costs
3. 2.5 million dollars more is spent on salaries for administrative staff than faculty due to differences in group sizes.

The committee's recommendations, in contemplating four different scenarios ranging from a budget reduction of 1 million to 4 million dollars, offer the institution challenges on decisions to be made and their possible implications for the campus' recurring budget. These recommendations are being analyzed as challenging, yet potential areas for confronting the financial crisis, including:

1. Significantly increasing the annual net income on behalf of the Continued Education and Professional Studies Division (DECEP) by generating more projects and short courses, while at the same time reconsidering the establishment of programs leading to certifications, as well as continued education courses required for maintaining licensing (e.g., CPA, lawyers, teachers, etc.).
2. Reducing the total number of teaching compensations, by increasing class sizes without affecting the educational experience.
3. Establishing strict policies regarding course repetitions, estimated at 2% of the 2007-2008 instructional costs.
4. Identifying areas for reducing the amount of administrative compensations and staff salary differentials.

The Financial Advising Committee's report also included a series of proposed areas for increasing non-recurring funds, such as:

1. Increasing the number of teacher recertification, service, and Intramural Practice proposals through the DECEP as income through this unit is allocated directly to the institutional fund, as opposed to the Central Administration's General Fund. A strategic alliance is being articulated with the PR Department of Education so that all teacher recertification programs and professional development opportunities for teachers be offered only by those institutions accredited by the NCATE, thus giving us an advantage when competing for such proposals when we receive our accreditation confirmation.
2. Continue generating proposals geared towards receiving funding from the PR Administration for the Funding of Infrastructure (AFI) for the maintenance and

development of our physical resources, thus permitting the institution to allocate more funds to other institutional activities.

3. Increased efficiency in fundraising initiatives.
4. Reducing the administrative staff payroll by 10% through projected retirements, maintaining our cautionary measure of not recruiting additional staff.

External Resources

Between 2006-2009, approximately 54 proposals for external funds were submitted, with those approved generating close to \$15,320,224.00 in external funding from a variety of agencies such as the USDE, NIH, NSHF, HHMI, among others. There is need to develop an automated mechanism for gathering and generating information on all research, community service, and intramural practice proposals, especially those involving and sponsoring student research, that will facilitate the development of performance indicators in an effort to benchmark the institution's progress. At the same time institution's intellectual and creative, research, and community service capacities will be projected, which in turn will serve as an additional incentive for both student and faculty recruitment and to strengthen the institutional projection needed to spark funders' interest in the UPR-Cayey.

Physical Infrastructure

A detailed plan for the maintenance, preventive care, conservation and improvement of the institution's physical infrastructure is needed in order to intervene in a timely manner with those structures that present health and security risks, as well as those which serve as primary structures for carrying out academic activities. To do so, greater integration among the Physical Resources Office, the Planning Office, and the Health, Occupational Security and Environmental Protection Office is needed. The UPR-Cayey is challenged with assessing its administrative structure with an eye at reorganization to promote collaboration among these offices. It must also actively generate AFI proposals, with the objective of being awarded, thus contributing with external funding to the budget allocated for infrastructure.

Fundraising

Fundraising initiatives have demonstrated to be a major challenge for the UPR-Cayey, where approximately \$150,000 has been raised between 2006 and 2009. This falls below the operational costs of the Alumni and Development Office, who is in charge of such fundraising activities. There is ample opportunity for the Institution to consider the benefits of integrating the campus' placement and fundraising units so as to develop a model whereby stronger relations be developed with those industries that recruit our students, hence fostering their potential for investing and serving as funders for the institution. This model has been documented as effective for many institutions of higher education, as per funders are more inclined to invest in areas where they are offered clear evidence of the outcomes of their funding (Grantmakers for Education, 2008)⁵. This model, offers the opportunity for establishing greater relations with alumni, as they will benefit from the highest standards of placement services which will result in a greater disposition towards donating to the institution.

Human Resources & Technological Infrastructure

In light of the campus' determination to discontinue recruiting administrative staff, as both a cautionary measure and bringing faculty to administrative staff ratios to more adequate

⁵ *Benchmarking 2008: Trends in Education Philanthropy*. Portland, OR: Grantmakers for Education

proportions, the university must implement strategies to elevate administrative functions to those required of 21st century universities. This presents an opportunity for designing and offering professional development programs for administrative staff, performing job analysis to identify areas personnel surplus and institutional need, while making the most efficient use of the personnel talents. Such an initiative presents a greater challenge, since opportunities in this area are directly related to the UPR System's *Classification and Retribution Plan for Administrative Personnel*.

By initiating at the institutional level a thorough job analysis the UPR-Cayey will be positioned to present a well documented and evidenced request to the Central Administration on the need to update the classification plan in recognition of the skills and responsibilities that a technological era requires. As such, the Campus also has the opportunity to strengthen its technological infrastructure so that all administrative transactions can be performed electronically, thus reducing costs, improving services, and reducing time invested in performing tasks that can be performed more effectively through electronic means, while allocating additional time for organizational restructuring.

Leadership & Governance and Administration

Finally, and in accordance with the institution's recognition that its administrative and academic units must be restructured to reduce costs, the University is presented with the following opportunities:

1. Reorganization of academic departments and administrative units to increase institutional effectiveness and reduce executive compensations.
2. Consideration of executive faculty release time reductions as a measure for minimizing the need for adjunct faculty.
3. Establishment of mechanisms for introducing non-instructional faculty members (i.e., librarians, counselors, psychologists, and researchers) to the teaching environment as a strategy for reducing faculty compensations, and the recruitment of adjunct faculty, resulting in institutional economies.

Student Admissions and Retention

Student attrition adversely impacts a post-secondary institution's budget and is an area of opportunity for cost control. The Faculty Committee for Student Support is amidst developing a bridge program targeting sophomore and junior retention that relies heavily on quantitative and qualitative research. The challenge for the UPR-Cayey is the need to engage the entire community, especially faculty members, in the strategies developed to increase student retention, as it has been documented that experiences such as effective student-faculty relations and a stimulating campus environment are contributing factors to student retention.

At the administrative level, adequate strategies must also be implemented so that students can enroll in those courses required for degree completion within the stipulated time, when the institution faces the scenario of having to reduce its academic offer by approximately 10% for the 2010-2011 Academic Year. Lastly, retention initiatives will also benefit from the recruitment of the best talents and those students most interested in forming part of the UPR-Cayey community. As such, the institution is to find ways for developing strategies and projects that strengthen the UPR-Cayey's relationships with high-schools to improve recruitment and strengthen external relations with the community.

Faculty

The Institution is in great need of finalizing its new Faculty Evaluation System or determining whether or not they want to in fact modify the existing process. This has been a topic of great debate and the UPR-Cayey determination must be made before the next decennial self-study. However, the faculty body must understand that institutional developments such as its prioritization of student learning assessment and the goal to increase funding from external resources, requires that policies be implemented to increase faculty engagement in assessment activities and create mechanisms to further engage faculty commitment towards creative work, research, and community service activities.

The UPR-Cayey understands that faculty engagement in research, creative work, and community service activities not only contribute to strengthening of the teaching-learning experience and elevating the qualifications and prestige of its faculty, but also serve as a mechanism for obtaining external resources that in turn contribute to an increase in revenues for the institution. It has been a major challenge for the UPR-Cayey to stimulate more faculty members, aside from those who normally submit proposals for external funds, to develop proposals. In part, this has resulted from the fact that the faculty evaluation and promotions systems in place do not emphasize such activities for tenure and development. The institution has made efforts to develop an institution-wide recruitment policy to condition research, creative work, and community service activities geared at developing proposals for external funding as a requirement for tenure and promotion. Nonetheless, the efforts made so far are yet to be assessed and further discussed.

Educational Offerings & Related Educational Activities

Curricular Sequences

In light of the campus' financial state, and its urgency to assess course offerings and limit itself to offering those courses of highest priority for degree completion, the institution is to set forth strategies to assess the effectiveness of all curricular sequences, in order to guarantee that these sequences do not exceed 15 credit hours, as established in the Board of Trustees' Certification 27 (2003), and that only those curricular sequences with the highest potential for student recruitment, retention, and completion be sustained. It is also necessary to establish an automated process by which the transcripts of those students enrolled in the sequences are properly documented, as per there is currently no official method to do so. By implementing this strategy, students will benefit from having official evidence of their academic formation through these sequences, while allowing the institution to be accountable for total enrollment in curricular sequences.

The Extended University (UnEx)

The Extended University (UnEX, Spanish acronym) of the UPR-Cayey, a system for offering a variety of baccalaureate degrees nocturnally in quarter sessions as opposed to semester sessions, is currently being assessed to determine the effectiveness of its original conceptualization as a model for freshmen admissions. The UPR-Cayey has an opportunity to evaluate alternative methods for restructuring the UnEx with an eye at revising its admission policies, including that of targeting an adult population and establishing the UnEx as an alternative for students to complete those courses which they are required to repeat. By doing so, the UPR-Cayey is offered the opportunity to develop a mechanism for reducing the costs implied in course repetition, among others.

General Education

The approval of the New General Education Model along with its implementation and programmatic assessment plan is without a doubt a major milestone for the university as a whole. However, there are major challenges to guarantee the model's success, including:

1. The need to complete the syllabi auditing and revision, when warranted, of all core courses of the General Education Model to ensure that they formally include the student learning outcomes, (i.e., "abilities and contents" as they are referred to in the UPR-Cayey) they have been identified as developing, as specific course objectives.
2. Guaranteeing that all faculty members, especially new recruitments, teaching core courses understand the general education student learning outcomes that they are to promote and foster among their students, as well as the importance of assessing and communicating students' performance with regards to these learning outcomes.
3. Standardizing the assessment of the abilities and contents to be developed throughout the General Education Model, as a means for documenting the UPR-Cayey's achievements.

It is also essential that policies be set thus guaranteeing that the offer of the interdisciplinary courses that all freshmen must take as part of the General Education Model is vast and varied enough to cater to the needs of all freshmen. The offer must also be assessed in terms of the variety of student learning outcomes that they are to develop so as to guarantee that all contents and abilities proposed in the General Education Model are covered.

Institutional & Student Learning Assessment

The UPR-Cayey has had significant achievements in terms of institutional and student learning assessment as documented in Chapter Four of this report. However, the ongoing need for any effective assessment system to renew itself presents several challenges and opportunities for the UPR-Cayey. First, a policy, as proposed in the Institutional Assessment Plan (IAP), is to be developed in which outstanding practices in course-embedded student learning assessment are prioritized, recognized and accounted for in faculty evaluation processes. There will also be more faculty engagement in assessment practices with the development of an information system for entering assessment initiatives online, on a continuous basis, documenting the student learning outcomes assessed, strategies used, findings, decisions made, the impact of those decisions, and future plans. This along with the design and development of the institutional database geared at enhancing the AIRO's operations and making the infrastructure required for data-driven decision-making available to the entire campus community are critical areas for the future of all assessment initiatives on campus. There is ample opportunity for the institution to advance in this area with the newly established Emergent Technologies Unit within the Information System's Office who will work closely with the AIRO to achieve this goal. This system will also serve for the continuous assessment of the institutional impact of those programs with low enrollment, retention; degrees awarded, and demand rates with an eye at considering their moratorium.

Challenges: The Window for Opportunities

There is no doubt that the financial crisis that the UPR-Cayey is confronting, and will continue to confront for the next five years, represents a significant challenge for the institution in multiple areas. The assertion within its Mission Statement that “the university has the responsibility to link its words with its actions” leads the university community to face these challenges believing that all challenges are merely opportunities for institutional renewal and development. That just as the institution offers an academic experience of excellence, fostering a series of abilities and content knowledge that empower students to be creative problem-solvers, it can also apply what it teaches to come up with creative, well researched strategies to lead the institution out of the financial crisis, while at the same time committing to one’s social responsibility to serve the Puerto Rican people. In all, these challenges grant the institution its greatest opportunity of all, achievement of the institution’s objective of “asserting the University’s Autonomy”.

Chapter Three: Enrollment and Financial Trends and Projections

Systemic Budget Allocation

The University of Puerto Rico is composed of 11 institutional units spread throughout the island of Puerto Rico. The System's budget is granted under legislation establishing a budget allocation formula that earmarks 9.6% of the average total revenue collection by the government of the Commonwealth of Puerto Rico during the prior two fiscal years. In 2009, a significant decrease in the government's revenues resulted in an additional reduction of the UPR budget. Accordingly, the Management and Budget Office's⁶ (MBO-PR) projected budget for the Fiscal Year 2011 UPR include: \$743,074,000 from Special Assignments; \$268,329,000 from Federal Funds; \$159,617,000 from Institutional Income; \$39,085,000 from Special State Funds; \$113,517,000 from other sources of income; \$29,390,000 from Loans and Bonds Emissions; and \$18,329,000 from the *American Recovery and Reinvestment Act* of 2009. Table 1 presents the trends in the UPR Consolidated Budget, as presented by the MBO-PR of Puerto Rico.

*Table 1
 Management and Budget Office¹ of Puerto Rico - UPR consolidated budget for Fiscal Year 2008 through 2011*

2008	2009	2010	2011
<i>Spent</i>	<i>Spent</i>	<i>Assigned</i>	<i>Recommended</i>
\$ 1,418,975,000	\$ 1,769,837,000	\$ 1,570,949,000	\$ 1,371,341,000
<i>Net Change</i>	\$ 350,862,000	\$ (198,888,000)	\$ (199,608,000)
	24.73%	-11.24%	-12.71%

Financial information is disclosed in its consolidated annual audited financial statement which is prepared by the Central Administration. A budget is prepared annually for every unit of the system for its operational expenses. Expenses are budgeted by functionality for each unit. Certain expenses of the Central Administration, such as Instruction Research, Student Services, among others, are distributed proportionally to the different units. Payment of bonded debt is also distributed to each unit. Some units include in their budget other expenses which do not represent actual disbursement of funds, such as, accumulated vacation benefits as well as revenues received from formula funds.

⁶ Available at http://www.presupuesto.gobierno.pr/Tomo_II/universidadDePR.htm

UPR Cayey Budget and Financial Trends

Annually, the UPR-Cayey is allocated a percentage of the systemic budget to accomplish its educational goals. Figure 2 presents the UPR-Cayey’s total budget spent over the past five years as of June 30⁷ (financial data is Available in Appendix G). Each budget assignment includes scholarships, indirect cost reimbursement, Student’s Technology Fee and other support activities. Funding through grants, special assignments, and contracts are not included as part of the campus’ financial records, as they are allocated on a need-basis to each campus by the UPR Finance Table 2 presents trends in UPR-Cayey’s spent budget by category.

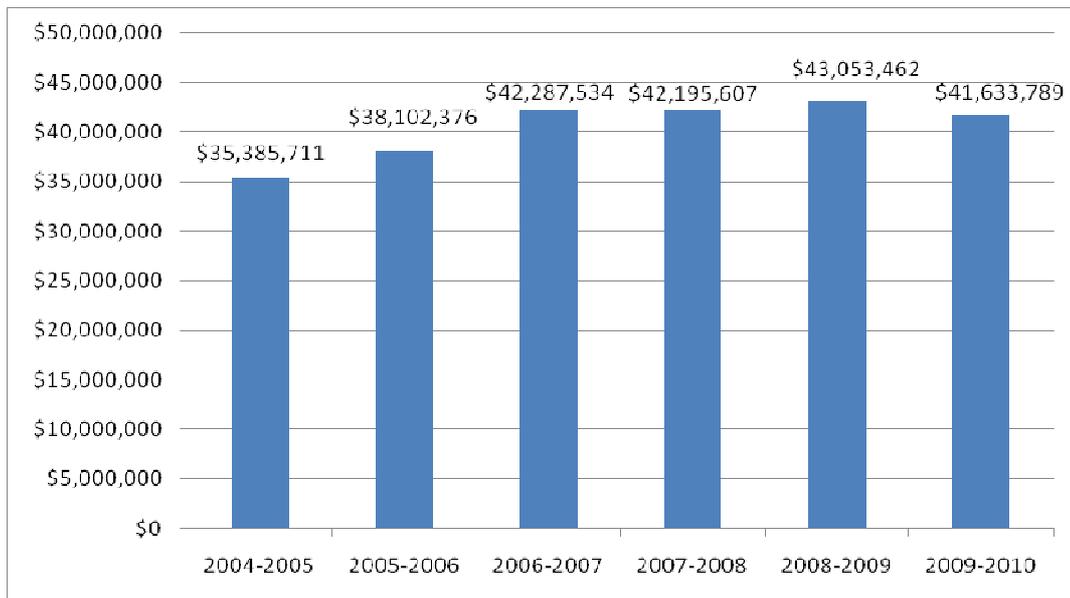


Figure 2. Trends in UPR-Cayey’s spent budget for fiscal years 2005 through 2010⁸.

⁷ Budget for 2009-2010 includes a reduction of approximately 2% in Feb. 2010 and special funds allocated to the institution as of May 2010 (i.e., grants, non-recurrent contributions from external funds).

⁸ Data for 2009-2010 is assigned budget.

Table 2
 Trends in Spent Budget at UPR-Cayey by Categories

	Fiscal Year (as of June 30)					
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010 ⁹
Educational & General Expenses	\$35,385,711	\$38,102,376	\$42,287,534	\$42,195,607	\$43,053,462	\$41,633,789
Salaries	64.18%	62.82%	60.21%	64.07%	65.99%	66.60%
Fringe Benefits	22.32%	21.98%	20.72%	22.20%	21.16%	21.59%
Materials, Supplies, Services	7.50%	7.51%	8.95%	8.31%	7.79%	7.58%
Travel Expenses	0.41%	0.69%	0.65%	0.71%	0.28%	0.24%
Equipment	1.67%	2.31%	4.56% ¹⁰	0.92%	0.50%	0.89%
Other Categories	3.92%	4.69%	4.91%	3.80%	4.28%	3.10%

The UPR-Cayey manages operational accounts, hence financial data submitted annually through both the *Integrated Postsecondary Education Data System* (IPEDS) and the *MSCHE Institutional Profile* is completed by the Central Administration for all units within the system, and a single Financial Audit Report is prepared. Information related to the UPR System's capital accounts, including its net assets (i.e., Net of Related Debt; Restricted, Nonexpendable; Restricted Expendable; Unrestricted, etc.), are managed systemically and are not contemplated at the campus level. As such, differences in operational accounts reflected in the UPR-Cayey Financial plans and documents differ from those managed, and reported by, the Central Administration on IPEDS (see Table 3).

⁹ Includes 2% reduction in February 2010 and account transfers to the UPR-Cayey as of May 2010; refers only to assigned budget.

¹⁰ In FY 2006-2007 a special assignment of \$400,000 was provided by the UPR Central Administration to equip the laboratories in the new science building.

Table 3
 UPR-Cayey Financial Data Submitted through IPEDS

	FY 2006	FY 2007	FY 2008	FY 2009
Data Filed on IPEDS	Filed in: 2006-2007	Filed in: 2007-2008	Filed in: 2008-2009	Filed in: 2009-2010 ¹¹
1. Instruction	\$ 20,753,848	\$ 20,803,399	\$ 21,261,758	\$ 23,806,786
2. Research	\$ 1,645,447	\$ 1,667,222	\$ 1,809,051	\$ 2,921,914
3. Public Services	\$ 1,344,646	\$ 557,942	\$ 458,827	\$ 722,706
4. Academic Services	\$ 4,906,386	\$ 5,650,405	\$ 5,609,979	\$ 6,845,352
4a. Included Library Expense	\$ -	\$ 1,790,847	\$ 1,886,035	\$ 1,908,554
5. Student Services	\$ 2,428,722	\$ 2,716,762	\$ 2,873,853	\$ 4,404,211
6. Institutional Support	\$ 7,407,311	\$ 7,961,341	\$ 8,012,683	\$ 11,159,795
7. Scholarships and Fellowships	\$ 6,976,566	\$ 7,713,551	\$ 8,124,092	\$ 9,190,162
8. Operation and Maintenance of Plant ¹²	\$ 6,669,560	\$ 7,678,194	\$ 7,972,315	\$ -
9. Depreciation Expense	\$ 1,316,311	\$ 1,372,378	\$ 2,015,636	\$ -
IPEDS: Total E&G Expenses	\$ 53,448,797	\$ 56,121,194	\$ 58,138,194	\$ 59,050,926
UPR-CAYEY RECORDS: E&G Expenses	\$38,102,376	\$42,287,534	\$42,195,607	\$43,053,462
(IPEDS - INSTITUTIONAL DATA)	\$ 15,346,421	\$ 13,833,660	\$ 15,942,587	\$ 15,997,464
NET ASSETS (REPORTED ON IPEDS - NOT INCLUDED IN UPR-CAYEY FINANCIAL BOOKS)				
Total Net Assets	\$ 30,539,656	\$ 10,910,693	\$ 7,107,153	\$ 7,016,931
Total Net Assets (Prior Year)		\$ 30,539,656	\$ 10,910,693	\$ 7,107,153
Change in Total Net Assets	\$ 4,925,310	\$ (19,628,963)	\$ (3,803,540)	\$ (90,222)

¹¹ Data submitted on the 2009-2010 Institutional Profile was revised by the UPR-Cayey Central Administration were revised after the submission deadline of April 30, 2010. As of May 18, 2010, audited financial statements for FY 2008-2009 have not been completed.

¹² Data for Fiscal Year 2009 on Operation and Maintenance of Plant was allocated to instruction, research, public services, academic services and institutional support as per IPEDS requirements.

Financial Projections: Fiscal Year 2011 through 2015

For the past years, the Island's economy has been experiencing a recession translating into budget reductions. As the economy of the Island worsened, the UPR President required all units to make an internal adjustment of expenses including a specified reduction in operating expenditures of: .56% in 2008, 1.32% in 2009 and 2.01% in 2010. This money was then allocated together with the annual net budget increases to cover mandatory or negotiated salary increases and other fringe benefits for faculty and administrative personnel.

To cope with financial constraints, in 2009 the President's Office issued a set of cautionary measures including: freezing all vacant administrative positions were to be frozen and reducing operating expenses such as travel, paper, equipment and utilities, especially in administrative instances. In addition, the UPR-Cayey has implemented internal measures to assure the continuity of all operations that support the institution's Mission, Goals, and Objectives. Resource allocation strategies to improve efficiency in the use of human and fiscal resources have included:

1. Task redistributions among administrative personnel.
2. Reengineering institutional processes.
3. Making more effective use of available technologies.
4. Merging offices and programs with similar functions.
5. Submission of five proposals to the PR Administration for the Funding of Infrastructure (AFI) as a strategy to increase the institution's investment in infrastructure and to reduce electricity consumption and air conditioning efficiency.
6. Increasing course capacity, among others.

The UPR-Cayey has projected its recurrent assigned budget for next five fiscal years at \$37,228,978 by contemplating a 10.58% reduction for Fiscal Year 2010-2011 on the assumption that the institution will not be reassigned the non-recurring ARRA funds that subsidized the 2009-2010 Fiscal Year's budget. Even though the projected budget assignment for each year remains the same, as it is the institution's understanding that any further reductions would require decisions not within the UPR-Cayey's scope, the internal distribution of funds (i.e., salaries and fringe benefits; materials, services and supplies; travel, equipment and technology fee) varies annually as a result of the cautionary measures that the institution is and will be carrying out in order to reduce budget allocation to salaries and fringe benefits and improve cost-effectiveness in the institution's operations, which will provide economies to be redistributed among operating expenses. As a result, the percentage assigned to operating expenses is projected to increase from 6.33%, in Fiscal Year 2011, to 11.59%, in Fiscal Year 2014-2015, while salaries and fringe benefits are projected to decrease from 93.67%, in Fiscal Year 2011, to 88.40%, in Fiscal Year 2015. Tables 4 and 5, offer insight to budget projections by category and the percentage allocated to each. The external factors that contribute to variances in the amounts resulting from external funding have led the UPR-Cayey to not project on the basis of non-recurring funding that come from grants and donations. However, the UPR-Cayey is committed to strengthening its external funding initiatives so that it may complement its annual recurring budget.

Table 4
Projected Budget Assignment: FY 2011 to FY 2015

	Budget Assignment (July 1)				
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
UPR-Cayey General Fund	\$ 37,228,978	\$ 37,228,978	\$ 37,228,978	\$ 37,228,978	\$ 37,228,978
Salaries	25,884,389	25,177,326	24,962,538	24,477,660	24,271,788
Fringe Benefits	8,989,462	8,836,029	8,789,420	8,684,202	8,639,528
Materials, Services and supplies	2,326,000	3,163,471	3,418,333	3,993,677	4,237,959
Travel Expenses	13,401	14,914	21,449	36,201	42,465
Equipment	15,726	37,238	37,238	37,238	37,238

Table 5
Projected Percentage of Budget Allocation: FY 2011 - FY 2015

	% Projected Budget Allocation (July 1)				
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
UPR-Cayey General Fund	100.00%	100.00%	100.00%	100.00%	100.00%
Salaries and fringe benefits	93.67%	91.36%	90.66%	89.08%	88.40%
Materials, Services and supplies	6.25%	8.50%	9.18%	10.73%	11.38%
Travel Expenses	0.04%	0.04%	0.06%	0.10%	0.11%
Equipment	0.04%	0.10%	0.10%	0.10%	0.10%

Enrollment: Trends and Projections

Since its last Self-Study, the general fall enrollment at the UPR-Cayey has increased 5.39% from 3,634 students in 2005-2006 to 3,830 in 2009-2010 (see Figure 3). Trends in enrollment by programmatic areas are shown in Figure 4, which reveals that the Natural Sciences Programs and Business Programs have experienced the greatest increase from 24% of the total 2005-2006 enrollment to 33% in 2009-2010 and from 22% to 27%, respectively. For the same time frame, the largest decrease in enrollment has been experienced in Secondary Education (from 17% to 11%) and Elementary Education (13% to 9%), while the Humanities Programs have remained relatively stable, representing nearly 4.5% of the total enrollment. These trends reflect the basis for the revisions to the UPR-Cayey *Declaration of Mission, Goals, and Objectives*.

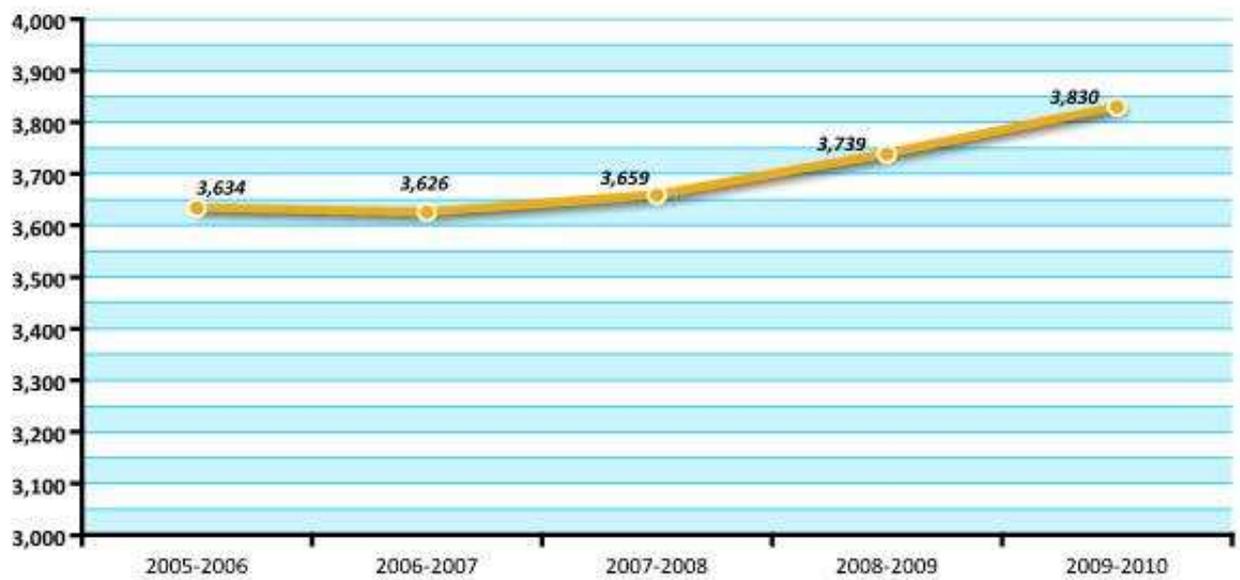


Figure 3. UPR-Cayey general enrollment trends.

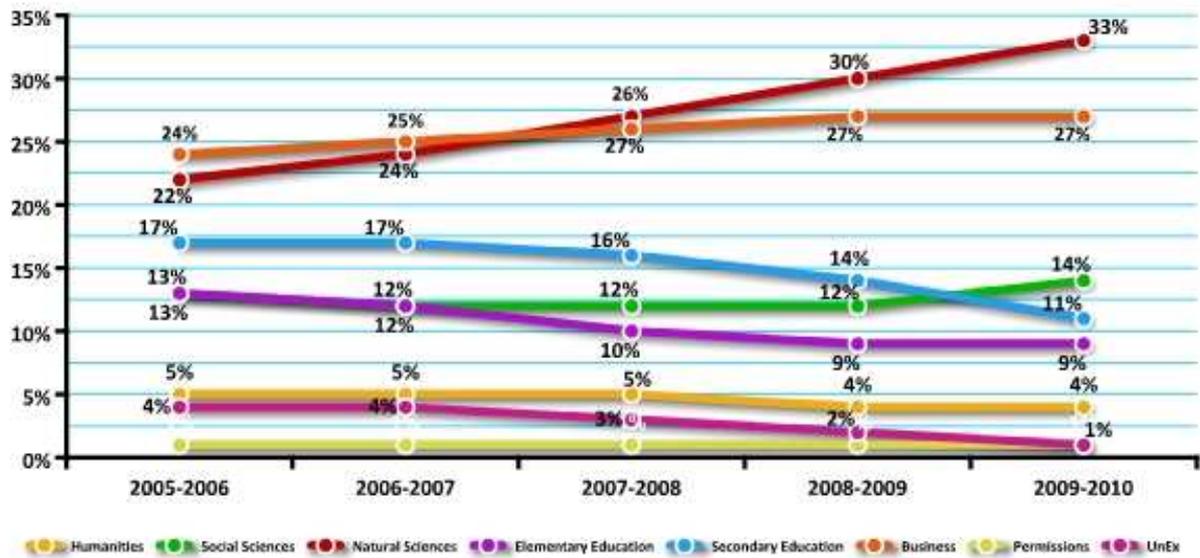


Figure 4. UPR-Cayey enrollment trends by programmatic area.

The fiscal state of the UPR has led the UPR-Cayey to take the necessary steps to reduce its enrollment for the next three academic years, for three main reasons:

1. The university is projecting the need to reduce its academic offer for 2010-2011 by approximately 10%, translating into:
 - a. An academic offer of nearly 90 sections less than that of 2009-2010.
 - b. An estimated reduction of 15 adjunct faculty members to reduce payroll and fringe benefits.
2. The institution has reduced its freshmen admission for 2010-2011 to 811 freshmen, of which the expected enrollment is 770 (i.e., 95%), as opposed to the 874 freshmen enrolled in 2009-2010.
3. The institution may also have to reduce its capacity for admitting transfer students from outside the UPR System, readmissions, and special permissions to complete course work at the UPR-Cayey for degree at another unit of the UPR.

On the other hand, enrollment is also expected to experience reductions as a result of initiatives leading to increased graduation rates within the expected time for degree completion (i.e., maximum of six years), which will contribute significantly to reducing students delayed in their degree-attainment efforts. These initiatives include:

1. A revitalized academic counseling process.
2. The projected establishment of a bridge program for freshmen and sophomores geared at increasing retention and academic achievement.
3. Institutional and student learning assessment processes that provide the basis for data-driven decision-making geared at meeting students' academic and personal needs for success.

Statistical Enrollment Projection

The UPR-Cayey has used the enrollment trends of the last 13 years to generate an adjusted non-linear exponential regression equation ($Y=b_0e^{b_1x}$) to statistically project the expected enrollment reductions through the 2012-2013 (see Table 6). Linearization of the exponential equation occurred by taking the logarithms at each side, resulting in a linear equation within its parameters: $\ln(\text{enrollment})=\ln(b_0)+b_1(\text{years})$. The determination coefficient was 28% and the b_1 significance level was 0.055. On the basis of those projections, enrollment through 2012-2013 by programmatic areas was distributed in proportion to the distribution in 2009-2010, and an additional scenario where Special Permission students were not accepted for three consecutive years was contemplated (see Table 7).

Table 6
 Trends in General Enrollment 1996-2009 & Projected¹³ Enrollment 2010-2013

Academic Year	Actual Enrollment	Projected Enrollment
1996-1997	3,774	3,999
1997-1998	3,951	3,977
1998-1999	3,914	3,955
1999-2000	3,972	3,933
2000-2001	4,089	3,912
2001-2002	4,019	3,890
2002-2003	4,128	3,869
2003-2004	3,987	3,848
2004-2005	3,747	3,827
2005-2006	3,634	3,806
2006-2007	3,626	3,785
2007-2008	3,659	3,765
2008-2009	3,739	3,744
2009-2010	3,830	3,724
2010-2011	-	3,703
2011-2012	-	3,683
2012-2013	-	3,663

¹³ $\ln(\text{enrollment})=\ln(b_0)+b_1(\text{years})$

Table 7
 Distribution of Projected¹⁴ Enrollment 2010-2013 by Programmatic Area

Academic Year	2010-2011	2011-2012	2012-2013
Natural Sciences	1,223	1,216	1,210
Business Administration	991	986	980
Social Sciences	509	506	503
Secondary Education	422	419	417
Elementary Education	321	319	318
Humanities	142	141	141
UnEx	51	51	51
Special Permissions	44	44	44
Total	3,703	3,682	3,664
Total - Restricting Special Permissions	3,659	3,638	3,620

Final Remarks on Financial and Enrollment Projections

UPR-Cayey administrators, as well as the community in general, are aware of the fact that the budget allocation formula that earmarks 9.6% of the average total revenue collection by the PR government during the prior two fiscal years is not enough to guarantee the sustained growth that the institution would desire. Hence the institution must come up with a series of initiatives and decisions to reduce costs and increase external funding, many of which are included in our challenges in Chapter Two. Just as well, there is recognition that the institutional capacity of 3,750 students enrolled as was originally established for the UPR-Cayey may not be feasible during these times of fiscal constraints, as the institution's goal is to offer the best education to the most amount of students the UPR-Cayey can afford to attend. In light of institutional renewal initiatives that are geared not only to operate in a more cost-efficient way, but that seek to improve students' academic success and degree completion, there is a window of opportunity that, despite enrollment reductions projected for the next three years, the University may be able to strive once again for an institutional capacity of 3,750 students after 2012-2013.

¹⁴ $\ln(\text{enrollment}) = \ln(b_0) + b_1(\text{years})$

Chapter Four: Assessment of Institutional Effectiveness and Student Learning

Since the 2005 MSCHE Self-Study carried out by the UPR-Cayey, the Institution has relied on its *Institutional Assessment Plan* (IAP, 2002; See Appendix H) as the underlying model for all institutional assessment activities. As stated in the 2005 MSCHE Self-Study, “the purpose of the IAP is twofold: to evaluate how effective the institution has been in the attainment of its mission, goals and objectives and to use the results obtained from this evaluation to improve the institution’s effectiveness, while placing the assessment of student learning as the focal point of the institution’s commitment toward accomplishment of its statement of purpose. The IAP establishes such assessment activities throughout the institution’s instructional, research, and public service functions, as well as its administrative components”p.46 .

The Plan was structured in three main areas as observed in Figure 5. With the establishment, in January 2007, of the Assessment and Institutional Research (AIRO), it was assigned the responsibility for carrying out and updating the IAP as one of its primary functions. As several programs had already initiated their accreditation processes using the IAP as the underlying model for their assessment plans, operational changes were made to the plan, taking into account the development of new assessment approaches from both the accreditation processes and the Central Administration of the UPR, as well as an assessment audit performed by the AIRO to determine how assessment activities were being carried out at the Institution prior to the office’s establishment.

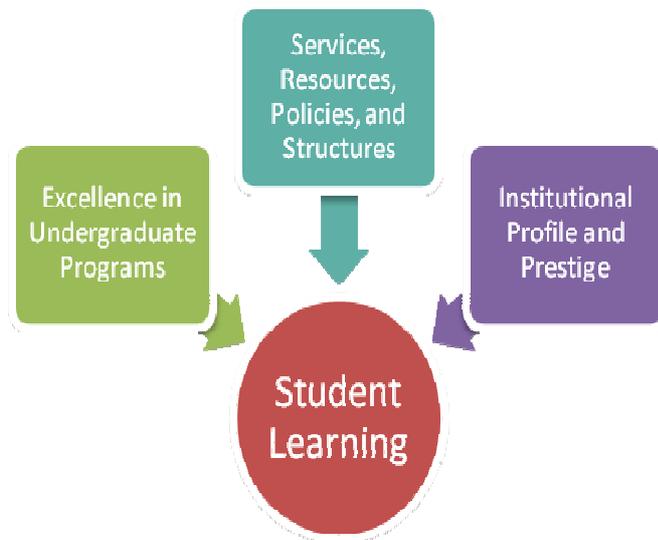


Figure 5. Institutional Assessment Plan Focal Areas.

Operational Changes to the IAP

Excellence in Undergraduate Programs (Area I).

The IAP grouped its first assessment area, *Excellence in Undergraduate Programs*, is into four categories:

1. Assessment of Student Learning within the General Education Model.
2. Curricular Assessment of the General Education Model.
3. Programmatic assessment of the UPR-Cayey undergraduate offering.
4. Course embedded student learning assessment

Operationally, the first two categories have been replaced with the recently approved *General Education's Programmatic Assessment Model* (Academic Senate 73: 2008-2009; see Appendix I). This plan offers clear guidance regarding how the four phases of the General Education Model (Phase I – Entrance; Phase II – Upon Completion of 60 credit hours; Phase III – Seniors; Phase IV – Summative Programmatic Assessment) are to be assessed. Specifically, it establishes:

1. The contents and abilities (i.e., student learning outcomes) to be assessed.
2. Specific assessment strategies and data sources to be used.
3. The unit in charge of the assessment process.
4. Time frame in which the assessment activities for each of the four transition points are to be implemented.

The third part of the IAP's *Excellence in Undergraduate Programs*, has been substituted by the Board of Trustees' Certification 43 (2006-2007)¹⁵, *Guide for the Assessment of Academic Programs in the UPR*, which establishes minimum indicators to assess 15 key areas: (1) Mission, Goals, and Objectives (MGO), (2) Program Validation, (3) Program Relevance, (4) Curriculum, (5) Assessment of Program's Effectiveness, (6) Students, (7) Faculty, (8) Student Support Services, (9) Learning and Information Resources, (10) Community Relations, (11) Program Operations and Effectiveness, (12) Fiscal Aspects, (13) Infrastructure, (14) Challenges and Opportunities, and (15) Development Plans. Appendix J presents the performance indicators for the 15 key assessment areas. Those programs susceptible to accreditation or recognition by professional agencies (i.e., twelve Teacher Preparation Programs, three Business Administration programs, two Technology and Office Administration Program, and Chemistry) are exempt from completing the process following the guidelines, and must thus use their self-studies as their programmatic assessment model. A specific time-line has been developed, and implemented, establishing the dates in which each program is to submit their final report to the Program Review Transmittal Process (see appendices K & L).

Course embedded assessment is fourth category within the IAP's *Excellence in Undergraduate Programs*. The diversity among academic disciplines offers the possibility of implementing a variety formative student learning assessment techniques which led the IAP to not establish a strict format for carrying out this process. However, the IAP does propose complementary strategies as a means for establishing an effective assessment process at the course level, including:

¹⁵ Complete document in Spanish is available at <https://docs.google.com/leaf?id=OB5WQ0yEs8X7VNjdjN2ZINGYtZjUwYS00MTg2LTk0NTMtMmRmNzQ0ZDUyZDA1&hl=en>

1. Individual student learning assessment projects, warranting continuous professional development and support on the various techniques available (offered through the AIRO and institutional professional development activities).
2. Course approval rates as an indirect measure of student learning (available through the Online Grades Module and program specific performance provided to departments).
3. Basic curricular auditing, providing the means and information necessary for curricular changes (carried out by all departments through their Curriculum Committees).

Areas II and III of the IAP.

The areas on *Services, Resources, Policies, and Structure* (Area II) and *Institutional Profile and Prestige* (Area III) of the IAP remain the same except for the following changes:

1. The Assessment and Institutional Research Office is the unit in charge of monitoring the implementation of the IAP, assumes leadership of institutional assessment activities and replaces the Office of Planning as the official data source.
2. The IAP is carried out in accordance with the 2006 UPR-Cayey Mission, Goals, and Objectives and the 2006-2016 UPR-Cayey Strategic Plan.

Assessment of the IAP.

As established in the IAP, the plan is currently being assessed in terms of identifying its strengths and areas for improvement, yet has remained as the underlying model for the assessment processes because, as stated previously, programs seeking accreditation or professional recognition have used the plan as their guide. Focusing merely updating the written document, as opposed to implementing operational changes resulting from the assessment of the model itself as has been done, would have led to stagnation in the development of the Campus' commitment towards achieving a sustained assessment and data-driven decision-making culture. As such, the UPR-Cayey has been able to establish a process in which all institutional activities are guided by the Systemic and Institutional Mission, Goals, and Objectives, and Strategic Plan, as observed in Appendix M. Thus, operational revisions are widely discussed and presented to the community and the administration by means of advising, orientations, workshops, and the AIRO's website¹⁶. By doing so, we project to present during the 2010-2011 Academic Year a Revised Assessment Plan that will take into account the diversity of all academic, administrative, and student support units and their assessment achievements.

Assessment at the UPRC: Evidence of a Sustained Assessment Culture

During the 2006-2007 Academic Year, the UPR-Cayey achieved a major milestone by approving their revised Declaration of Mission, Goals, and Objectives, and their 2006-2016 Strategic Plan, in alignment with the UPR Systems Strategic Plan. The Institutional Strategic Plan and the Systemic Strategic Plan have served as the basis for dictating the specific strategies and activities that the university is to implement in order to achieve undergraduate excellence, while the operational IAP sets the stage for all assessment strategies. Through the AIRO, all information on the variety of methods that the Institution employs for assessing student learning, programmatic, and institutional effectiveness, as well as the institution's progress towards achieving its Mission, Goals, and Objectives, its Strategic Plan and each individual unit's own objectives. As such, the

¹⁶ <http://www.cayey.upr.edu/oficina-de-avaluo-e-investigacion-institucional>

following sections highlight findings of the UPR-Cayey's assessment initiatives between 2005-2006 and 2009-2010.

Student Learning and Programmatic Assessment of the General Education Model

The Deanship of Academic Affairs assigned an Administrative Coordinator for the General Education Model, to oversee the implementation and assessment of the model that began with the 2009 freshmen cohort (see Appendix I). Through this unit, assessment initiatives documenting both curricular and student learning assessment strategies are carried out in collaboration with the Faculty Committee on General Education and the AIRO. To date, programmatic assessment measures include the *Entrance Survey for 2009 Freshmen Enrolled in Interdisciplinary Courses, 2009 Cohort's Self-Assessment on the Abilities and Contents to be Developed through the General Education Model*, and the pilot survey *Self-Assessment on the Abilities and Contents to Developed through the General Education Model: Exit Surveys for Seniors*.

General Findings from these measures are presented in Table 8¹⁷. The unit also gathers information on course-embedded and general student learning assessment strategies for the competencies to be developed in those course identified as forming part of the General Education Model at the end of each term (see Appendix N). The *Summative Assessment of Student Learning Outcomes in Core General Education Courses*, presented in Appendix O, offers insight to the variety of assessment strategies used to assess student learning in core courses, the findings of these measures and how they were used for decision-making. The General Education Committee is currently developing rubrics for assessing student learning of the abilities and contents to be developed through the core courses of the General Education Model in a standardized manner across all programs and courses as recommended by the AIRO¹⁸. Those rubrics that have already been developed are currently under evaluation and are being piloted by "content experts" in the areas of: oral and written communication in English and Spanish, critical thinking, information literacy, and quantitative reasoning. This will in turn guarantee that the level of knowledge acquisition is documented for all students equally, while at the same time providing for the documentation of progress in student learning.

¹⁷ Complete results of all three surveys are available at

<https://spreadsheets.google.com/ccc?key=0ApWQ0yEs8X7VdGpiaG82czJBdElzRC0zUTNMNjdYc2c&hl=en>

¹⁸ Example of rubrics under development available at

<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VZGQyMmQwZjltMTVhYy00YjM4LWI2NmUtYzJkODQ2NmRlZmZi&hl=en>

Table 8

General Education Programmatic Assessment Strategies Results

<i>Entrance Survey for 2009 Freshmen Enrolled in Interdisciplinary Courses (N = 115)</i>	
Reasons for selecting the Interdisciplinary course in which they are enrolled (multiple responses allowed):	
Course seemed interesting	57%
To complete the academic load for FT enrollment	50%
Interesting course topic	35%
Topic integration	27%
Collaborative teaching model	4%
The course is a curricular requirement	5%
<i>Self-Assessment on the Abilities and Contents to be Developed by the General Education Model: Entrance Survey for 2009 Freshmen (N = 345; analysis excludes students who responded Non Applicable [N/A])</i>	
Agreed that they received orientation on the importance of the General Education Model	45%
Agreed that they understood which courses formed part of the General Education Model	48%
Agreed on the importance of teamwork for research and creative work.	81%
<i>Self-Assessment on the Abilities and Contents Developed by the General Education Model: Exit Survey for 2009 Seniors¹⁹ (N = 345; analysis excludes students who responded Non Applicable [N/A])</i>	
Agreed that they understood which courses formed part of the General Education Model	76%
Agreed that the General Education courses contributed to their personal and academic formation.	48%
Agreed on the importance of teamwork for research and creative work.	79%

¹⁹ Survey is being administered as a pilot project and to establish benchmarks for comparison with the 2009 in their Senior Year; Survey is currently being administered and results are preliminary.

Programmatic Assessment of UPR-Cayey Undergraduate Offerings

All undergraduate programs at the UPR-Cayey are expected to have: Clearly articulated student learning outcomes, assessment plans, documentation on the results of their assessment processes and strategies, and evidence of their decision-making activities resulting from their assessment. As observed in Figure 6, nearly 90% of the UPR-Cayey’s 28 baccalaureate programs have defined their learning outcomes, 71% have developed their assessment plan, and only 54% have been able to document their assessment results and decisions based on their assessment processes. The state of each academic program’s progress in defining their student learning outcomes, assessment plans, documentation on the results of their assessment processes and strategies, and evidence of their decision-making activities resulting from assessment is presented in Appendix P.

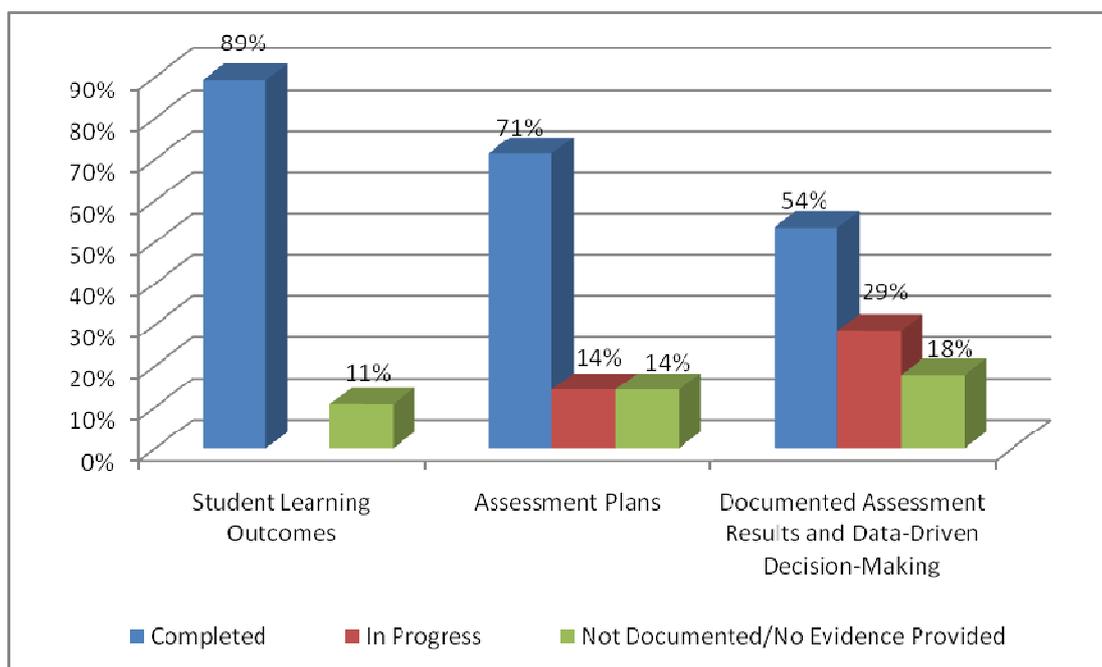


Figure 6. Progress in the implementation of the programmatic assessment process at the UPR-Cayey.

Information on curricular, student learning, and administrative assessment at the academic program levels is documented, as stated earlier, through their five-year program review cycles or accreditation processes. Annually, they are monitored through the *Annual Accomplishments Report and Work Plan*²⁰ that each department must submit to the Deanship of Academic Affairs at the end of each academic year. The report documents each program's progress in achieving their Mission, Goals, and Objectives, identifies strengths, and areas for improvement and offers insight as to the variety of assessment techniques used at the program and course level.

Findings from Programmatic Assessment Initiatives

Baccalaureate of Arts in Economy

Since 2000, the Bachelor's of Arts in Economy began confronting issues regarding its demand for admission, leading to its moratorium in 2007, as a result of its program assessment²¹. As of fall 2009, there were still 13 students enrolled, of which 85% were either juniors or seniors. Thus, program efforts are concentrated in ensuring an academic offering of courses in "blocks" based on a thorough needs assessment of students enrolled, determined through academic counseling, so that these students may complete their degree in the allotted time.

Programs in General Psychology & Community Psychology and Mental Health

In January 2007 the assessment of the baccalaureate programs of General Psychology and Community Psychology and Mental Health were completed, a process that took three years. Major revisions, implemented with the 2008 freshmen cohort included:

- Substituting the Social Research Techniques course (SOCI 3265) with Non-Experimental Methods in Psychology (PSIC 3137);
- Substitution of two directed electives in Psychology with the Psychological Research Practicum (PSIC3166) and Physiological Psychology Lab (PSIC3118).

The aforementioned revisions responded directly to:

- The UPR-Rio Piedras' admission requirement of one year of course work on Psychological Research Methods for its Graduate Psychology Program.
- The program's interest in offering students those research skills needed for admission to any graduate program in Psychology, in particular the research skills used in non-experimental methods of psychology.
- The findings from two Alumni Surveys, administered in 2000 (N = 42, 18% response rate) and 2004 (N = 48, 20% response rate), where nearly 90% of participants from both administrations stated that the program should place a greater emphasis on research, by means of teaching strategies on behalf of the faculty or through additional courses.

In January 2009 the programs also completed their assessment processes in compliance with the Board of Trustees' Certification 43 for Program Reviews^{22,23}. This assessment process revealed the programs' need to address the following issues:

²⁰ Available at

<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VZTliYzc4YTgtMGEyZS00Yzk1LWl0YiktZWnkNzYzZmMyYTFm&hl=en>

²¹ Available at

<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VNzk1YTZiMGEtZiZjNC00YTE0LThmOWYtZDMYm2E4OWMwODdm&hl=en>

²² Available at

<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VMTBiNGNkNtctZDM3ZS00ZiRmLTg0OGYtMDFkZDNiMDBmZDc2&hl=en>

- Laboratories for the new lab courses introduced as part of the curricular revision must be enabled and equipped.
- An assessment program for the valuation of laboratory courses within their first year of implementation must be developed.
- A *Faculty Profile* leading to personnel actions and faculty recruitment in line with changes made to the program is to be developed.
- Further strengthen academic courses, at the curricular level, by emphasizing research skills as well as the theoretical and interdisciplinary foundations.
- The contents of general education courses that the students take, along with their relevance to the overall program and specialization courses must be assessed with the intention of proposing a block of general education courses for psychology students by the next scheduled program review (2014).

The assessment of the curricular changes introduced with the 2008 Freshmen Class, along with the proposed changes stated in their 2009 Program Review Process, have strengthened the program's academic content relevance, with particular emphasis on the attainment of knowledge and research skills needed to maintain the program's alumni competitiveness when applying to graduate schools. It also offers the program an overall sense of coherence and "uniqueness", as it makes the UPR-Cayey's General Psychology Program the only one within the UPR System specifically designed for students with interests in psychological and social science research.

In compliance with the institutional assessment efforts, the program developed their Student Learning Outcomes and Assessment Model, to begin in 2009-2010, on the basis of the continuous appraisal of programmatic effectiveness and student learning outcomes, with a summative assessment at the end of five years²⁴. Curricular and faculty aspects, as well as the availability of resources will be assessed through an analysis of documents, handbooks, syllabus, and interviews among others.

Teacher Preparation Programs

In the spring of 2007 the *Teacher Preparation Programs* (TPP) at the UPR-Cayey submitted their Preconditions for the *National Council for the Accreditation of Teacher Education* (NCATE) accreditation process. Between spring 2008 and fall 2009, eight of the twelve TPP programs submitted the following their Program Reviews to the following Specialized Professional Associations (SPA's): Association for Childhood Education International, the National Science Teachers Association, the National Council of Teachers of Mathematics, Teachers of English to Speakers of Other Languages, and the National Association for Sports and Physical Education, while the Secondary Education Program in History will re-submit for program approval to the National Council for the Social Studies in fall 2010. In February 2010, the TPP submitted its *Institutional Report*²⁵ and met all accreditation standards in March 2010, when it received the NCATE's Board of Evaluation Visit, an achievement highlighting the effectiveness of the program's assessment practices.

²³ Available at

<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VOTA5Yzg0ZWUtNWUwNy00OTQ0LWJINjktNGUzYmFIN2M5MmZm&hl=en>

²⁴ Available at

<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VMTZkN2QwZWYtYWUxYS00OwM2LTlkMjEtY2M3YzFmMzJiZmQ5&hl=en>

²⁵ Available at

<https://docs.google.com/leaf?id=0B5WQ0yEs8X7VMDVkyWE3MDYtM2FINC00MThkLTINTAtMjNINTc3MmNjMTAw&hl=en>

Teacher candidates' proficiencies, knowledge, skills, and professional dispositions are developed and assessed by the TPP through a variety of experiences which include course-embedded and field-based assessment as established in the program's *Conceptual Framework*²⁶. Data on student competencies and proficiencies are gathered through assessments²⁷ such as: departmental exams, lesson plans, observation forms completed by supervisors and mentor teachers, research and community projects, Teacher Work Samples, and the Puerto Rico Teachers Certification Examination (PCMAS; with pass rates fluctuating between 75% and 95%) and PCMAS Survey and the Teacher Report Card Survey, in accordance with the program's Assessment System²⁸. Data from the program's assessment system is used mainly for:

1. Offering feedback to candidate regarding program progress.
2. Modifications to courses, curriculum, and assessment instruments.
3. Improving candidate retention by supporting their decision making through transition points.
4. Evaluation of the program's assessment system.

Examples of Evidence on Student Learning²⁹ are:

1. Over 80% of program completers pass the content examinations that form part of the PCMAS.
2. Professional and pedagogical content knowledge, developed through the courses of Human Growth and Development, Educational Psychology, Social Foundations of Education, and Philosophical Foundations of Education, are fostered through the use of formal and informal course-embedded assessment strategies which is evidenced by the average grade point average of 2.85 across all four courses, with 85% exceeding the minimum expectancy of a grade of "C" or better.
3. *Community Service Project Rubric*: Using a scale ranging from 3 (Outstanding) to 1 (Unacceptable), overall average for candidates across programs is 2.74.
4. *Teacher Work Sample*: Candidates work averaged a 2.59 exceeding the minimum expectancy of a 2.0 on a three point scale.
5. *Teacher Report Card Survey*: 80% of program completers perceived that the TPP allowed them to develop the professional and pedagogical knowledge and skills required for teaching.

Areas for improvement identified through the TPP assessment process include:

1. The development of a web-based system to enhance accuracy and efficiency of the assessment system.
2. The need to increase consistency in data collection, summarizing, reporting, and usage at some program and unit levels.

²⁶ Available at

<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VNDQyZiJIMzEtMmY4Ny00MGJhLTgyNzltZmVhNiYwMmViMjRh&hl=en>

²⁷ Sample of TPP Key Assessments available at

<https://docs.google.com/leaf?id=0B5WQ0yEs8X7VYWEzMDUxNTUtMGI5My00MTY2LTgwNjQtMDY2MTZlYWQ4Yjgy&hl=en>

²⁸ TPP Assessment System available at

<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VYjUzYzZlZjctYTI4MS00MzcyLWExMTctYjBIYTY3YWFjNzk2&hl=en>

²⁹ Summary of findings at

<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VNDYwOGFmZDYtM2JiZi00NGM3LTkzNmQtNjQ4YWUxOWE1MiEY&hl=en>

3. The need to strengthen strategies for documenting change initiatives at the unit level in order to promote data-driven decision-making.

Baccalaureate of Arts in Hispanic Studies

The Bachelor's of Arts in Hispanic Studies was assessed between 2007 and 2009³⁰ in compliance with the new systemic guidelines. The Department of Hispanic Studies has exhibited a commitment to an assessment culture for both their General Education and Specialization course offerings. The program assessment process offered both insights to the progress of students in the Hispanic Studies baccalaureate program as well as the department's contribution to Spanish Teacher Preparation Program, as the latter did not have a Standard for Professional Accreditation with which to comply. Findings suggest that the program's strengths are:

The strengths and work program for students of Education in Spanish, are:

1. Over 90% tenured faculty members with doctorates in their concentration;
2. Research and literary creation has characterized the department, as is observed through their academic publishing, dissemination and creation.
3. Faculty can contribute to both the teaching of general education courses as well as those geared towards teacher training in Spanish.
4. Faculty is committed to education as can be seen through their continuous contribution to the generation of new knowledge through creative writing, forum participation, and offering lectures, among others.

Areas for improvement include:

1. Continuous assessment of student learning in all General Education Courses and specialization courses for both the program's students and Spanish teacher candidates.
2. Development of a curricular sequence to further strengthen the Spanish writing competencies of teacher candidates.
3. Development of marketing strategy for the Baccalaureate of Arts in Hispanic Studies, highlighting its distinguished faculty and their academic commitment, while developing recruitment strategies geared at admitting those students most interested in the program and with the greatest retention probability.
4. Development of a retention plan for the program's students.

Baccalaureate of Science in Biology

The Bachelor's of Science in Biology presented its completed its Program Assessment Report in 2009³¹, revealing both programmatic strengths and areas for improvement. To meet student needs, the department has a 17 faculty members, of which 77% possess a doctoral degree, 65% are Tenured Professor, and 88% perform research, which includes undergraduate students as part of at least 25% of their academic load. The assessment process identified the areas of Biotechnology and Biomedicine as areas in which the department needs to further develop. Consistent with this finding, the department's recruitment plan will emphasize health-related areas.

³⁰ Available at

<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VODhiMDRhOGUtNGYwOS00ZTA1LWI3OTctMDE2ZmI0Mzg1N2Vk&hl=en>

³¹ Available at

<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VYjEzN2VjZWtZGFIZS00OTkLWFjYzAtZmUzNDQ0MTFiYTYy&hl=en>

The program admits nearly 22% its applicants, of which 98% enroll. The average time to complete a degree is five years, with a graduation rate of 28.5% of the cohort completing the program, and a general graduation rate of 46.1%, when students who reclassify or transfer are included. The program is third in terms of demand for admission, following the Río Piedras and Mayagüez Campus', and ranks 20th among the 50 programs within the system with highest demand.

Consistent with the institution's assessment culture, the faculty of the Biology Department approved its Mission, Goals and Objectives, as well as the student learning outcomes which were aligned with the courses offered by the department. The program is in need of developing and implementing their Student Learning Assessment program, and has identified this as an area of priority for faculty development. There is also need to document the results of student learning to formally sustain evidence-based decisions regarding curricular changes.

Baccalaureate of Business Administration

Since 2007-2008 the three baccalaureates of Business Administration (BAP) have been undergoing an assessment as part of their preparation for their *Association of Collegiate Business Schools and Programs (ACBSP)* accreditation. This process has resulted in the development of an assessment system which did not formally exist prior to 2007³². The outcomes assessment plan is based on the program's students learning profile, which is also aligned with the institutional mission and the common professional components of Business Programs.

During this process, the Business Administration Programs (BAP) has used benchmarking to determine whether their established learning outcomes were appropriate for the rigor and breadth of the degree offered. Benchmarking was performed at two levels. First, the BAP's curricular sequence was compared with the curricular sequence of two similar accredited business programs based on their classification as a regional university and data availability. Second, the BAP's learning outcomes were compared to the learning outcomes of those same institutions to ascertain their similarities and differences. This process revealed that in fact the program is appropriate for the rigor and breadth of the degree established. Additionally, the Department has developed two capstone courses, which, in accordance with the student's major, must be taken prior to graduation and require students to demonstrate analytical, comprehension, communication and research skills.

The program collects and analyzes internal data to determine their students' performance level in demonstrating their proficiency regarding the established learning outcomes. More specifically, the BAP use direct and indirect measures throughout all stages of the program to determine their effectiveness in developing the established learning outcomes. Sources of internal information used for assessment purposes include: diagnostic tests, pre and post-tests, questionnaires, and course-embedded outcomes assessment techniques, challenge competition, leadership questionnaire and student satisfaction questionnaires. Sources of external data include:

1. *Prueba de Aptitud Académica ("PAA")*: Formally known as the *College Entrance Examination Board (CEEB)*, which offers insight to student aptitude in the areas of Math and Spanish, and includes three tests on English, Spanish, and Mathematics achievement.
2. *Sam Walton Competition*: This competition is sponsored by the Puerto Rico Chamber of Commerce and recognizes outstanding business plans submitted by

³² Available at

<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VMjZkMWZhZWMtMml4Yy000TA5LWizMGEtODU5YzMOZTBiZTdl&hl=en>

business students from all universities in Puerto Rico. Students from the UPRC-BAP have obtained the first place in this competition for three consecutive years (2007-2009).

3. *AEC Interuniversity Accounting Competition*: This competition is organized and sponsored by the Puerto Rico Society of CPAs and is an accounting exam that consists of oral and written problems covering principles of accounting, intermediate accounting, state income taxation, cost accounting, and auditing. A panel of Certified Public Accountants serves as judges and is responsible for evaluating and scoring answers. In 2009, the UPRC-BAP won second place in this competition.
4. *Major Field Test (MFT)*: The Business MFT contains 120 multiple choice questions designed to measure a student's ability to apply significant facts, concepts, theories, and analytical methods. The test follows the general guidelines of business school accrediting agencies and specifically covers areas of the common knowledge in business schools including accounting, economics, finance, law, marketing and quantitative analysis, social responsibility, and international business.
5. *Uniform CPA Examination Results*: The CPA Examination ensures that only qualified candidates become licensed as Certified Public Accountants. In Puerto Rico, the exam is administered in English and follows the same content as the exam administered in the U.S.

As the Business Administration Department is currently undergoing their assessment process, and plans to submit their self-study in fall 2010, data on the results of assessment processes, both at the programmatic and course level, have yet to be documented.

Findings from Annual Achievement Reports & Work Plans

Table 9 presents examples of progress in goal attainment for those programs that have not completed their program reviews, and submitted their *2008-2009 Annual Achievement Reports & 2009-2010 Work Plans*³³. The *Honor's Studies Program* is included as an academic program, as per it grants students a certification upon completion of a sequence of credit requirements and an undergraduate thesis. A detailed analysis of course-embedded student learning assessment strategies for all academic programs is presented in Appendix Q. As can be observed, the UPR-Cayey implements a variety of techniques to assess and foster student learning, such as: Pre-post tests; conversational groups; rubrics for projects, presentations and writing; interviews; *One Minute Papers*; reflective journals; writing prompts, and focalized lists, among others.

³³ Complete reports for 2008-2009 are available at:

<https://docs.google.com/leaf?id=OB5WQ0yEs8X7VMTRhZjQONTktMTY0Ni00YzBmLTk1YWMTNDA2ODBjZjAwOWZk&hl=en>

Table 9
 Findings from 2008-2009 Achievement Report and 2009-2010 Work Plan

Program	Findings
Mathematics	<p><u>Achievements:</u> Assessment plan has been approved and began implementation in 2009. 57% of 2009 alumni admitted to graduate programs in the U.S. Undergraduate Research course was approved thus complying with the Academic Senates certification on providing every graduate research experiences.</p> <p><u>Areas for Improvement:</u> Program exhibits low demand for admission of freshmen students, as well as low retention and graduation rates. The curricular sequence in Statistics must be assessed and revised in order to attract more students. The department must implement strategies to promote faculty research which integrates student collaboration.</p>
Technology and Office Administration Programs (2)	<p><u>Achievements:</u> Both programs are undergoing their self-study for accreditation by ACBSP. Programs have their student learning outcomes and are developing their assessment plans. Programs are administering their alumni survey. Course-embedded assessment strategies are used in every course offered by the program.</p> <p><u>Areas for Improvement:</u> Program must identify more practice centers for students. Program must implement strategy to increase applicants selecting it as their first choice for college program, and must increase their retention and graduation rates.</p>
Honor's Studies Program	<p>54 students enrolled 12 faculty members contributed through a total of 11 courses, practicum, independent studies, and research experiences. Courses sponsored by the program have been classified as interdisciplinary, thus allowing students not enrolled in the program to benefit from the program's academic offer. Program's emphasis on community service has promoted student participation in the identification and formulation of solutions to social problems. Are developing their assessment plan.</p>

Institutional Effectiveness (Areas II & III)

Since its last self-study, the UPR-Cayey has implemented multiple strategies to demonstrate its commitment to establishing an assessment culture throughout all administrative and student service units including:

1. Establishment of the Assessment and Institutional Research Office for the generation and systematic recollection of all institutional activities and data that will serve as the basis of sound planning and decision-making processes.
2. Continuous support in assessment related matters such as: workshops, individual consultations, and establishment of an institutional website (<http://www.cayey.upr.edu/oficina-de-avaluo-e-investigacion-institucional>) offering a variety of resources.
3. Guidance for the development of Mission, Goals, and Objectives, work plans, and the use of assessment strategies for documenting achievement of unit objectives and decision-making.

The institution's progress towards establishing assessment practices within every administrative and support unit is depicted in Figure 7. In general, close to half of the institutions 39 offices have completed the development of their mission, goals, and objectives in alignment with those of the UPR-Cayey and the System. Nearly 70% of the offices have completed or are in the process of completing their formal assessment plans, while 46% of them have implemented some assessment initiatives based on their plans or those under development. Finally, only 23% of the offices are thoroughly documenting data-driven decision-making, an area warranting significant improvement.

Each office's progress in their assessment initiatives is presented in Appendix R. As can be observed, the units forming part of the Chancellor's Office present the most significant need to develop their Mission, Goals, and Objectives, as only 21% have completed this process as opposed to over 60% of the units under each of the three deanships. The offices under the Dean of Administration exhibit most progress in developing their formal assessment plans, with 62% completed and 38% in progress. In terms of the implementation of assessment initiatives, all of the units under the deanship of Students and 67% of the offices from the deanship of Academic Affairs have implemented such strategies. The area which has been most successful in documenting their data-driven decision-making processes is the Dean of Students, where over 80% of the offices submit their annual achievement reports with supporting evidence.

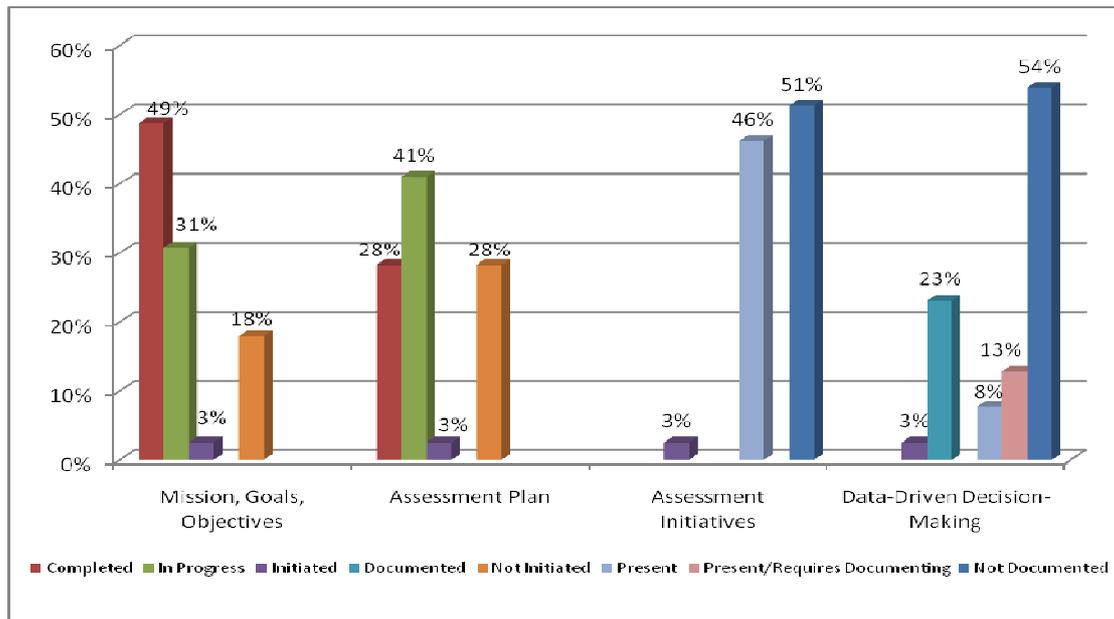


Figure 7. Administrative and student support services' progress towards establishing assessment processes.

Table 10 offers insight to the mechanisms through which unit progress in achieving their objectives is gathered. The compilation of institutional findings resulting from assessment efforts and decision-making between February 2006 and September 2009 was presented to the community at large through the *Institutional Achievement and Challenges Report*³⁴, a report that will continue to be prepared annually.

³⁴ Available at <https://sites.google.com/a/upr.edu/uprc-informe-de-logros-y-retos-institucionales-febrero-de-2006-a-septiembre-de-2009/>

Table 10

Administrative and Student Support Services Mechanisms for Reporting Achievements and Areas for Improvement

Units Responding To:	Reporting Mechanism:
Dean of Student's Affairs	Each unit prepares an annual Work Plan stating its mission, goals, projected activities, dates on which they will take place, the person to whom primary responsibility is assigned, and the estimated budget. At the end of each year each office assesses whether the goals and objectives were met, what factors contributed to or impeded its achievement, and identifies areas for improvement. The Dean of Students prepares an Annual Achievement Report highlighting the unit achievements and submits to the AIRO and the campus community. For the 2008-2009 Academic Year achievements were presented in the form of a publication titled <i>Taurus</i> ³⁵ .
Dean of Academic Affairs	Each unit prepares an Annual Report documenting achievements from the prior academic year, areas for improvement, their current state, and their work plans for the following year. The Associate Dean of Academic Affairs prepares a summary report, and adds suggestions for further improvement, and submits the reports to the AIRO.
Dean of Administration	Prior to the 2009-2010 Academic Year, the deanship would prepare a brief report on the units' achievements and submit it to the AIRO. Currently, the Dean is using a structured form, titled <i>Institutional Matrix for Planning, Budgeting, and Assessment</i> ³⁶ to document its planning process and assessment results. The first submission following this structure will take place during the summer of 2010.
Chancellor's Office	The AIRO gathers all units' achievement reports and includes them as part of the <i>Institutional Achievement and Challenges Report</i> , and identifies each unit's areas for improvement. As of summer 2010, the units under the Chancellor's Office are expected to also use the <i>Institutional Matrix for Planning, Budgeting, and Assessment</i> .

³⁵ Available at <http://www.cayey.upr.edu/node/1623>.

³⁶ Available at <https://docs.google.com/fileview?id=0B5WQ0yEs8X7VOWFhOTk0ZjQtYmFjNS00YTdkLWJhOTItZTZkOGYyMzdiNmJi&hl=en>

Examples of Significant Findings and Data-Driven Decision-Making

Student Perception

With the graduating class of 2007, an annual survey that gathers information on students' plans after graduation and their perception regarding 22 critical areas of the university's Mission, Goals, and Objectives and Strategic Plan related to student learning and development has been administered to 862 students (56% response rate). Table 11 presents the eight areas where the institution has had significant achievements (as determined by 75% or more students indicating "strongly agree") and five critical areas for improvement (as determined by 50% or less of the students indicating "strongly agree").

Table 11

2007 – 2009 Graduating Students' Perception (N = 862)

	University has promoted students'...	% Responding "Strongly Agree"
Areas of Significant Accomplishment	<i>understanding of the relationship between general education and the areas of specialization.</i>	80%
	<i>ability to learn independently through critical thinking, the development of innovative ideas, and a creative attitude.</i>	80%
	<i>ability to communicate effectively.</i>	85%
	<i>ability to make use of a variety of information sources to expand their knowledge base.</i>	85%
	<i>ability to make use of technological tools for their professional and academic formation.</i>	81%
	<i>self-esteem and self-confidence.</i>	77%
	<i>ability to make good use of their initiative and leadership.</i>	80%
	<i>ability to make independent decisions and ethical judgment.</i>	83%
Critical Areas for Improvement	<i>participation in research programs, activities, and experiences</i>	43%
	<i>participation in interdisciplinary programs, activities, and experiences</i>	51%
	<i>participation in cultural programs, activities, and experiences</i>	53%
	<i>participation in community programs, activities, and experiences</i>	48%
	<i>The quality of the academic advising was excellent</i>	50%
Decision-Making for Improvement:		
<ul style="list-style-type: none"> • Actions were implemented between 2006 and 2009 to guarantee that as of the graduating class of 2009 all students had at least one formal experience in research, creative work or community service. • As of 2008 all students must be offered academic advising prior to enrollment. • The new General Education Model approved in 2007 guarantees interdisciplinary and research experiences, and student learning on cultural aspects. 		

Educational Offerings

Between 2005-2006 and 2009-2010 the UPRC has aimed at increasing class size without impairing the educational experience, while keeping in tune with the Presidents Circular Letter 95-02 (August 1995) which establishes a maximum capacity of 30 students in conventional courses (i.e., lectures), and the Academic Senate’s Certification 41 (2008-2009) which establishes that the maximum capacity in Basic English, Spanish and Math courses is to be 25. More efficient use of section capacity has been implemented, with an increase in average lecture size of 23 students in 2005-2006 to 26 students in 2009-2010 (See Figure 8). Course offering has decreased, from 254 in 2005-2006 to 223 in 2009-2010, with the objective of maintaining a variety of options, without hindering the offer of courses that students need to adequately complete their degree. The direct impact to students is that we have been able to service more students in 2009-2010 (Aggregated Head Count = 17, 003) as compared to 2005-2006 (Aggregated Head Count = 15,726; See Figure 9).

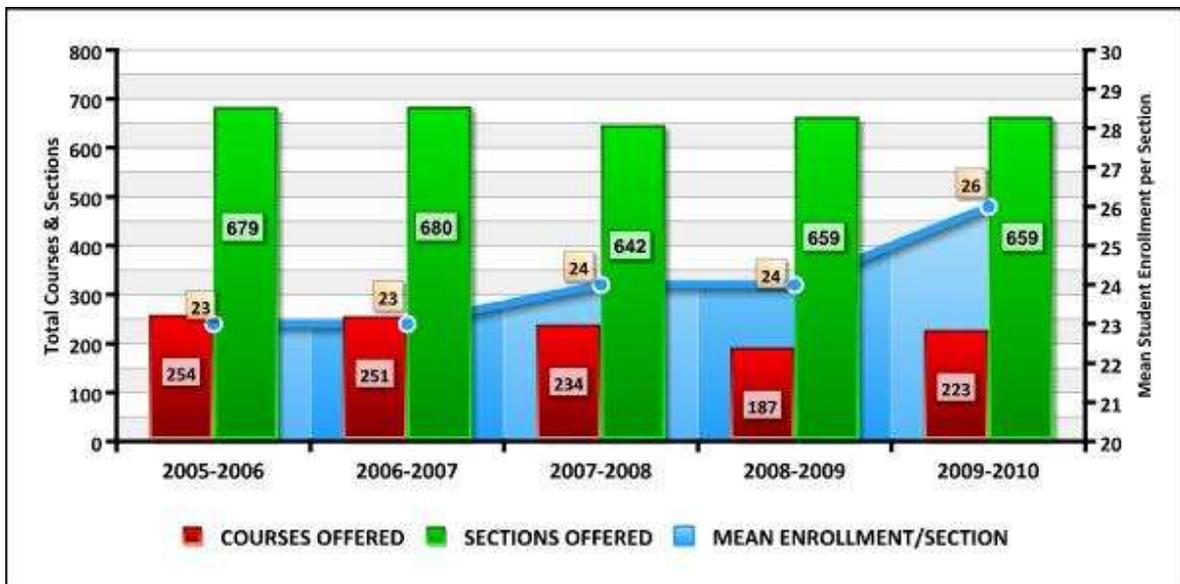


Figure 8. Trends in academic offering and mean enrollment per lecture sections.

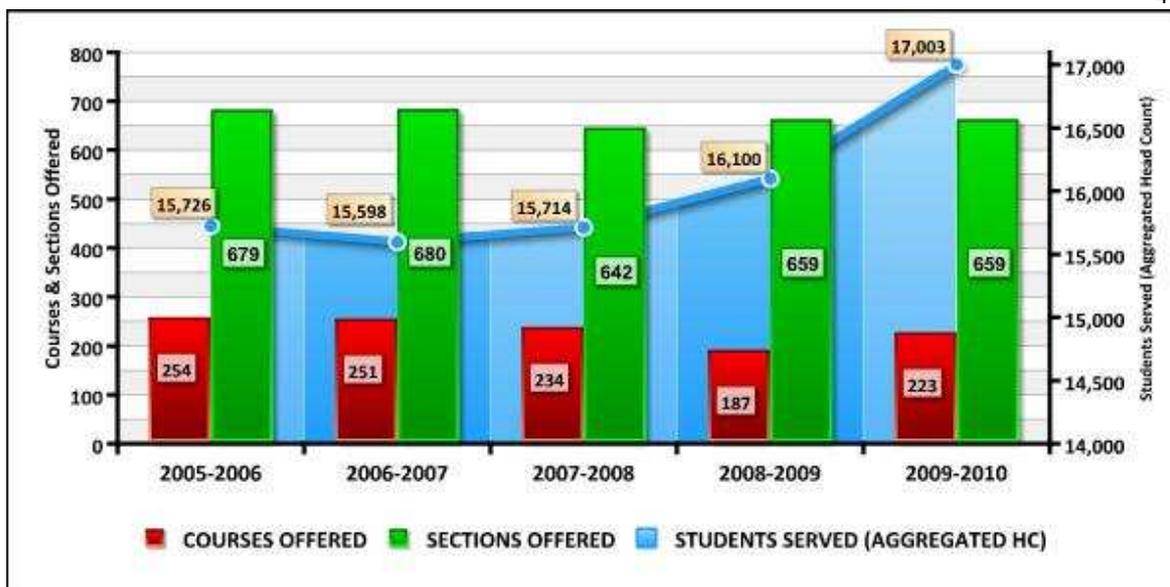


Figure 9. Trends in courses (lectures) and sections offered and students served.

Increasing Student Retention and Graduation Rates

For the UPR-Cayey it is an institutional priority to ensure biannual academic offerings that permit full-time degree-seeking students to complete their programs within the expected time to complete their degree (i.e., maximum six years). Our graduation rate has increased 5%, from 36% for the 1999 cohort who had completed their degree by 2005, to 41% for the 2003 cohort who had completed their degree by 2009.

Since 2006-2007, the institution has taken action to improve the persistence of these students towards degree completion. Among these initiatives, we have sought to make the registration process more efficient and ensure that the academic offer meets the academic needs of students. In recent years, there has been an assessment of academic offerings, where difficulties with the established course capacities were identified, as well as conflicting course schedules for students needing to enroll in courses from different departments. Specifically, changes were made to schedules and communication between the Pedagogy Department and the content departments (ie, Mathematics, Social Sciences, Humanities, English and Hispanic Studies) was reinforced to prevent foundation courses in education methodology or teaching practice from being offered in the same time slot in which content courses were being offered. These processes have benefited from the participation of the General Student Council during the registration process as well as the availability of an On-line Academic Advising Module (MECA, according to its name in Spanish) which provides students with the opportunity to see their academic record and identify their needs so that they may attain their degree. The system serves as a complimentary mechanism for academic advising.

Maximum course capacity has been addressed with the establishment of a variety of schedules for pre-enrollment and allocation controls whereby concentration students are given priority in the registration of their academic courses. The process itself has been of particular impact in for the Pedagogy programs, achieving 75% occupancy in courses that students require in order to

complete their degree, while at the same time the space available is allocated to the rest of the student population.

As of the First Semester 2007-2008, academic offerings are assessed after the pre-registration process to identify the need to open sections in order to accommodate those students who had not completed an academic load of 12 credits, hence leading to a better use of capacities by section. An electronic analysis of student transcripts, developed collaboratively between the Registrar's Office and the Information Systems Office, has identified the offer and demand for courses, thus establishing a potential demand through the assessment of students' programmatic needs. With this information, departments can identify courses students need or can take, without interfering with their academic progression, and students are enrolled in the identified courses. In addition as of the 2009 spring registration process, an online survey has been administered to assess student satisfaction with: academic advising processes, course availability, and academic offerings in terms of schedule, among others. The spring 2010 administration included specific questions regarding students' satisfaction with the use of their official @UPR.EDU accounts (i.e., paperless process) for sending out grades and registration turns, to which 82% and 71% stated that the process required little or no changes, respectively.

Library

The Library carried out self study project between 2005 and 2008 in accordance with the standards of the *Association of College & Research Libraries (ACRL)*³⁷. This process served as a mechanism for *identifying* their strengths, areas for improvement, opportunities and threats and to design the draft of the Assessment Plan and the Library Strategic Plan. The self study revealed that the greatest strength of the UPRC General Library is the fact that they have a formal Information Skills Program, whereby all librarians offer both formal and informal instructional activities. Areas for improvement include:

1. Planning for and assessment of effective administration of the Library's human, bibliographic, physical and economic resources.
2. Assessment of policy and procedural effectiveness.
3. Completion of the Library's Strategic and Assessment Plan in correspondence with their *Mission, Vision, Values, Goals and Objectives*.

Interdisciplinary Center for Student Development

In 2007, the Interdisciplinary Center for Student Development (CEDE, Spanish acronym) presented its 2007-2010 Work Plan³⁸, as part of its self-study process for accreditation by the *International Association of Counseling Services (IACS)*. The plan includes the unit's mission, goals, and objectives, as well as specific objectives and activities, projected dates, and achievement criteria for eleven critical areas:

1. Individual and group counseling and psychotherapy.
2. Crisis intervention and emergency services.
3. Proactive interventions for high risk student populations.

³⁷ Available at

<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VZjFiNzE4MjAtODA1Ni00ZjVlTg5YjQyYjM2MGVkyTA0YjFh&hl=en>

³⁸ Available at

<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VMGQ5NGJhNWYtOWY0YS00YjkwLWFIZWEtMWQ0NThhNGQ3OTQz&hl=en>

4. Student support in the identification of learning skills, and professional and personal goals.
5. Institutional advising on areas related to counseling and psychology that contribute to academic progress.
6. Referral services.
7. Research.
8. Program assessment.
9. Professional development and recruitment.
10. Unit resources (administrative, physical, and fiscal).
11. Promotion of services rendered.

Annually the CEDE submits an achievement report to the Dean of Students, indicating their level of progress towards goal attainment. Findings from these reports reveal that the unit benefits from a highly qualified staff, new physical infrastructure for carrying out their services, and commitment to achieving the professional accreditation. Areas for improvement include finalizing and carrying out the *Proposal for the Bridge Program* geared at increased retention beyond the second year, the need to assess the system for identifying and offering support to high risk students, and the need to establish a formal tracking and early warning system for at-risk students.

Assessment at the UPR-Cayey: Strengths and Areas for Improvement

Strengths

1. Responsibility for assessment was assigned to the Assessment & Institutional Research Office (AIRO) at the UPR-Cayey, whose director coordinates assessment activities and provides support to programs and units in conducting these activities, while the staff and researchers provide the data and studies needed for effective decision-making.
2. Assessment resources and developments are readily available through the institution's website.
3. Administrative commitment to the continuance and importance of assessment as is demonstrated by:
 - a. Inclusion of the AIRO's director as a permanent member of the Chancellor's Staff.
 - b. Establishment of an Executive Committee for Programmatic Assessment.
 - c. An established and documented practice of data-driven decision-making.
 - d. Variety of assessment strategies continuously implemented at the course, programmatic, unit and institutional level with an inclination to make the most efficient use of the institution's technological infrastructure for assessment initiatives, in particular for the administration of surveys.
4. Variety of indirect assessment measures to gather community's satisfaction with institutional processes (e.g., registration survey), the campus' infrastructure (e.g., Survey for the Assessment of the State of Academic Buildings and the Student Center), and with services rendered (e.g., services offered by the units under the Dean of Students, cafeteria services, and bookstore services, among others).
5. An established time-line for programmatic assessment and the assessment of institutional effectiveness.

Areas for Improvement

1. An electronic platform for annual reporting of work plans, assessment strategies, and data-driven decision-making must be made in order to make data gathering easier, more efficient, and consistent. With the establishment of the Emergent Technologies Unit under the recently restructures Information Systems Office this task should be completed and implemented by the next self-study.
2. Those units identified as being behind in their assessment initiatives must be focused on during the next academic year with an aim at having all units making sound data-driven decisions.
3. The assessment of the student learning objectives throughout the General Education Model must be standardized during the next academic years.
4. A policy must be established whereby all new faculty recruits are thoroughly trained and oriented on the importance of assessment for meeting all institutional, unit, and programmatic objectives.

Chapter Five: Linked Institutional Planning and Budgeting Process

In November 2006, the Academic Senate of the UPR-Cayey approved the Strategic Plan 2006-2016 (16, 2006-2007; see Appendix C), aligned with the Systemic Strategic Plan, *Ten Challenges 2006–2016: An Agenda for Planning*³⁹. Shortly after, in March 2007, the institution submitted its Monitoring Report to the MSCHE documenting its progress in the development and implementation of a budget process that is aligned with the institution’s mission, goals, and strategic plan⁴⁰. As presented in the *Monitoring Report*, the UPR-Cayey Strategic Plan integrates a budgeting process allocated to institutional key areas and priorities, and an institutional effectiveness assessment system for its development, implementation, and evaluation, providing for adjustments based on data generated by the AIRO in alignment with the institution’s mission and goals. As such, this process has provided for the assignment of responsibility for meeting the established priorities and assurance of accountability while meeting the Board of Trustee’s *Guidelines for the Budgeting Process in the UPR* (100, 2005-2006⁴¹). The guidelines require that the Chancellor request a budget proposal from each dean for operational accounts and a consolidated budget for the next fiscal year that must be aligned with the Systemic Strategic Plan.

The budget allocation process developed at the UPR-Cayey in 2007 establishes that first priorities are identified, followed by an analysis performed by each dean to establish measurable activities and assessment. Finally, budget is allocated in order to accomplish activities in accordance with institutional priorities. Figures 10, 11, and 12 present the UPR-Cayey Planning and Budgeting process geared at establishing institutional priorities, the strategic initiatives to be taken to attain the goals, indicators of success, and the budget allocated to each activity. The result of the first phase of the process was the *2007-2008 Strategic Plan and Budget Alignment document* (see Appendix T).

³⁹ Available at

<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VYmQzYzUyNjktNDM4Zi00MDQ2LWE3NWUtYjRhMWRkYTE4YmU5&hl=en>

⁴⁰ Available at <http://www.cayey.upr.edu/middle-states-commission-on-higher-education>

⁴¹ Available at

<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VMiA5Y2FhYjMtNDIxZi00OWQ3LTkzYmYtYTM2OGYyOTc2OTNi&hl=en>



Figure 10. Phase I – Annual Budget Preparation in Alignment with UPR-Cayey Strategic Plan and Systemic Strategic Plan

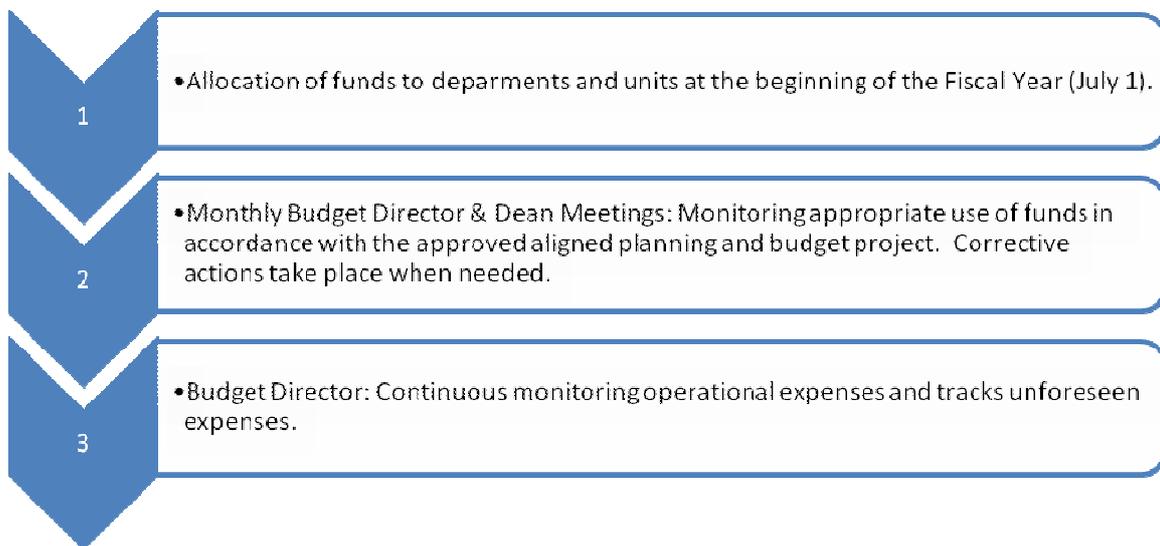


Figure 11. Phase II – Implementation and Control of UPR-Cayey Budget and Compliance with established Strategic Plan institutional priorities.

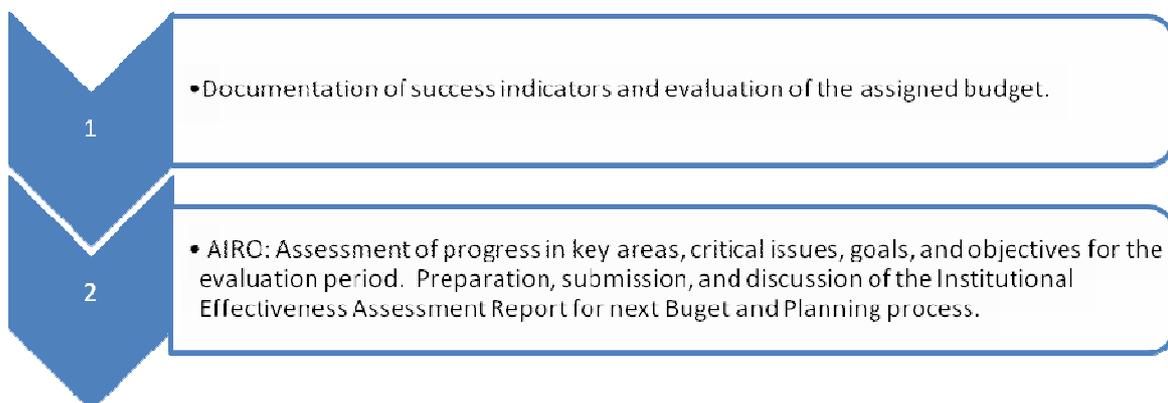


Figure 12. Phase III – Assessment of Institutional Strategic Plan Effectiveness.

The strategic plan and budget alignment process for the 2008-2009 (see Appendix U) introduced an additional change, as per in 2007-2008 the systemic goals and objectives were grouped into seven “operational lines”: (1) Academic Offer, (2) Research, (3) Institutional Climate, (4) Institutional Relations, (5) Information Technology, (6) Communications, and (7) Continuous Improvement and Budgeting, which would serve as the organizing structure for both institutional planning and budget allocation process while at the same time developing a matrix depicting the alignment of systemic and institutional Mission, Goals, and Objectives, the assignment responsibility, and the establishment of a timeline for achieving such goals⁴². As a result of the changes in the FY budget for 2009-2010, the UPR-Cayey determined to maintain the same priorities in its planning and budget document, while activities for achieving the goals were modified (see Appendix V).

An analysis of the campus’ planning and budgeting documents and *Institutional Achievements and Challenges Report*, the institutional priorities and operational funds allocated to them between 2006 and 2009 were primarily in the areas summarized in Table 12.

⁴² Available at

<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VZTU3YmFiMjgtOGVmYi00NzE5LWlyZWQtNzBjNDhiZWJmZWY0&hl=en>

Table 12

Strategic Plan Key Areas and Critical Issues for Operational Budget Allocation

Key Areas	Critical Issues
Sustained Engagement with students.	<ul style="list-style-type: none"> • Provide an education of excellence, enhancing students' development in college. • Student needs assessment for academic planning. • Enhancement of online services to students for academic and administrative processes.
Curriculum, teaching, and learning.	<ul style="list-style-type: none"> • Complete the revision of all academic programs and the General Education component of the academic programs. • Develop strategies for the inclusion of research, creative work, and community service as formal academic experiences. • Budget allocation for maintaining an adequate collection of library resources.
Research and creative work	<ul style="list-style-type: none"> • Strengthen and promote research, creative work, and community service on campus.
Planning, evaluation, and assessment.	<ul style="list-style-type: none"> • Obtain accreditation of academic programs, among others, by professional organizations. • Promote institutional assessment as a mechanism for improving effectiveness. • Budget and strategic plan alignment. • Implement mechanisms to promote the generation of proposals for external resources for research, creative work, community service and infrastructure projects.
Information technology	<ul style="list-style-type: none"> • Continuously strengthen and integrate information technologies in all areas. • Restructuring the Information Systems Office.
Optimum administrative and management services	<ul style="list-style-type: none"> • Enhance online procedures for all administrative services. • Promote the use of assessment as means for achieving optimum administrative and management services.

Determining Budget Priorities at the UPRC Deanships

Deanship of Academic Affairs

In 2007, the Deanship of Academic Affairs was revised its process for establishing budget priorities in response to MSCHE recommendations. Priorities for the academic year were discussed with department chairs and at faculty meetings of the three academic areas (Science, Arts, and Professional Schools), following an analysis of the Strategic Plan by the dean and his associates to determine key areas directly concerning the deanship. At academic area meetings, faculty members were asked to identify the ten strategic initiatives they considered to be of priority, such as undergraduate and faculty research, the revision and approval of the new General Education model, assessment of student learning, and the revision and accreditation of academic programs. The data (i.e., recommendations and faculty inputs) obtained from the faculty was summarized and further discussed to establish priorities and clarify strategic goals, indicators and success criteria. Finally, funds were allocated in order to successfully accomplish the stated strategic goals and submitted to the institutional planning and budgeting process.

Deanship of Administrative Affairs

In accordance with the UPR-Cayey Strategic Plan, priorities of the Deanship of Administrative Affairs are defined taking into account the needs of its units. This process involves an analysis of each office's requests, an awareness of the institution's financial crisis, and the following institutional priorities for guaranteeing the deanship's contribution to excellence in undergraduate education and institutional effectiveness:

- Acquisition of technological equipment and programs to enhance personnel skills and online administrative transactions in accordance with high quality service standards.
- Assessment and revision of all administrative processes to assure that all policies and procedures respond to the institutional needs and plans.
- Maintenance, preservation, and improvement of the campus infrastructure.
- Overall improvement of the deanship's regular operations and services to the community.

The Deanship of Administrative Affairs recognizes that its priorities have to take into account complying with all 16 criteria of for evaluating excellence in administrative effectiveness and efficiency as established by Puerto Rico's Comptroller, which include: accounting, bank reconciliations, debts to governmental agencies, strategic planning, personnel development, compliance with Law 96 and Regulation 41 that pertain to the notification of irregularities and loss of public funds and property, compliance with Law 18 and Regulation 33 related to contract documentation and remittals, corrective action plans, Ethics Committee activities, and purchasing, among others. As shown in Figure 13, UPRC scores demonstrate consistent progress since FY 2001-02 from 71 to 95 in FY 2008-09, though there is still area for improvement to maintain the score achieved in 2006-2007.

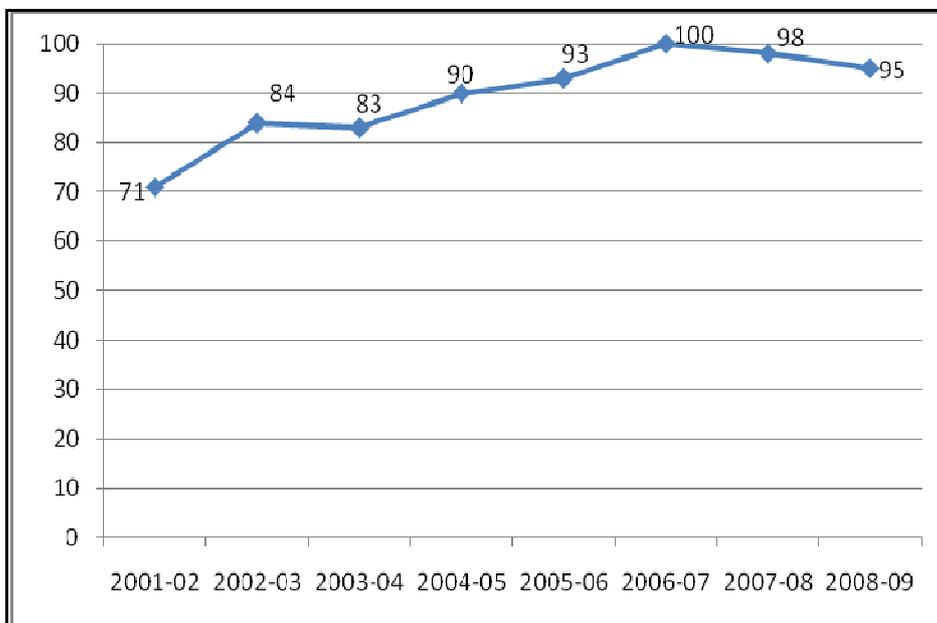


Figure 13. UPR-Cayey scores on Puerto Rico's Comptroller's Special Report on excellence in administrative effectiveness and efficiency

Deanship of Student Affairs

The strategic planning cycle at the Deanship of Student Affairs at UPR-Cayey initiates in August, when each unit director meets with their staff to interpret assessment data from the previous academic year. The data include results from student surveys used to determine their level of satisfaction with the services rendered and activities sponsored by the deanship offices. In addition, the units have been continuously improving their planning and assessment initiatives, with support from the AIRO, providing for greater effectiveness in the identification of achievements and priority areas that will form the basis of their strategic plans for the following fiscal year.

Once the units have prepared their plans, the directors meet with the dean to review all plans and identify the deanship's priorities. This is followed by the development of the deanship's plan, and a budget allocation process performed in coordination with the director of the Budget office.

Chancellor's Office

Priorities and projected budget at the level of the Chancellor's Office are established by meetings among the Chancellor, directors of the Budget Office, Planning and Development Office, the External Resources Office, the Information Systems Office and the Assessment and Institutional Research Office, and on the basis of what are established as institutional priorities. They are presented at the Chancellor's Staff meeting and funds are allocated following the thorough analysis of all deanship's requests. Priorities from all structures are consolidated into the institutional priorities and the process for budget allocation is carried out.

Trends in Assigned Budget

As presented in Figure 14, since the UPR-Cayey’s last self-study, the budget has increased approximately 26.475%, due to mandatory personnel actions; while the budget allocation for operational activities has increased by a mere 2%. In 2007-2008, the UPR-Cayey determined that it would not hire additional administrative staff, followed shortly after by a systemic measure prohibiting this practice, which has allowed the institution to experience a 1% decrease in budget allocated to salaries and benefits. This measure, along with the projected economies from employees retiring, was expected to provide economies that would be used primarily for institutional priorities. A significant decrease in the country’s revenues led to a reduction in the UPR-Cayey’s budget for the 2009-2010 Fiscal Year of \$4,077,406 (see Table 13). This amount was subsidized by funds from the *American Recovery and Reinvestment Act of 2009* (ARRA) so that the university could be assigned a similar budget to that of FY 2008-2009. In February 2010, the UPR-Cayey was required to make an additional reduction of 2.001442% to its current budget.

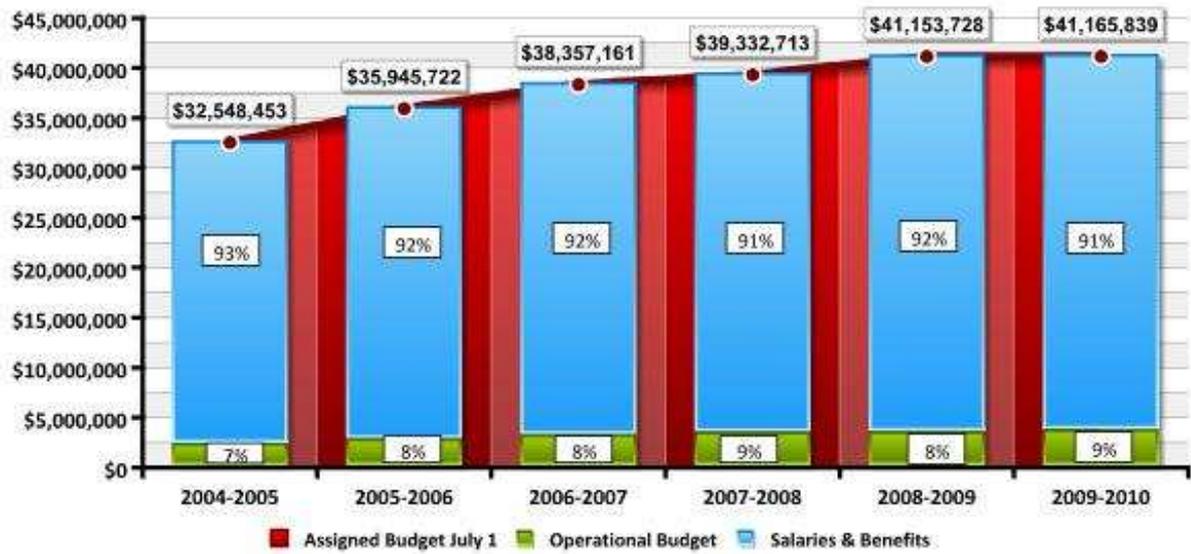


Figure 14. Trends in budget allocation by salaries and benefits and the operational budget.

Table 13

UPR-Cayey FY 2009-2010 Assigned Budget

Assigned Budget 2008-2009 ⁴³	\$40,968,363.00
Recurrent Transfers May/2009	\$897.00
Amended Assigned Base Budget 2008-2009	\$40,969,260.00
General Budget Adjustment from Reduction 2009-2010 ⁴⁴	\$ (4,077,406.00)
Projected Recurring General Budget for FY 2009-2010	\$36,891,854.00
ARRA Non-Recurring Funds	\$4,077,406.00
Technology Fee Non-Recurring Funds	\$196,579.00
UPR-Cayey Budget 2009-2010⁴⁵	\$41,165,839.00
Budget Adjustment February 2010 (2.001442%)	\$ (823,910)
UPR-CAYEY ASSIGNE BUDGET TO FEBRUARY, 2010	\$40,341,929.00

Aligning the Planning and Budgeting Processes for the UPRC

The UPR-Cayey has effectively documented its progress in the development and implementation of an articulated planning and budgeting process by identifying institutional priorities and establishing success indicators in accordance to the UPR-Cayey's Strategic Plan. As established throughout the Periodic Review Report, the financial crisis that the UPR-Cayey faces has led the university to make constant changes in the styles and formats of the planning and budget allocation documents. Despite these changes, the institution's thoroughness in documentation and continued discussions regarding budget reallocation throughout the entire fiscal year denotes its commitment to linking planning, budgeting and assessment. The best example of this commitment and the achievements in establishing such procedures is denoted through the exercise that the UPR-Cayey performed in March 2010, when it had to revise its budget for the current Fiscal Year by 2% (see Appendix W), and demonstrated excellent capabilities for determining the areas for reduction in a concerted collaborative effort whereby all deanships and the Chancellor's Office were equally impacted. The uncertainty as to the exact reduction percentage for the 2010-2011 FY in the Campus' budget, which is projected to fluctuate between 4 to 6 million dollars, has impeded that the process be carried out to this date in the established manner, since it would require decisions on which the institution has no authority.

⁴³ July 1, 2008

⁴⁴ As a result of decreased government revenues impacting the UPR Budget assignment

⁴⁵ July 1, 2009

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Appendix U
Planning-Budget Allocation Process (FY 2009)

Appendix V
Planning-Budget Allocation Process (FY 2010)

Appendix W
Board of Trustees' Certification 81 (2009-2010): Adjustment to FY 2010 Budget