PERIODIC REVIEW REPORT
TO BE SUBMITTED TO THE MIDDLE STATES COMMISSION
ON HIGHER EDUCATION

JUNE 2006
MEMBERS OF THE TASK FORCE FOR THE PREPARATION OF THE PERIODIC REVIEW REPORT TO BE SUBMITTED TO THE MIDDLE STATES COMMISSION ON HIGHER EDUCATION

EVALUATION OF THE INSTITUTIONAL ACTION PLAN: 2002-03 TO 2006-07

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Certifications

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Middle States Commission on Higher Education

PRR Certification Statement

University of Puerto Rico at Humacao

(Name of Institution)

is seeking REAFFIRMATION of ACCREDITATION.

The undersigned hereby certify that the institution meets all established eligibility requirements of the Middle States Commission on Higher Education and the accreditation standards detailed in Characteristics of Excellence. Any exceptions or important qualifying comments are noted in an attached memorandum (Check if applicable)

[Signature]

(Chief Executive Officer) (Date)

[Signature]

(Chair, Board of Trustees or Directors) (Date)
I. EXECUTIVE SUMMARY

Institutional Profile

The University of Puerto Rico at Humacao (UPRH) is a four-year public institution located in the southeastern region of the Island. The campus is located on the outskirts of the city, thirty miles southeast of the capital, San Juan (Figure 1). UPRH is the most important university center in the eastern region of Puerto Rico offering relevant and innovative programs to meet the social and economic needs of the people in this area. The location of the University facilitates access to various laboratories and research centers in the chemical-pharmaceutical, biotechnology, and electronics industries within the region.

Figure 1
LOCATION OF THE CITY OF HUMACAO

Source: University Development Office, March 2006

On November 17, 2000, the Academic Senate of the University of Puerto Rico at Humacao approved the following mission (Certification Number 2000-01-30):

To contribute effectively to the ethical, cultural, and intellectual development of Puerto Rico in general and of the eastern region in particular through teaching, aesthetic creativity, humanistic and scientific research, as well as through the dissemination of knowledge.

To investigate the principal social, cultural, scientific and environmental problems that affect our society. To affirm the criteria for ecological balance,
inclusion and diversity as principles underlying all changes within a democratic community that aspires towards justice.

To prepare students as professionals and contributors to the improvement of the quality of life in Puerto Rico through relevant and innovative undergraduate and graduate programs.

In compliance with the mission, UPRH has established 29 academic programs, 19 of which offer bachelor’s degrees in English with a minor in Elementary Level Education, English with a minor in Secondary Level Education, Elementary Education with a component in Special Education, Social Work, Nursing, General Biology, Industrial Chemistry, Physics Applied to Electronics, Computational Mathematics, Coastal Marine Biology, Microbiology, Wild Life Management, Occupational Therapy, General Program in Business Administration, Accounting, Management, Human Resources, International Business, and Office Systems Administration; seven (7) associate’s degrees in Audio-Visual Communication, Electronic Technology, Chemical Technology, Physical Therapy, Nursing, Occupational Therapy, and Office Systems Administration); and three (3) transfer programs in Education, Humanities, and Social Sciences. Also, General Office Systems Administration, Business Administration, Education, and English offer courses leading to professional certification. The Division of Continuing Education and Professional Studies offers a post-baccalaureate certificate in Techniques in Industrial Biotechnology for industrial employees. There are courses for teachers leading to a re-certification in Special Education as well as courses for mathematics teachers through a new program, Destino: Matemática (Destination Mathematics). It is worthy of note that Continuing Education offers courses leading to the certification of teachers at the secondary level in science and mathematics. Continuing Education also provides courses for the professional and personal development of the community in general as well as training for health professionals to facilitate the renewal of professional licenses in their fields.

UPRH has a functional governing structure, officially constituted, that serves public interests and ensures that the Institution complies with the proposed mission and
goals. The following page contains a diagram of the organizational structure of the University of Puerto Rico at Humacao.
Statistical Profile

Total enrollment at UPRH for the first semester of the 2005-06 academic year is 4,282, of which 71% (3,003) are women. First year students (857) constitute 20% of the total enrollment. Of these, 75% (643) come from the public schools. Eighty-nine percent of the students reside in the target area of the university. (Figure 2). Thirty-two percent of the total number of students is enrolled in the Natural Sciences, 34% in Administrative Sciences, 27% in Arts, and 7% in other programs. The majority of students are enrolled in baccalaureate programs. The numbers are as follows: 469 in K-3 Education, 414 in Accounting, 299 in Management, 238 in Industrial Chemistry. In Associate’s Degree programs, there are 111 students in Audio-Visual Communication, 101 in General Office Systems, 85 in Physical Therapy, and 66 in Occupational Therapy.

![Figure 2: Target Area and Service Area](image-url)

UPRH Service Area refers to the whole Island. Target Area refers to the geographic area covered by 15 municipalities that contribute five percent or more of the Institution’s total enrollment.

Source: Fact Book, University Development Office, 2004-05

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1 The statistics presented in this section correspond to the first semester of the 2005-06 academic year. In areas in which there are no recent data, the statistics will refer to the 2004-05 academic year.
At the 2005 commencement exercises, the Institution granted 564 bachelor's degrees and 91 associate’s degrees.

During the first semester of 2005-06, the Institution assigned an average of $6,169,057 in financial aid to 71% of registered students.

UPRH has a faculty of 329 professors, of whom 58% are women. Thirty-five percent of faculty members have doctoral degrees, and 61% master’s degrees. Thirty-four percent are full professors. There are 469 employees without faculty status.

In 2004-05, UPRH operated on an assigned adjusted budget of $44,273,236. Fifty-one percent of the budget was used for instruction, 30% for administrative purposes, 9% for auxiliary services, 6% for student services, and 4% for other programs. The external fiscal resources obtained during that year amounted to $7,921,309. These funds stemmed from proposals and donations directed at strengthening research and at expanding academic offerings and community services. This figure represents an increase of 14% compared to last year’s sum, which was $6,950,436. There has been a 71% increase in external funds over the last five years (Table 1).

Table 1
Distribution of Total External Funds at UPRH
Academic Years 2000-01 to 2004-05

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<td>Total Funds</td>
<td>$ 4,636,225</td>
<td>$ 5,285,519</td>
<td>$ 6,082,040</td>
<td>$ 6,950,436</td>
<td>$ 7,921,309</td>
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<td>Federal Government Funds</td>
<td>$ 3,977,338</td>
<td>$ 4,669,280</td>
<td>$ 5,355,314</td>
<td>$ 6,373,860</td>
<td>$ 6,573,974</td>
<td>65</td>
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Source: University Development Office; Statistics and Technical Studies Area, 2006

Significant Changes and New Developments

The *Middle States Commission on Higher Education* (MSCHE) reaccredited UPRH in March 2000. As of that date, the Institution has achieved significant results in
view of the evaluation carried out by the evaluation teams during the reaccreditation visits held during academic years 1999-2000 and 2001-2002 in response to the Follow-Up Report required by MSCHE in 1999.

The outstanding accomplishments of the academic departments and the administrative offices are described in the annual institutional reports and are based on the fulfillment of each institutional goal. The following summary presents the most significant achievements from the year 2000-2001 to the first semester of academic year 2005-2006:

Institutional

- In 2000-01, the UPRH Academic Senate approved a new mission statement. The definition of the area of service was revised to include the whole Island and the target area was extended to include 15 municipalities. This revision was formally submitted as a proposal for the restructuring of the university service area and approved by the Administrative Board.

- In 2001-02 the Follow-Up Report required by MSCHE was analyzed and the following documents were prepared: 1) *Analysis of Strengths and Weaknesses by Area to Measure Instructional and Institutional Effectiveness*; 2) *Institutional Action Plan, 2002-03 to 2006-07*; 3) *Assessment Plan for the Institutional Action Plan, 2002-03 to 2006-07*. All these documents were discussed within the college community and approved by the deliberative bodies of the Institution (Academic Senate and Administrative Board).

- In 2002-03, the Council of Friends was constituted in support of educational and community projects. The Council includes alumni and members from sectors such as banking, industry, health, education, and from the state and municipal governments within the target area of the University. This committee has strengthened ties with the wider community and has organized fund raisers for various activities and projects in keeping with one of the goals established by a document under

- The Institution participated in the University of Indiana’s 2003 *National Survey of Student Engagement*, (NSSE), the only unit within the UPR System to have participated in the survey.

- In November 2004, the Academic Senate approved the new *Strategic Development Plan, 2004-2005 to 2009-2010*. This document contains the new UPRH vision statement, which takes into account the emerging challenges in higher education (*Appendix 1*).

- Students and faculty in the Communication Department began, in 2001-02, an internet digital audio network, “Radio Web,” the first and only digital web radio within the UPR University System. Programming involves the promotion of academic projects and provides information about events and cultural and academic activities. A collaborative agreement was reached with the BBC of London, which authorizes Radio Web to run British Broadcasting Company (BBC) programs. UPRH is the only higher education institution in Puerto Rico to have formed such an alliance.

- The University Development Office prepared, in 2002-03, *A Social-Economic Profile of the UPRH Target Area* and circulated the information among members of the university community and the external community, specifically the mayors of the municipalities in the target area. This profile represents the fourth in a series of analyses, which presents the demographic, social, and economic activities of the region served by the University. This analysis served as the basis for the study on the external environment of the Institution and formed part of the process related to strategic planning and to the review and development of an institutional strategic development plan.

- The Alumni Project, a priority within the UPR system, was begun in 2002-03. A database was prepared containing information about all alumni including those from the first graduating class. Bonds with the community were strengthened and annual fund-raisers were organized. The
Promotions and Student Recruitment Office was established. This helped strengthen ties with the schools in the target area.

- The Institutional Recycling Program was initiated in 2003-04 and an Institutional Recycling Committee was formed with eleven employees from different offices and departments.
- In 2003-04 UPRH reached a collaborative agreement with AMGEN, the largest industrial biotechnology company in the world. The agreement includes the following:
  > Provide training to personnel at AMGEN
  > Offer sabbatical leave of absences to professors at UPRH
  > Offer supervised practice to UPRH students
  > Offer training on biotechnology to high school teachers (UPRH/AMGEN)
  > Proposal for the creation of a “Biotechnology Training Center” for the acquisition of equipment and instruments for the Biology and Chemistry departments.
- In commemoration of UPR's centennial celebration, UPRH received a donation for the construction of a sculpture, “Recogedor de Estrellas” (Collector of Stars), by the artist Luis Hernández Cruz.
- In 2003-04 UPRH received a $450,000 donation from the legislature and the city of Humacao to purchase the building next to Casa Roig Museum, thus allowing the museum to expand its operations.

**Academic and Student Services**

- The year 2000-01 marked the completion of the five years of federal funding for the Undergraduate Teaching/Learning Development Institute (IDEAS, Spanish acronym).
- The Program for the Prevention of Violence Against Women was established in 2000-01, funded by the U.S. Justice Department. UPRH was the only higher education institution in Puerto Rico to receive such funds.
• In 2002-03 funding from the Federal Department of Education propitiated the establishment of the Communication Competencies Center under the Dean of Academic Affairs. The objective of the Center is to strengthen skills in Spanish, English, and Technology.

• A bachelor’s degree in Business Administration with a major in International Business was initiated during the first semester of the 2003-04 academic year. This is the only program of this nature at the undergraduate level within the UPR System. The Academic Senate approved two new bachelor’s degrees, one in Communication Technology and another in Social Sciences with a major in Research-Social Action. The former is under the consideration of the University Board and the latter was approved by the University Board and awaits approval from the Board of Trustees.

• In August 2004, the University Extension Services (UNEX) began on an experimental basis scheduling classes during evenings, nights, and Saturdays for non-traditional students. These students can take courses in Business Administration (Accounting and Management) and seek bachelor’s degrees in Office Systems Administration and in K-3 Elementary Education.

• The Academic Senate approved the Proposal to Establishing Minimum General Education Competencies for Graduates during the first semester of the 2005-06 academic year. (Certification Number 2005-2006-46 (Appendix 2). The program Minority Access to Research Careers (MARC) was reinstated in August 2005 following funding by the National Institute of Health (NIH). MARC offers talented students research opportunities in the biomedical sciences. Prior to 2005, students at UPRH had the benefit of this program from 1986 to 2002.

• The program Bilingual Initiative began at UPRH in 2005-06 with the purpose of recruiting and admitting U.S. residents of Hispanic descent.

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2 The Academic Senate defined a non-traditional student as “an individual with the need or interest in a college education in programs leading to a degree who, because of personal or job-related reasons, cannot benefit from the services designed for traditional students.” (Certification Number 2004-05-09).
These students pay resident tuition and take part in all first-year course seminars designed to help students adapt to college life. Two students were admitted in 2005; ten applications have been received for academic year 2006-07 and three were admitted.

- A Bachelor’s of Science in Occupational Therapy was initiated in the second semester of academic year 2000-01 with an enrollment of 25 students.
- Nobel Prize winner in Chemistry, Dr. Alan G. MacDiarmid, visited UPRH during the first semester of academic year 2000-01. Professors and students from the Physics and Chemistry departments have a collaborative relationship with Dr. MacDiarmid in research projects related to Materials Science at the University of Pennsylvania.
- The project *Women Gateway to Success* began in 2000-2001. The purpose of the project is to motivate high school women students from Vieques and Culebra - island municipalities off the eastern coast of Puerto Rico - to pursue studies in the science fields.
- Two professors and five students from the Chemistry Department obtained a provisional patent in 2002-03 for “A New and Convenient Synthesis of B-alkyl Oxazaborolidines Derived from Ephedrine and Norephedrine.” The petition for the patent was submitted by UPR’s Office of Intellectual Property to the Federal Patent Office.
- The reaccreditation process for the bachelor’s degrees in Occupational Therapy and Social Work was completed in 2002-2003.
- As a result of the recommendations made by an external accrediting agency, the Department of Social Work was created in 2002-2003. Prior to this, Social Work had been part of the Social Sciences Department.
- The program *Ronald E. McNair* was initiated in 2002-2003 to help students acquire research skills and to motivate them to continue graduate studies.
• In 2003-04, the National League of Nursing reaccredited the Associate’s and the Bachelor’s Degree programs in Nursing.

• UPRH hosted the Thirty-Ninth ACS Junior Technical Meeting and the Twenty-Fourth Puerto Rico Interdisciplinary Scientific Meeting (PRISM) in 2003-2004. These activities brought together a large number of undergraduate students from all the universities in Puerto Rico.

• The program *Partnership for Research and Education in Materials Science* (PREM) was begun in 2003-2004 with funds from NSF and in consortium with the University of Pennsylvania, to promote undergraduate research in materials science. UPRH is the only institution in Puerto Rico that has such a program.

• In 2003-04 the Technology Assistance Office was opened in the Library to facilitate the adaptation and learning of students with disabilities and to train them in the use of information resources. This is the result of an alliance between the Library, the Occupational Therapy Department and the Services for Disabled Students Office.

• The Associate’s Degree in Occupational Therapy was reaccredited in 2004-2005.

• The UPRH student chapter of the American Society of Chemistry (ACS) received the “Outstanding Award” in 2004-2005 for the fifth year in a row.

**Administrative and Physical Facilities**

• During academic year 2001-02, UPRH underwent financial difficulties, as a result of fiscal insufficiency due to the reduction in income of the University and the government of Puerto Rico. To manage the situation, internal measures were taken such as consolidating the functions of various offices. Also, greater emphasis was placed on developing projects and proposals that would increase the flow of external resources and on promoting alliances and consortia with the external community. This led to new initiatives such as the project *ADVANCE Institutional Transformation*, funded by the National Science Foundation (NSF).
The goal of this project is to foster institutional transformation at universities and thus enable the professional and academic development of women in the sciences. This is the first time that NSF has allocated funds for this purpose. UPRH was the only university in Puerto Rico to receive NSF funding together with seven other institutions in the United States.

- The UPRH *Permanent Improvements Plan, 2003-2004 to 2006-2007* was revised and approved. ([Appendix 3](#)).

- The Information Technologies Committee was created in 2004-2005. This committee was responsible for preparing the *Institutional Technology Development Plan, 2005-2006* ([Appendix 4](#)) in compliance with Certification Number 70-2004-2005 drafted by the UPR Board of Trustees. The Trustees assigned funds to address the need for student services in this area.

- In 2005-2006, the University of Puerto Rico began a database project to substitute the administrative systems with Oracle Business Suite from Oracle Corporation. This program provides an integrated solution that will allow the UPR system to combine all processes into one network and database so as to be able to standardize and manage all procedures on a system-wide basis. In the second semester of academic year 2005-06, UPRH began a pilot project using the Admissions module.

- Remodeling and construction of the Administrative Sciences building, which will house the Business Administration and Office Systems Administration departments, began in 2005-2006.

- The following construction projects proposed in the *Permanent Improvements Plan* have been completed:
  - Pre-School Demonstration Center, under UPRH Department of Education
  - Physical Therapy building

- The University Development Office prepared and submitted, through the Institutional Assessment Program, the proposal *A New Student Faculty Evaluation System at UPRH*. A protocol and an evaluation form were
prepared to implement student evaluations of faculty in a systematic manner throughout the Institution.

- In 2002-03, the Human Resources Office prepared and implemented the Training and Development Plan for University Personnel, 2003-04 to 2005-06. (Appendix 5).

External Community

- Library personnel at UPRH collaborated, in 2003-2004, with the community La Esperanza in Vieques in the opening of their Biblioteca Comunitaria La Luz de la Esperanza (“Light of Hope Community Library”); users have access to the UPRH Library database.

- Since 2003-2004 UPRH has participated in the Science and Mathematics Learning Alliance (ALACIMA, Spanish acronym), funded by the National Science Foundation (NSF). The goal of the Alliance is to help science and math teachers in the public schools develop teaching strategies to enhance student learning in these areas.

- A community-based project, Community Alliance for Prevention and Family Strengthening was begun in 2003-2004, funded by the Administration of Mental Health Services for Drug Prevention. This program serves five communities in the Municipality of Caguas and one in the Municipality of Salinas. The goal of this program is to strengthen family ties in order to prevent the use and abuse of drugs, alcohol, and tobacco among youth under 18 years of age.

- To meet the demand for professionals in different fields, the Continuing Education and Professional Studies Division, in coordination with the departments of Biology, Chemistry, Physics and Electronics, and Occupational Therapy diversified its offerings in 2004-05 to include two certifications: Home Service Providers and Techniques in Industrial Biotechnology.
Salient Aspects in the Preparation of the Periodic Review Report

In April 2005, personnel from the University Development Office participated in the workshop/orientation offered by the Middle States Commission on Higher Education (MSCHE), in Philadelphia, which focused on the preparation of the Periodic Review Report. To carry out the tasks required for the evaluation of the second phase of the reaccreditation process, the University Development Office prepared, in June 2005, the 2004-05 to 2005-06 Work Plan for the Preparation of the Periodic Review Report, which received the approval of the Chancellor, Dr. Hilda Colón Plumey.

In October of the 2005-06 academic year, the Chancellor convened a special institutional committee, a Task Force made up of 17 members from different segments of the University community, to take charge of carrying out the work related to the preparation of the report. The University Development Office coordinated the committee work.

Work was divided among sub-committees organized according to the six main areas covered in the Action Plan (academia, student services, community service, physical facilities, administration, governance and managerial leadership, and financial resources). We organized the work according to the following steps:

- evaluate the content of the Plan
- consider the analyses of the outcomes for four academic years, beginning with the implementation of the Plan until the first semester of the 2005-06 academic year since the due date of the Review is June 1, 2006.
- focus on the results obtained and on the evidence compiled.
- gather data and information for actions or results with little evidence.
- provide evidence for decisions to include new actions.
- establish the relationship between the results obtained for each weakness that had been identified and the MSCHE standard of excellence, in terms of the fundamental elements of each standard.
- include in the sub-committees other persons who could provide valuable input.

The full Committee met on seven occasions to discuss the documents submitted by the sub-committees and to include recommendations.
On April 3, 2006 the Chancellor sent electronic and printed copies of the documents that are part of the Periodic Review Report to all components of the University such as department heads, office administrators, student representatives, and the Student Council in order to promote discussion of the documents among faculty, non-teaching personnel, and students. These documents include the *Narrative of the Periodic Review Report*, *Actions Taken by UPRH in View of the Recommendations Made by MSCHE after Reaccreditation Visits*, and *Evaluation of the Institutional Action Plan*. A procedure was suggested to facilitate the evaluation of the documents and the gathering of reactions in a uniform manner. This round of discussions generated three types of reactions: 1) messages of congratulations for the committees, 2) recommendations to add, clarify, or eliminate information from the outcomes column, 3) suggestions to modify the actions and expected outcomes of the Plan.

The Institutional Task Force considered the suggestions and submitted changes to the Academic Senate and the Administrative Board with the recommendation that they modify, eliminate, or add actions to the *Institutional Action Plan*. Recommendations consisted of changes because of the repetition of actions, changes in semantics to clarify ideas, adding new policies and regulations approved at the UPR System level, reconsidering areas in which UPRH had no authority in the decision-making process, and the inclusion of areas of opportunity as delineated in the *Institutional Strategic Development Plan, 2004-2005 to 2009-2010*. Another recommendation consisted of extending the time-line of the Action Plan until 2009-2010 rather than leaving it at 2006-2007 since there are actions in the Plan that are in the process of completion and new ones that were recommended for inclusion.

The Academic Senate included the changes proposed by the Task Force and certified the documents on April 27, 2006. (Certification Number 2005-2006-80). The Administrative Board also approved the documents on May 4, 2006 (Certification Number 2005-2006-68) and approved the revision of the *Institutional Action Plan*. 
II. DESCRIPTION OF THE INSTITUTION

The Concerns and Recommendations Made by the MSCHE Evaluation Team in 1999-2000 and 2001-2002 is included as Appendix A in this Periodic Review Report. The appendix contains information describing the follow-up and actions taken in view of the recommendations made by the evaluation teams following their visits in 1999-2000 and 2001-2002 and in response to the Follow-Up Report requested by MSCHE in 1999:

- Document institutional effectiveness in the development of the Action Plan
- Establish a comprehensive outcomes assessment plan.
- Develop a comprehensive Strategic Plan
- Include evidence of broad participation of the college community.
III. CHALLENGES AND OPPORTUNITIES

The experience of far-reaching, collective reflection and self-analysis in preparation for this Report allows us to conclude that the University of Puerto Rico at Humacao has, indeed, made progress in student, academic, and administrative areas in keeping with the vision, mission, and goals of the Institution.

There have been significant outcomes in the diversity of student services and support programs such as the creation of the Committee for the Integration of Student Services (CISE, Spanish acronym); the programming of academic offerings beyond regular hours; maintaining a high retention rate; the creation of alliances with industry, academia, and the government; the diversity of funding sources; the development of the physical infrastructure; and advances in information technology and telecommunication resources.

The dynamic work agenda of UPRH will continue at the rhythm evident in this evaluation. To comply with the commitments described in the vision, mission, and goals, the Institution proposes further developments in academic, administrative, and student services areas.

The Institution will continue efforts to strengthen the academic area through diverse initiatives.

- New pioneering programs will be developed to meet the needs of a socially changing twenty-first century. The following are the most salient:
  - A Bachelor of Social Sciences in Research-Social Action; a Bachelor of Arts in Communication Technology; a Bachelor of Arts in Humanities with a major in Puerto Rico and Caribbean Studies; a Bachelor of Arts in Physical Education with a major in Children’s Sports Training.
  - Certifications in Biotechnology, Nanotechnology, and Materials Sciences.
  - Certifications through the Continuing Education and Professional Studies.
• Broadening course offerings through the University Extension Services (UNEX, the Spanish acronym).

• Graduate course offerings at the UPRH campus from the Master's Degree Program in Business Administration at UPR-Río Piedras, approved by the Board of Trustees (Certification 20-2005-2006) and submitted to the Puerto Rico Council on Higher Education. Other projects for course offerings at the Master’s level will be coordinated as needed.

• To articulate assessment and reflective processes of all programs as stipulated in Ten for the Decade: Agenda for Planning at the University of Puerto Rico, 2005-2015 so as to include the following:
  • The achievement of professional and specialized accreditation in the following areas:
    - The Bachelor of Arts in English with components in Elementary and Secondary Education, and the Bachelor's in Education in K-3 Education with a component in Special Education to be accredited by the National Council for Accreditation of Teacher Education (NCATE).
    - The Bachelor's Degree in Business Administration to be accredited by the Association to Advance Collegiate Schools of Business (AACSB).
    - The Interdisciplinary Department for the Students’ Integral Development to be accredited by the International Association of Counseling Services.
    - The Bachelor’s degree in Industrial Chemistry to be certified by the American Chemical Society (ACS).
    - The Library to be accredited by the American Libraries Association (ALA).
    - Casa Roig Museum to be accredited by the American Association of Museums (AAM).
• Development of direct measures to assess the effectiveness of student learning according to MSCHE standards.

• Implementation of a Systematic Curricular Revision model.

• To articulate transfer programs and collaborative inter-institutional agreements to diversify the students’ opportunities with other units of the UPR System, such as Mayagüez, Carolina, Cayey, Ponce, Arecibo, and Río Piedras. It is worth noting that during the first semester of the 2004-05 academic year, an orientation meeting was convened which included the participation of department directors from the Physics, Chemistry, and Mathematics departments at UPRH and administrators from the Engineering Faculty at RUM. The Chemistry Department approved a motion to coordinate the Engineering Transfer Program with the Mayagüez Campus, which is expected to begin in August 2007.

• To strengthen ties with industry through collaborative agreements such as:
  
  o AMGEN-UPRH – for the creation of a Biotechnology Training Center whose purpose will be to complement and improve the infrastructure of the Biology and Chemistry departments so that students may broaden their experiences with instruments used in the biotechnology industry.
  
  o Participation in the Central-Eastern Technology Initiative – for the establishment of a Technology Corridor that will foster the creation of competitive jobs in technology. This will entail the participation of the University of Puerto Rico at Humacao and at Cayey, the Ana G. Méndez University System (University of Turabo, Metropolitan University), and the municipal governments of Cayey, Caguas, Naguabo, Las Piedras, Juncos and Humacao.

• Data Storage System: “Oracle Business Suite” – The UPR University System (which includes 11 campuses) will use the Oracle program to integrate student services, finances, human resources, and the management of external funding
into one database. The primary goal of this project is to improve the level of services for students, faculty, investigators, and administrative personnel. This is to be accomplished through the integration of Oracle System modules. We project that the implementation will take four years and will be in place by April 2008. UPRH is carrying out the Technology and Information Systems Up-Date Project (PATSI, Spanish acronym) to determine the needs of all personnel in developing basic skills in handling computer programs. The information gathered will aid in formulating plans for training in this area.

- **Continue to foster research** by obtaining external funding from state and federal agencies.

In its continuing commitment to **faculty professional development**, the Institution recognizes the importance of maintaining and increasing support for study, sabbaticals, and research funding, as requested by the faculty and in keeping with *Ten for the Decade: Agenda for Planning at the University of Puerto Rico, 2005-2015*.

The Institution is also committed to **addressing issues that impact active students as well as alumni, such as**:

- To promote a learning community that will provide a better environment for supporting students’ personal development and academic achievement. In order to develop strategies for increasing students’ commitment to the Institution, UPRH participates in the project “Building Engagement and Attainment of Minority Students” (BEAMS), sponsored by the National Survey for Student Engagement at the University of Indiana.
- To develop a systematic process for the assessment of services.
- To search for funds which target the strengthening of strategies in areas identified as essential (Mathematics, Science, Spanish, and English) to help students fulfill their academic goals. This should result in higher graduation rates.
- To establish and to maintain contact with alumni as proposed in the plan *Ten for the Decade* in order to promote fund-raising as central to the growth of the Institution.
In terms of the physical and technological infrastructure, the Institution aspires to:

- Maintain the facilities in a continuous process of renovation so that they respond to curricular needs as well as to the needs of the faculty, students, and non-teaching personnel. The following are important initiatives:
  - Remodeling of the Sports Complex
  - Construction of the Administrative Sciences building
  - Relocation of the Occupational and Information Resource Center (CORI, Spanish acronym), Financial Aid Office, Medical Services, the Billing and Collections Office, and the Registrar’s Office to the Student Services Building in order to centralize all student services.
  - Expansion and construction of Chemistry laboratories that will include labs for research and instrumentation, chemical computation and molecular modeling, nuclear magnetic resonance; a storage area for reactive agents and glassware; conference rooms and offices for the faculty.
  - Implementation of a new computerized system to support the maintenance of the physical facilities.
  - Construction of offices for faculty.

In summary, those aspects that require full attention to complete the work agenda at UPRH focus on various aspects such as the academic programs and their responsibility in the implementation of systematic mechanisms, strategies or activities to measure the effectiveness of student learning by means of a comprehensive assessment plan. Also, all academic programs or services for which there are external accrediting agencies, must apply for professional accreditation. The revision and approval of a formative and summative evaluation system for faculty must be considered as well. Attention should also focus on the implementation of a new computer system for the maintenance of the physical facilities; the need for recurring and systematic evaluation and assessment of student and faculty support services; increased efforts in the implementation of effective strategies for the operation of the
budget so as to increase allotments to areas other than payroll and fringe benefits (services, physical infrastructure, instruction).

The University of Puerto Rico at Humacao acknowledges that students are at the center of all Institutional activity. The efforts evident during the last cycle of evaluation clearly support that principle and all the projections serve as the framework for the tasks to be carried out over the next five years. The commitment of the college community is the guarantee that we will fulfill our goals as an Institution.
IV. ANALYSIS AND PROJECTION OF FINANCES AND ENROLLMENT

Fiscal component

The Operational Budget of the University of Puerto Rico, because of its status as a state institution, proceeds mainly from a quantity equivalent to 9.6% of the average of the total amount of annual revenues obtained as stipulated by the laws of the Commonwealth of Puerto Rico and deposited in the State Treasury’s General Fund in the two economic years immediately prior to the current fiscal year, and also from any of the special funds allotted by legislation after July 1, 1993, with proceeds from taxes.\(^3\) The University also derives income from funds generated through the law regulating games of chance and slot machines and from oil tariffs. In addition, the state government makes nonrecurring annual allotments for general or specific expenditures.

By disposition of Law 3, January 20, 1996 (Bonds, Emissions, Conditions and Restrictions) the University can emit internal revenue bonds for acquisition of construction of any project by using as guarantee the income from tuition, student fees, and other charges made by the Institution. The University may also accept donations or state and federal contributions, and donations or bequests from businesses and individuals.

Since the 90’s, the costs of services provided by the University and the demand for the development of instruction, research, and services have increased substantially. Payroll expenses, energy infrastructure, health services, and technology upgrades, among others, have also required additional allocations of funds during these years. The University received an increase in income with the reinstatement of the laws regulating gambling and oil tariffs. Nonetheless, the University had a deficit of more than $20 million that the Administration was required to address.

Through Certification Number 70 (2004-2005), *Measures to Address the Fiscal Situation of the University of Puerto Rico during Fiscal Year 2005-2006*, the Board of Trustees revised tuition fees and related costs by increasing the cost per credit at the undergraduate level by 33%, and by increasing all other tuition fees and related costs.

by the same percentage. The University also required a $25 technology fee for each period of study, to be deposited in the UPR Technology Fund. These measures were taken to alleviate the insufficiency or financial resources and to comply with the responsibilities and services to which the University is committed.

**Operational Budget**

The Administration of the UPR System annually coordinates the discussion of the budgetary projections for the next fiscal year and sets guidelines for the distribution of the new income that is available. The Units have a recurrent budget, which serves as the base for the funds needed to maintain daily operations and to attend to the priorities defined in the goals and objectives of the *Strategic Development Plan*. Figure 3 presents the components of the budgetary process.

![Figure 3: Components of the Budget Process](source: Budget Office, UPR Central Administration)

The formulation of the UPRH institutional budget is carried out in coordination between the Chancellor’s Office and the Budget Office. Once the Administrative Board approves the budgetary distribution, the Institution submits an application to the Central
Budget Office following the General Guidelines for the Formulation of a Budget from the Functional Fund and the Consolidated Budget.

The President of the University then submits his recommendations to the Committee on Financial Affairs under the Board of Trustees, which is the organism that approves the institutional budgets at the University of Puerto Rico.

The budget for the 2005-2006 fiscal year, including state and federal allotments, came to $65,290,034. Appendix C presents the distribution of the budget according to sources of income.

To decrease the proportion of personnel expenditure within the institutional budget, UPRH took the following measures:

- Freeze vacant teaching positions except those in which recruitment is difficult or those that are of imminent need.
- Increase external funding and donations from public, private, and individual sources for special projects.
- Analyze enrollment each semester to limit the number of courses and sections to the most necessary ones. This limits the quantity of salaries to be paid in compensations to faculty.
- Submit special petitions to Central Administration for funds to cover situations not included in the budget.
- Create 26 active rotating accounts that are self-liquidating.

It is important to note that, despite the budget cuts, UPRH has made the necessary budgetary adjustments to meet its commitment for providing excellent services to the university community.

To ensure academic excellence, research, the maintenance of the physical plant, the constant investment in technology, and to sustain financial stability, UPRH acknowledges in its Strategic Development Plan the need to search for other alternatives that will permit the generation of its own resources to meet these demands and new academic initiatives by means of proposals or collaborative agreements with state and federal agencies, foundations, corporations, or industries. Income from external resources strengthens the economic and fiscal situation of the Institution.
These entries include funds from the following major activities:

1. Services offered by the Institution
   - Continuing Education
   - Recovery of Indirect Costs
   - Sale of Services in the Library
   - Alumni activities and other donations

2. Federal Agencies that contribute more than $50,000 per year.
   - National Institute of Health (US Department of Health and Human Services)
   - National Science Foundation
   - U.S. Department of Education
   - National Security Agency
   - National Oceanic Atmospheric Administration (Sea Grant)


One of the main goals of the new Strategic Development Plan, 2004-2005 to 2009-2010 is to promote the search for external funding to sponsor research, artistic and literary creativity, student services, and projects that have a direct impact on the Puerto Rican community. Appendix D details the income according to the external funds obtained during the fiscal years covering 2000-2001 to January 2005-2006.

One can observe a 70.4% increase in external funding for the development of academic initiatives and for social, cultural, and investigative creativity.

Accounting System

The University of Puerto Rico maintains adequate systematic control through an accounting system that connects all the institutional units. To analyze the movement in the accounts at the office or departmental level, a report is prepared every trimester reflecting budget forecasts. This permits an analysis of all accounts and a projection of
expenses for each fiscal year. The report is prepared on September 30th, December 31st, and March 31st of every fiscal year.

The Accounting System facilitates summarizing all daily internal activity and mainly works online. When transactions are performed, the accounts reflect updated changes, thus allowing better control over income, budgets, obligations, and expenses. The offices that affect accounts on a daily basis are Accounts Payable, Budget, and Finance. The departments, too, have a daily impact as requisitions for purchases are entered. If an account does not have funds available, the system does not allow any transactions until funds are assigned to that account.

The Student Information System (SIS) processes, on a nightly basis, all computer activity managed by the Computing Center. The following day, users can observe the transactions they have carried out against their accounts. This constant automated activity in the accounting process provides up-dated information to help administrators in decision-making.

The Human Resources System (HRS) originates in the Human Resources Office but the information reaches the accounting system when the payroll is processed twice a month or whenever necessary. During the nightly runs, accounts are updated in terms of salaries and fringe benefits.

All the information is gathered and processed for the monthly closings and used in preparing financial statements which reflect all activity such as revenues, allotments, purchases, obligations, expenses. The information may be accessed by account, Dean’s Office, funds, objects, and so forth. Various statements are prepared monthly, depending on the needs of the users, and distributed to the corresponding offices.

This information is sent electronically to the Central Administration Offices to be included in the consolidated statement prepared by the University system. One of the main responsibilities of the Finance Office is to prepare the annual financial statements of the university system. The Office must also prepare other financial reports as required by bond holders, banks that provide credit to the University, the Board of Trustees, the President, and state and federal agencies. The Finance Office also serves as an advisory board to the President providing information on external auditors that evaluate the finances of the University in compliance with laws, contracts, and
agreements. This process enables the gathering of information from all campuses and units to be used in the preparation of the UPR financial statements and ensures compliance with generally accepted accounting principles.

The UPR Central Administration Office plans to convert all information systems using Oracle Business Suite. With this in mind, training of personnel has begun in the 2005-06 academic year, and for the first time admissions are being processed using the Oracle system.

Audits

The Puerto Rico Controller’s Office has audited UPR’s finances yearly since 2001-02 to determine the University’s compliance with criteria established to ensure the proper and ethical management of resources. These criteria include the accounting system, balanced bank statements, debts with government agencies, the institutional strategic plan, the personnel training and development plan, compliance with laws and regulations concerning contracts and loss of public property and public funds, submission of reports detailing a corrective action plan, appointments to the Ethics Committee, filing system and document control, and information technology.

The Controller’s Office has recognized that the University’s administrative and financial performance reflects compliance with all criteria ensuring proper management of public resources. Over a three year period, the points obtained following the audits have increased consistently, for a total 26% increase.

<table>
<thead>
<tr>
<th>Years</th>
<th>Points obtained in audits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>74</td>
</tr>
<tr>
<td>2002-2003</td>
<td>87</td>
</tr>
<tr>
<td>2003-2004</td>
<td>93</td>
</tr>
</tbody>
</table>

After 2004-05 five new criteria were added: pre-intervention, personnel management, collections, purchases, payments. Consequently, a new basis of comparison needs to be prepared for the prospective years.

The UPR System also has a Central Auditing Office whose purpose is, according to internal audit regulations, “to help administrators at all levels to effectively perform their functions in order to fulfill the goals and objectives of the Institution. This is to be
accomplished through evaluations and recommendations to improve operations and achieve a more effective and efficient use of resources.” (Certification Number 111-2000-01, Board of Trustees, Regulations on the Functions and Operations of the Internal Auditing Office at the University of Puerto Rico).

**Audited Financial Statements**

Appendix 8 details the audited reports from the past five years. The 2005 report awaits the approval of the Board of Trustees.

**Projection of Income and Expenses**

The recurrent budget forecast was estimated in view of a 6% increase based on the tendencies in this region. Federal funds and/or contracts with government agencies, rotating funds, donations, and financial aid programs were estimated on the basis of a 3% annual increase, according to the tendencies observed in those entries.

The projection of expenses is equivalent to the quantity of the proposed budget, for it is the policy of the UPR System not to incur in expenses beyond the amount assigned in the budget. **Table 2** presents the budget forecast by sources.
<table>
<thead>
<tr>
<th>Sources of Revenue</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recurring Base</td>
<td>$46,903,904</td>
<td>$49,718,138</td>
<td>$52,701,225</td>
<td>$55,863,300</td>
<td>$59,215,099</td>
</tr>
<tr>
<td>Instruction</td>
<td>24,145,125</td>
<td>25,593,832</td>
<td>27,129,462</td>
<td>28,757,230</td>
<td>30,482,664</td>
</tr>
<tr>
<td>Institutional Research</td>
<td>21,976</td>
<td>23,294</td>
<td>24,699</td>
<td>26,175</td>
<td>27,744</td>
</tr>
<tr>
<td>Supplementary Educational Services</td>
<td>4,124,225</td>
<td>4,371,679</td>
<td>4,633,979</td>
<td>4,912,018</td>
<td>5,206,739</td>
</tr>
<tr>
<td>Personnel Training</td>
<td>45,651</td>
<td>48,390</td>
<td>51,293</td>
<td>54,371</td>
<td>57,633</td>
</tr>
<tr>
<td>Student Services</td>
<td>2,872,913</td>
<td>3,045,288</td>
<td>3,228,005</td>
<td>3,421,686</td>
<td>3,626,987</td>
</tr>
<tr>
<td>Executive Administration</td>
<td>9,422,935</td>
<td>9,988,311</td>
<td>10,587,610</td>
<td>11,222,866</td>
<td>11,896,238</td>
</tr>
<tr>
<td>Operation and Maintenance of Physical Facilities</td>
<td>4,793,367</td>
<td>5,080,969</td>
<td>5,385,827</td>
<td>5,708,977</td>
<td>6,051,516</td>
</tr>
<tr>
<td>Salary Increases and Other Benefits</td>
<td>1,477,712</td>
<td>1,566,375</td>
<td>1,660,357</td>
<td>1,759,979</td>
<td>1,865,578</td>
</tr>
<tr>
<td>Federal Funds and Contracts with PR Govt.</td>
<td>$8,101,907</td>
<td>$8,344,964</td>
<td>$8,595,313</td>
<td>$8,853,172</td>
<td>$9,118,767</td>
</tr>
<tr>
<td>Rotating Funds</td>
<td>$853,075</td>
<td>$870,014</td>
<td>$887,414</td>
<td>$905,162</td>
<td>$923,265</td>
</tr>
<tr>
<td>Donations</td>
<td>$128,200</td>
<td>$131,900</td>
<td>$134,600</td>
<td>$137,300</td>
<td>$140,100</td>
</tr>
<tr>
<td>Individuals</td>
<td>49,000</td>
<td>51,000</td>
<td>52,000</td>
<td>53,000</td>
<td>54,100</td>
</tr>
<tr>
<td>Corporations</td>
<td>55,500</td>
<td>56,700</td>
<td>57,900</td>
<td>59,100</td>
<td>60,300</td>
</tr>
<tr>
<td>Foundations</td>
<td>23,700</td>
<td>24,200</td>
<td>24,700</td>
<td>25,200</td>
<td>25,700</td>
</tr>
<tr>
<td>Student Financial Aid Program</td>
<td>$10,962,367</td>
<td>$11,181,614</td>
<td>$11,405,245</td>
<td>$11,633,349</td>
<td>$11,866,016</td>
</tr>
<tr>
<td>General Fund</td>
<td>876,952</td>
<td>894,491</td>
<td>912,380</td>
<td>930,627</td>
<td>949,240</td>
</tr>
<tr>
<td>Federal Funds</td>
<td>10,085,415</td>
<td>10,287,123</td>
<td>10,492,865</td>
<td>10,702,722</td>
<td>10,916,776</td>
</tr>
<tr>
<td>Total</td>
<td>$66,949,453</td>
<td>$70,246,630</td>
<td>$73,723,797</td>
<td>$77,392,283</td>
<td>$81,263,247</td>
</tr>
</tbody>
</table>

Source: UPRH Budget Office

**Enrollment Tendencies**

From academic year 2001-02 to 2003-04, the rate of enrollment quotas established for UPRH increased by 37.9%. Nonetheless, from 2003-04 to 2005-06 the rate decreased by 11%. The reduction is the result of the decision made by several academic departments of increasing the general application index in order to recruit the best high school students. Also, the decrease quotas responds to the distribution of the available resources in the Institution determined by the budget assigned every academic year. Appendix E shows the distribution over the past five years of the general application index and the enrollment quotas according to academic areas and programs.

We estimate that over the next five years, there will be no significant changes in the quota or the general application index.

On the other hand, the number of students who apply for admission has increased by 46.1%. Of these, 53.2% were admitted during the period under discussion. Appendix F presents, by academic programs, the total number of students.
who applied and were admitted. A major contributing factor in the increase of applicants can be attributed to the efforts of the Promotions and Recruitment Office. Also, UPRH attracts applicants because of six programs that are unique in Puerto Rico and another that is unique within the UPR System.

We can conclude from our analysis that the increase in the general application index has not affected the number of applicants. In fact, the departments that have increased the index have more and better students without affecting the mission, vision, and objectives of their programs.

Around 86% of new incoming applicants complete the enrollment process. Appendix G illustrates the enrollment of new students by academic program.

In the analysis of enrollment at UPRH, it is necessary to consider applications for readmission or transfer since these comprise part of the total student registration. Over the past five years, readmissions decreased by 32%, transfers within the system by 6.4%, and regular transfers by 11.1%. Appendices H, I, and J contain information about the readmissions and transfers distributed by academic program. It is expected that these three enrollment indicators will not show significant changes in the next five years.

An evaluation of the indicators that influence enrollment quotas shows that these decreased within the last five years bringing the total enrollment down by 4.3%. Appendix K shows the distribution of the total enrollment by academic program.

Enrollment projections for the next five years are based on the analysis of the indicators that influence the tendencies of enrollment at UPRH. The estimated increase in enrollment from 2006-07 to 2010-11 reflects a percentual change of 2.8%. This is a conservative figure which corresponds to the 21.4% projected increase in Institutional income which will be used to cover costs related to collective labor agreements. One fifth of the income is employed in the daily operations of the Institution.

Enrollment is not expected to increase significantly over the next five years. Table 3 details the projected enrollment by academic program.
### Table 3
TOTAL PROJECTED ENROLLMENT BY ACADEMIC PROGRAMS AND AREAS AT UPRH ACADEMIC YEARS 2006-07 TO 2010-11

<table>
<thead>
<tr>
<th>Program/Degree</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s</td>
<td>3255</td>
<td>3224</td>
<td>3386</td>
<td>3455</td>
<td>3510</td>
</tr>
<tr>
<td>Arts</td>
<td>794</td>
<td>846</td>
<td>891</td>
<td>942</td>
<td>980</td>
</tr>
<tr>
<td>English Secondary Education</td>
<td>73</td>
<td>73</td>
<td>74</td>
<td>74</td>
<td>75</td>
</tr>
<tr>
<td>English Elementary Education</td>
<td>73</td>
<td>73</td>
<td>74</td>
<td>74</td>
<td>75</td>
</tr>
<tr>
<td>Education Primary K-3, Special Education</td>
<td>419</td>
<td>422</td>
<td>425</td>
<td>428</td>
<td>431</td>
</tr>
<tr>
<td>Social Work</td>
<td>204</td>
<td>206</td>
<td>207</td>
<td>209</td>
<td>210</td>
</tr>
<tr>
<td>Research/ Social Action¹</td>
<td>25</td>
<td>47</td>
<td>64</td>
<td>93</td>
<td>96</td>
</tr>
<tr>
<td>Communication²</td>
<td>0</td>
<td>25</td>
<td>47</td>
<td>64</td>
<td>93</td>
</tr>
<tr>
<td>Sciences</td>
<td>1048</td>
<td>1055</td>
<td>1063</td>
<td>1070</td>
<td>1078</td>
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<tr>
<td>Nursing</td>
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<td>137</td>
<td>138</td>
<td>139</td>
<td>140</td>
</tr>
<tr>
<td>General Biology</td>
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<td>161</td>
<td>162</td>
<td>163</td>
<td>164</td>
</tr>
<tr>
<td>Industrial Chemistry</td>
<td>238</td>
<td>239</td>
<td>241</td>
<td>243</td>
<td>245</td>
</tr>
<tr>
<td>Physics Applied to Electronics</td>
<td>102</td>
<td>103</td>
<td>104</td>
<td>104</td>
<td>105</td>
</tr>
<tr>
<td>Computational Mathematics</td>
<td>52</td>
<td>53</td>
<td>53</td>
<td>53</td>
<td>54</td>
</tr>
<tr>
<td>Coastal Marine Biology</td>
<td>84</td>
<td>84</td>
<td>85</td>
<td>86</td>
<td>86</td>
</tr>
<tr>
<td>Microbiology</td>
<td>181</td>
<td>183</td>
<td>184</td>
<td>185</td>
<td>186</td>
</tr>
<tr>
<td>Wild Life Management</td>
<td>95</td>
<td>95</td>
<td>96</td>
<td>97</td>
<td>97</td>
</tr>
<tr>
<td>Administrative Sciences</td>
<td>1412</td>
<td>1422</td>
<td>1432</td>
<td>1442</td>
<td>1452</td>
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<tr>
<td>General Program</td>
<td>133</td>
<td>134</td>
<td>135</td>
<td>136</td>
<td>137</td>
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<tr>
<td>Accounting</td>
<td>480</td>
<td>484</td>
<td>487</td>
<td>490</td>
<td>494</td>
</tr>
<tr>
<td>Management</td>
<td>285</td>
<td>287</td>
<td>289</td>
<td>291</td>
<td>293</td>
</tr>
<tr>
<td>Human Resources</td>
<td>220</td>
<td>221</td>
<td>223</td>
<td>224</td>
<td>226</td>
</tr>
<tr>
<td>Office Systems Administration</td>
<td>246</td>
<td>248</td>
<td>250</td>
<td>251</td>
<td>253</td>
</tr>
<tr>
<td>International Business</td>
<td>48</td>
<td>48</td>
<td>49</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>General Transfer Program</td>
<td>213</td>
<td>214</td>
<td>216</td>
<td>217</td>
<td>219</td>
</tr>
<tr>
<td>Arts</td>
<td>213</td>
<td>214</td>
<td>216</td>
<td>217</td>
<td>219</td>
</tr>
<tr>
<td>Education</td>
<td>59</td>
<td>59</td>
<td>60</td>
<td>60</td>
<td>61</td>
</tr>
<tr>
<td>Humanities</td>
<td>89</td>
<td>89</td>
<td>90</td>
<td>91</td>
<td>91</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>65</td>
<td>66</td>
<td>66</td>
<td>66</td>
<td>67</td>
</tr>
<tr>
<td>Technical Programs-Associate’s</td>
<td>457</td>
<td>461</td>
<td>464</td>
<td>467</td>
<td>470</td>
</tr>
<tr>
<td>Arts</td>
<td>110</td>
<td>111</td>
<td>112</td>
<td>112</td>
<td>113</td>
</tr>
<tr>
<td>Technology Audiovisual Communication</td>
<td>110</td>
<td>111</td>
<td>112</td>
<td>112</td>
<td>113</td>
</tr>
<tr>
<td>Sciences</td>
<td>259</td>
<td>261</td>
<td>263</td>
<td>265</td>
<td>266</td>
</tr>
<tr>
<td>Electronic Technology</td>
<td>42</td>
<td>42</td>
<td>42</td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>69</td>
<td>70</td>
<td>70</td>
<td>71</td>
<td>71</td>
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<tr>
<td>Nursing</td>
<td>45</td>
<td>45</td>
<td>46</td>
<td>46</td>
<td>46</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>63</td>
<td>66</td>
<td>66</td>
<td>66</td>
<td>67</td>
</tr>
<tr>
<td>Chemical Technology</td>
<td>38</td>
<td>38</td>
<td>38</td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td>Administrative Sciences</td>
<td>88</td>
<td>89</td>
<td>89</td>
<td>90</td>
<td>91</td>
</tr>
<tr>
<td>Office Systems-General Program</td>
<td>88</td>
<td>89</td>
<td>89</td>
<td>90</td>
<td>91</td>
</tr>
<tr>
<td>SUB TOTAL</td>
<td>3925</td>
<td>3999</td>
<td>4066</td>
<td>4139</td>
<td>4199</td>
</tr>
<tr>
<td>Other Programs</td>
<td>412</td>
<td>415</td>
<td>418</td>
<td>421</td>
<td>424</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>247</td>
<td>249</td>
<td>251</td>
<td>252</td>
<td>254</td>
</tr>
<tr>
<td>Special Permits</td>
<td>51</td>
<td>51</td>
<td>52</td>
<td>52</td>
<td>53</td>
</tr>
<tr>
<td>Student Exchange Program</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>University Articulation Program</td>
<td>112</td>
<td>112</td>
<td>113</td>
<td>114</td>
<td>115</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4337</td>
<td>4414</td>
<td>4484</td>
<td>4560</td>
<td>4623</td>
</tr>
</tbody>
</table>


² Under the consideration of the University Board and the UPR Board of Trustees. Projected to begin in August 2008.

Source: University Development Office and Dean of Academic Affairs.

Table 2.1.1 Total enrollment by Faculty, Department, Year of Classification and Gender

Date: March 17, 2006
V. OUTCOMES ASSESSMENT PROCESS

Institutional Assessment

The University of Puerto Rico at Humacao uses its Strategic Development Plan as a guide for all institutional activity. This plan is supplemented by an Action Plan, an Institutional Assessment Plan for the Action Plan, and a Permanent Improvements Plan. The University Development Office, together with the areas of Statistics, Research, and the Institutional Assessment Program (IAP), evaluates how well the Institution complies with the actions proposed in the Action Plan. IAP coordinates all assessment and training activities at the Institution. The Assessment Program is also responsible for gathering data and disclosing results, and for promoting, among decision-making forums, the discussion, analysis, and implementation of recommendations. The Institutional Planning and Assessment Cycle guarantees the systematic integration of these processes.

The assessment of Institutional effectiveness is based on the Institutional Planning and Assessment Cycle approved by the Administrative Board and implemented in 1997-98 in support of the strategic planning process. This Cycle establishes a process of analysis and evaluation of outcomes based on the development of operational plans and on the annual reports that correspond to the Strategic Plan and to the Institutional Action Plan. The Cycle also focuses on the departmental and administrative assessment plans and reports. Figure 4 illustrates this process.
The assessment of Institutional effectiveness is based on the analysis of the annual reports that correspond to both operational plans and departmental and administrative assessment plans. This cycle of analysis also includes data culled from student documents, the Registrar’s records, documents from Human Resources, research projects, and from questionnaires and focus groups involving students, faculty, and other members of the college community. The University employs the Student Follow-Up Study to maintain a current profile of students and to measure the degree of student satisfaction in institutional processes. Over the past five years, the Research Area has surveyed students at all levels: incoming students (2002, 2003, 2004 and 2005), second year (2005), third year (2001-02 and 2005-06), graduating students (2002, 2003, 2004, 2005), alumni (2001). The Research Area has also organized focal groups for BEAMS and has collaborated with the Assessment Program in assessing the orientation and enrollment activities for incoming students.

In April 2005, the coordinator of the Institutional Assessment Program and the Deans began a series of visits to the administrative offices and the academic departments to verify that there was adequate evidence to document the completion of the Action Plans. They also verified the alignment with accreditation standards. A data gathering instrument was used during this activity; it appears as Appendix 9.
Evaluation of the Institutional Action Plan

The MSCHE team that visited UPRH in April 2002 to evaluate the follow-up report determined that the Institution had fulfilled the tasks that had been assigned by the Commission after the reaccreditation process in 1999. The tasks were to:

1) Develop an action plan based on identifying strengths and weaknesses; establishing timelines for recommended actions; assigning priorities, indicating financial implications; assigning responsibilities.
2) Develop and implement a comprehensive assessment plan
3) Develop and implement a strategic plan

From 2002-03 to the first semester of the 2005-06 academic year, UPRH has reached the goals established in the Institutional Action Plan. Refer to the document Assessment of Institutional Action Plan included as Appendix B.

The Action Plan consists of six areas: 1) Academic, which includes the teaching/learning process, faculty and professional development, academic programs, and curriculum, information and computer technology, teaching resources/library; 2) Student Services; 3) Service to the Community; 4) Physical Resources; 5) Administration, Governance and Leadership; 6) Financial Resources.

At the time of this report, 61% of the goals in the Action Plan had been met. In the Academic area 43% of the actions have been completed, 58% in Student Services, 75% in Community Services, 62% in Physical Resources; 42% in Administration, Governance, and Leadership; and 83% in Financial Resources. It is important to note that all actions that have not been completed yet are in progress.

In the document Assessment of the Action Plan, we establish a relationship between the actions completed and the corresponding MSCHE standards. This pairing indicated that, indeed, the different actions clearly align with the standards according to the categories to which they belong, whether within the institutional context or educational effectiveness. The standard on integrity, however, was analyzed individually since it was not part or the 1999 standards, but rather incorporated in 2002. Nonetheless, the actions proposed in the Action Plan do relate to the standard on integrity. An analysis reveals that the Institution values and adheres to norms and
policies, upholds academic freedom, and promotes the growth and development of the members of the college community (Appendix 10).

The Task Force asked the members of the Academic Senate to consider evaluating changes in the Plan and suggested that they modify, eliminate, or add actions to the Institutional Action Plan. Recommendations consisted of changes because of the repetition of actions, changes in semantics to clarify ideas, adding new policies and regulations approved at the UPR System level, reconsidering areas in which UPRH had no authority in the decision-making process, and the inclusion of areas of opportunity as delineated in the Institutional Strategic Development Plan, 2004-2005 to 2009-2010. Another recommendation consisted of extending the timeline of the Action Plan until 2009-2010 rather than leaving it at 2006-2007 since there are actions in the Plan that are in the process of completion and 14 new ones that were recommended for inclusion. The Academic Senate approved the general recommendations submitted by the Task Force.

The Academic Senate and Administrative Board accepted the addition of new weakness in the Action Plan, three in the Academic Area and one in Student Services. These weaknesses were identified as areas of opportunity in the Strategic Development Plan approved in January 2005. The new weaknesses included in the Action Plan are as follows:

**Academic Area**
- Some programs have low graduation rates
- Curricular, co-curricular and extra-curricular activities among students and professors that would foster the sharing of ideas and interests are limited.
- There is little diversity in enriching educational activities.

**Student Services Area**
- Student services are not integrated.

The Academic Senate approved, on April 27, 2006, the documents that comprise the Periodic Review Report after incorporating the recommendations presented by the Task Force (Certification Number 2005-2006-80). The Administrative Board also approved the documents on May 4, 2006 (Certification Number 2005-2006-68) and approved the revision of the Institutional Action Plan.
After the approval of the Institutional Action Plan and the Assessment of the Institutional Action Plan in 2002, the Administration began a series of meetings in 2003-04 with the directors of administrative offices and academic departments to advise them about the importance of aligning all work with the institutional priorities delineated in the Plans. To facilitate the process, the Planning and Assessment Cycle was set in motion so that planning and assessment documents could be discussed by university administrators together with the directors of offices and academic departments.

According to this model, office and department directors prepare their operational and assessment plans and submit them to the Deans for their consideration. At the end of the year, the directors prepare a report detailing their accomplishments and the most salient findings as a result of the assessment process. Depending on the results and the goals proposed in those reports, the directors can then prepare the plans for the following year. Once again, the directors submit the new plans to be discussed by the administrators. At meetings, results are shared and discussed in order to determine the direction to be taken during the next academic year.

The process of discussion and analysis fostered by the planning and assessment cycle has motivated the preparation of plans and assessment reports in various departments and administrative offices. Table 4 presents the results from 2002-03 to 2005-2006.

**Table 4**

<table>
<thead>
<tr>
<th>Analysis of the Institutional Planning and Assessment Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Plan</td>
</tr>
<tr>
<td>Assessment Report</td>
</tr>
</tbody>
</table>

In light of the actions proposed in the 2002-2007 Action Plan, the assessment processes will focus on the students. The Institutional Assessment Program (IAP) will assume leadership in the process of renovation and change using the model of institutional effectiveness proposed by MSCHE. The IAP Coordinator recommended, in 2004, the restructuring of the Program, in particular the Institutional Assessment
Committee (IAC). The new structure (Figure 5) expanded the assessment committee that focused on learning (Academic-IAC) and formed the Committee on the Integration of Student Services (CISE, Spanish acronym) to assess student services. Prior to 2004, the committee was composed of two representatives from the academic area who were responsible, with the Coordinator, of carrying out the corresponding tasks at UPRH. In the new structure, the Academic Institutional Assessment Committee assesses student learning. The committee includes all chairs or coordinators of assessment in the academic departments and the department directors. The Dean of Academic Affairs is a member ex-officio. The Academic-IAC has the support of personnel versed in research, planning, and statistics and can count on the expertise of faculty members at UPRH who serve as advisors to the Program.

Figure 5
Organizational Structure of the Institutional Assessment Program

Assessment Model of the University of Puerto Rico at Humacao

The comprehensive assessment plan at UPRH has been conceptualized on the basis of a student-centered model. According to the model, the objective of all institutional assessment is to gather and integrate all information that may be of use in improving activities that affect the teaching-learning process for students. In the new
model, the Institutional Assessment Program coordinates and articulates all assessment tasks. **Figure 6** illustrates the components of student-centered assessment at UPRH.

**Figure 6**  
**Student-Centered Assessment**

Assessment Structure of Institutional Goals and Accreditation Standards

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Assessment of Student Services

Since 1984-85, UPRH has carried out the Student Follow-Up Study which includes incoming students, second and third year students, as well as graduating students and alumni. UPRH also has a data bank with statistics dating back to its beginnings as an institution of higher learning.

As part of the evaluation carried out by the IAP in 2003-04, evidence collected from the Student Follow-Up Study indicated a decrease in student satisfaction. Some of the areas that students identified as a source of dissatisfaction were cashier services, sports activities, social-cultural activities, financial aid, and library services. Enrollment
services (38-50%) and health services (57-64%) did not increase or decrease during the period from 1999 to 2003. The need to improve the enrollment process enabled a discussion between the Dean of Student Affairs, the IAP coordinator, and the Dean of Academic Affairs that focused on the issue of student dissatisfaction. As a result of the analysis of the assessment data and the need to integrate all student services related to the process of orientation and enrollment, the Committee for the Integration of Student Services was formed (CISS).

CISS functions under the direction of an executive committee composed of the Academic Dean, the Dean of Students, and the Administrative Dean in conjunction with research personnel, the coordinator of the Assessment Program, and the director of the University Development Office. This Committee coordinates the tasks of the CISS Steering Committee whose members are the directors of the offices that provide services to students and the college community. As its first task, CISS carried out the orientation and enrollment process of incoming students in 2005-06. The assessment of the activity indicated a 90% satisfaction rate among students. This assessment also allowed the Committee to identify areas of opportunity to improve the process and showed that the new model can be used to analyze other student services. At present, the Committee is working on an assessment plan to cover all student services. As a result of Institutional assessment and the evaluation carried out for the PRR, the Dean of Student Affairs created the Coordination of the Component on the Promotion of Integral Well-Being and Health. The goals of the coordination are the following:

- To coordinate and to integrate student services such that they will promote the health and well-being of students.
- To improve services in sensitive areas such as health services and family planning.
- To promote research of the needs and services of the student population and engage in continuous assessment.
- To coordinate and offer talks, workshops and other educational activities related to the integral well-being of students.
- To motivate students and to facilitate their participation through student organizations and the Student Council.
The model also includes the relocation of those services and programs now dispersed throughout the campus to the Student Services Building. This new focus is based on the concept “one-stop service.” At present, the Committee is working on an assessment plan that includes all student services.

Between 2003 and 2004, the faculty of the Interdisciplinary Department for the Students’ Integral Development assessed the Support Group for Pregnant Students and College Mothers, as an intervention strategy. Seventy-nine percent (79%) of the participants expressed high satisfaction in terms of the motivation they received to remain in college, and 66.7% indicated high satisfaction with the topics chosen for discussion at the meetings. Another 83% expressed that their biggest obstacle hampering participation was the conflict with working hours. One of the most important outcomes from this study was the preparation of a special lactation room for nursing mothers.

Seven student service offices (57%) under the Dean of Student Affairs have an assessment plan in place. The challenge for CISS is to develop, during 2007, a comprehensive plan to assess student services as well as the services offered by other offices.

**General Education**

The academic programs at UPRH include in their curricula courses and experiences to help students develop general education skills and content. However, at the institutional level, UPRH had not developed uniform guidelines for all programs and specializations. In February 2000, UPRH made the commitment to organize an institutional committee to evaluate the general education competencies. This committee helped identify, through a questionnaire, the competencies in general education that graduates should have. In the second phase of this process, the Dean of Academic Affairs submitted to the Academic Senate, a proposal (Appendix 2) to establish the minimum competencies in general education that a student should possess upon graduating from UPRH. The proposal was subsequently approved by the Academic Senate on December, 15, 2005 (Certification 2005-06-46).
During the third phase, the General Education committee met with the chairs of the departmental Curriculum Committees to elicit their ideas on the following issues:

1. the pairing of the general education competencies with the competencies of the academic programs.
2. the model to be followed for the development and assessment of general education competencies.

The data gathered until April 2006, reveal that 56% of the academic departments have aligned the general education competencies to the competencies required by their programs. The Institutional General Education Committee has prepared operational definitions for each of the competencies so as to delineate direct assessment measures for each. According to the plan proposed by the Institutional Assessment Program, beginning in 2006-07 all academic departments will have an alignment grid showing their general education and program competencies in alignment with the institutional goals of UPRH. The alignment grid to be prepared by each department will include, for each competency; the courses and activities where each is developed, applied and assessed; the assessment instruments to be employed; a timeline for the assessment; and those responsible for the activities.

**Learning Assessment**

Learning assessment is planned and carried out by the academic departments in coordination with the Dean of Academic Affairs and with the collaboration of the Coordinator of the Institutional Assessment Program. As part of the Planning and Assessment Cycle, the departments prepare an annual assessment plan. The assessment plan is to be based upon the departmental operational plan which in turn is used by the Administration to determine institutional priorities and the allocation of additional financial resources for the departments.

The Institutional Assessment Program, based on the actions included in the Institutional Assessment Plan, focused on the preparation of assessments plans that would permit the development of direct measures of learning. Information gathered at meetings with administrators and data from an inventory of assessment needs made in 2003 reveal that the development of a plan for faculty training was necessary. The
training should target programmatic classroom assessment with emphasis on developing direct and indirect measures of learning. Until that moment, program directors employed grades, graduation rates, retention index, and student satisfaction as indicators of success. The objective of the Plan was to provide teaching personnel the tools to develop plans and models for program assessment aligned with departmental and institutional goals, especially in those departments that had not developed direct or indirect measures of learning.

In the summer of 2003, the University Development Office in coordination with the Institutional Assessment Program and the Administration met with department directors to provide orientation on the priorities set down in the Institutional Action Plan and the Assessment Plan. The priorities were based on the weaknesses identified in the 2002 Follow Up Report. The emphasis of the assessment actions should focus on complying with the actions in the Institutional Action Plan and the Institutional Assessment plan. Departments without direct or indirect measures of student learning should set that task as a priority. During the first semester of the 2003-04 academic year, directors, coordinators, and advisors received, through presentations, information on the elements to be included in the assessment plans and on establishing priorities based on the Institutional Action Plan and MSCHE standards.

Beginning in 2003-04, the Academic Dean, together with the IAP Coordinator, held a series of meetings with department personnel and directors to discuss and evaluate their assessments plans. In the meetings that took place during 2004-05, participants evaluated the progress attained so far and made recommendations based on the reports of the previous year. The departments thus completed the first phase of the assessment cycle. The results became evident immediately. Table 5 presents the number of plans submitted by the departments according to academic year.

Table 5

Percentage Distribution of Academic Departments Assessments Plans

<table>
<thead>
<tr>
<th>Year</th>
<th>2002-03</th>
<th>2003-04</th>
<th>2004-05</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of assessment plans</td>
<td>9 (56%)</td>
<td>11 (69%)</td>
<td>13 (81%)</td>
<td>16 (100%)</td>
</tr>
</tbody>
</table>
In April 2004 the Institutional Assessment Program held its Fifth Forum on Assessment. There were six presentations and four of these were assessment projects from academic departments. Assessment workshops for faculty and college personnel began in November 2004. Between August 2004 and March 2006, 136 faculty members from 13 departments participated in the 14 workshops that have been offered by IAC on topics such as program assessment, assessment of competencies, and assessment in the classroom. Fifty-four faculty members participated in the departmental orientations which focused on the process and development of direct measures of learning in the academic programs.

At the end of the second semester of the 2004-05 academic year, the IAP Coordinator circulated a questionnaire to all departments regarding the evidence that all departments must have to show compliance with accreditation standards and with the components of the Institutional Action Plan (Appendix 9). During the summer and the beginning of the first semester of the 2005-06 academic year, the Coordinator and the Associate Academic Dean visited the departments to review and discuss documents that aligned the departments with assessment and accreditation standards. These visits revealed that many departments had fulfilled the objectives proposed in their plans and had incorporated activities to improve the teaching-learning process. Through assessment activities, faculty members have elicited the opinions of students and measured their degree of satisfaction. These activities have provoked changes in teaching strategies, the sequence of topics, course content, and teaching tools. The following table presents the percentage of departments that show evidence of activities to improve the teaching-learning process.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percent of departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revises academic offerings so as to give students a better opportunity for participating actively in their learning.</td>
<td>88</td>
</tr>
<tr>
<td>Fosters an environment of inquiry and exploration which values diverse experiences and perspectives.</td>
<td>81</td>
</tr>
<tr>
<td>Presents evidence that the component related to skills for accessing and using information technology has been incorporated into the curriculum.</td>
<td>81</td>
</tr>
</tbody>
</table>
Criteria | Percent of departments
--- | ---
Revises academic offerings so as to give students the opportunity to practice and improve the skills related to their area or field of study. | 75
Offers students the opportunity for collaborative learning so they can participate with others in learning activities. | 75
Offers workshops and seminars to promote student-professor interaction. | 75
Systematically gathers statistics about the graduates of the program. | 69
Revises course offerings so that the time distribution is ample for both activities as well as for obtaining information so that students will be able to learn, and practice the knowledge, skills, and abilities developed in each program. | 63
Revises academic offerings to ensure an adequate balance between theory and practice, in keeping with program and institutional goals. | 63

The analysis of the results indicates that by August 2005, 47% of all departments had been effective in preparing instruments for assessing student learning through direct measures. Thirty-three percent (33%) were in the process of determining the competencies required for their graduates and aligning them with program and institutional goals. **Table 7** details the data obtained.

### Table 7
**Alignment of Competencies of Graduates with the Institutional Goals**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percent of departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possesses a profile of the graduate based on competencies.</td>
<td>63</td>
</tr>
<tr>
<td>Evaluates academic counseling services with recommendations for improvements and with evidence of action taken based on the recommendations.</td>
<td>56</td>
</tr>
<tr>
<td>Gathers information and conducts surveys among employers of graduates</td>
<td>56</td>
</tr>
<tr>
<td>Analyzes the direct indicators (measures) of student performance.</td>
<td>50</td>
</tr>
<tr>
<td>Analyzes indirect indicators (measures) of student performance.</td>
<td>44</td>
</tr>
<tr>
<td>Systematically assesses the degree of student satisfaction</td>
<td>44</td>
</tr>
<tr>
<td>Has an articulated plan to develop the levels of knowledge, skills, and competencies in the academic programs</td>
<td>38</td>
</tr>
<tr>
<td>Assesses students in the development of competencies in the management of information</td>
<td>38</td>
</tr>
<tr>
<td>Assesses students in the development of competencies in general education.</td>
<td>38</td>
</tr>
<tr>
<td>Has the structure and the tools to assess processes and activities.</td>
<td>31</td>
</tr>
<tr>
<td>Analyzes the result of surveys on student satisfaction and implements the recommendations.</td>
<td>31</td>
</tr>
<tr>
<td>Analyzes the relationship between the characteristics and performance of faculty and the results of student learning.</td>
<td>31</td>
</tr>
</tbody>
</table>

In September 2005, the Coordinator presented the results before the Academic Institutional Assessment Committee and submitted a work plan stating that by May
2006, departments will have identified the competencies of student learning and begun the design of assessment instruments. The Plan also indicates that by 2007 the programs will have identified and developed the mechanisms and instruments for learning assessment. The instruments should focus on both direct and indirect measures of student learning. According to the Plan, by 2008-09, those programs that do not have direct measures of learning, must begin analyzing the assessment process to implement recommendations for the assessment of student learning.

Throughout the second semester of the 2005-06 academic year, the Academic Dean and the Coordinator held 15 meetings with department directors, coordinators, and with the curriculum and assessment committee chairs. The purpose of these meetings was to examine the progress made by the departments in establishing direct measures of learning and in identifying limitations and needs in compliance with the Institutional Assessment Plan. According to the data obtained, 80% of the departments expect to comply with the plan presented by the Assessment Program by September 2005. Three departments asked for training activities for their faculty and one asked for a meeting with the faculty to clarify doubts concerning accreditation standards and learning assessment in the academic programs. Data gathered during the second semester in 2005-06 show that 94% of the departments had indirect measures of learning. Also 56% of these departments have documented their direct measures. Moreover, 43% of the departments have an articulated mechanism for the systematic assessment of their programs. Appendix L shows the assessment activities that different departments carry out. The variety recorded in this appendix is an indication of the diversity gathered in this university as a learning community.

On the other hand, 46% of the departments with programs leading to degrees indicated that they gather statistics on their graduates who go on to graduate schools.

<table>
<thead>
<tr>
<th>Department</th>
<th>Years of Survey on Graduates</th>
<th>Students Admitted to Graduate Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>2002-03</td>
<td>23/57 - 40%</td>
</tr>
<tr>
<td></td>
<td>2003-04</td>
<td>27/82 – 33%</td>
</tr>
<tr>
<td></td>
<td>2004-05</td>
<td>13/50 – 26%</td>
</tr>
<tr>
<td>Physics and Electronics</td>
<td>2002-03</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>2003-04</td>
<td>2</td>
</tr>
<tr>
<td>Office Systems Adm.</td>
<td>2002-03 al 2004-05</td>
<td>7</td>
</tr>
</tbody>
</table>
### Department of Social Sciences

The Department of Social Sciences conducted a study on the graduates (1994 to 1997) of the experimental Program in Research-Social Action to include in their proposal for a bachelor’s degree in that area. The study was carried out in 2003. At the Institutional level, studies on alumni are carried out as part of the Longitudinal Follow-Up Study on Students. These studies reveal an increment as shown by the following data:

<table>
<thead>
<tr>
<th>Study on Graduates</th>
<th>Percentage to continue Graduate Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>20</td>
</tr>
<tr>
<td>1997</td>
<td>26</td>
</tr>
<tr>
<td>1999 y 2000</td>
<td>39</td>
</tr>
</tbody>
</table>

In the year 2000, the University Development Office conducted a study at the institutional level surveying employers and the graduate schools attended by UPRH graduates. Eighty percent (80%) of the employers rated the job performance of the graduates as very good/good.

Seven (70%) of the ten departments that have an instructional practicum carry out employer surveys and use the results for curricular revision. The following results, distributed by departments, degrees and years of surveys, indicate the percentage of employers that rated the graduates as “good” or “very good”:

- Office Systems Administration: 95%, (B.A, 2002-03; AD, 2004-05)
- Communication: 100%, (2004-05)
- Nursing: 100%, (2003-04)
- Occupational Therapy: 92%, (2003-04)
- Chemistry: 100%, (2003-04)

Assessment activities have coincided with the process of updating and revising syllabi in preparation for the licensing visit of the Puerto Rico Council on Higher Education and with the revision process that four departments are undergoing for professional accreditation. It is expected that these processes of evaluation and assessment, which are carried out in coordination, will lead to curricular revision in all departments.
departments. Assessment data already gathered proves to be very important in this process.

Institutional analysis reveals that between 2002-03 to 2005-06, UPRH has shown consistent progress in the process of learning assessment. There are departments that are now beginning to develop assessment mechanisms, and others that have developed them. The institution recognizes the importance of fully articulating a data-gathering process by which to evaluate outcomes at the program level. The institutional challenge for the next few years is to comply with the proposed assessment plan and to articulate in a coherent and systematic manner the process for the assessment of learning, from the classroom level to the institutional level. According to this Plan, 80% of the departments should have a learning assessment process in place by 2008-09.

Integration of Assessment Levels

As described in prior sections, UPRH will integrate the activities contained in the Institutional Assessment Plan with the departmental assessment activities that relate to the teaching-learning process. This process should be completed by May 2008.

During the second semester of 2005-06, the Academic Institutional Assessment Committee, has been evaluating the measures that will be used at the institutional level to assess student learning. The following table delineates the assessment mechanisms for input, the process, and the outcomes of student learning.

Table 8
Institutional and Student Learning Assessment

<table>
<thead>
<tr>
<th>Level</th>
<th>Responsible</th>
<th>Entry</th>
<th>Process</th>
<th>Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution</td>
<td>University Development Office and Institutional Assessment Program</td>
<td>Student profile (Application for Admission UPR)</td>
<td>Questionnaire for second-year students</td>
<td>Alumni survey</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Survey of new incoming students</td>
<td>Questionnaire for third-year students</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Questionnaire for graduating students</td>
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At present, the Institutional Assessment Program is designing a structure for the management of information and for the coordination among the offices that will provide the information. This system will be based on electronic templates and databases. The mechanism for gathering data is comprised of two levels that share information: 1) the Institutional level based on the statistics and research data gathered by the University Development Office; and 2) the department or program level which shares information through the coordinators and counselors. The latter will gather information and data on students, courses, and on the program. The information will be shared annually electronically and through assessment reports, data books, and the publications of the University Development Office. The data will be analyzed and will become part of the Planning and Assessment Cycle at UPRH.
VI. LINK BETWEEN PLANNING AND THE BUDGET PROCESS

Strategic Planning

In 1986, UPRH adopted the strategic planning model to design a development plan for the Institution. For 20 years, the Institution has used its Strategic Development Plan as a guide for the growth and distribution of resources. In the 1995-96 academic year, the first iteration of the Strategic Development Plan was approved and the second in 1997-98. The Administrative Board approved, in support of the plan, the Institutional Planning and Assessment Cycle that has the responsibility of preparing operational plans which integrate the petition for corresponding resources, the assessment plans, and the annual reports.

As a result of the analysis of the weaknesses and strengths of UPRH, which was prepared for MSCHE as part of the reaccreditation process, the Institutional Action Plan, 2002-03 to 2006-07 was developed in December 2001. The Plan included the assignment of the fiscal resources necessary for each of the actions that required funds.

In November 2004, the Strategic Development Plan, 2004-05 to 2009-10 was approved as part of a continuous planning process. The assignment of resources will follow the process of the Planning and Assessment Cycle supported by the operational plans of the different units within the Institution. The official documents for the development of the operational plans include entries for detailing the fiscal resources needed for the implementation of objectives and activities on an annual basis. The Deans then discuss and approve the plans taking into account the goals outlined in the Strategic Development Plan and in the Institutional Action Plan.

UPRH uses the Planning and Assessment Cycle to incorporate the planning and assessment components, the identification of needs, and the participation of the college community into the formulation of the budget. The programmatic priorities are established for the following academic year on the basis of enrollment, the recurrent budget revised to June 30th of the previous year, institutional needs, the priorities of the offices and departments, the Strategic Development Plan, and the Institutional Action Plan; and also on the basis of the operational plans submitted by the offices and departments that provide opportunities to bring in external financing for programs and
special projects. The external funding will allow the Institution to liberate operational funds for other activities.

Institutional planning makes it clear that there is a need for an increase in efforts to obtain external sources for funding research and creative projects, as stated in the Strategic Development Plan.

The Institutional Action Plan incorporated actions in order of priority, expected outcomes, person or unit responsible, timelines, and financial resources. The plan focused on areas identified as weaknesses in a participatory process of consensus within the university community. The plan was approved by the Academic Senate and the Administrative Board in 2001-02. The Action Plan was integrated into the formulation of the 2002-03 budget that was submitted to the UPR Central Administration.
CERTIFICATION NUMBER 2005-06-80

I, Irving Ortega Díaz, Executive Secretary of the Academic Senate at the University of Puerto Rico at Humacao, hereby CERTIFY THAT:

The Academic Senate, in a meeting held on Thursday, April 27, 2006, approved the amendments that had been suggested for the documents that form part of the Periodic Review Report to be submitted to the Middle States Commission on Higher Education (MSCHE).

AS PROOF THEREOF, and to submit to the corresponding university authorities, we issue the present document in Humacao, Puerto Rico, on the second of May of the year two thousand six.

Dr. Hilda Colón Plumey
Chancellor and President

Irving Ortega Díaz
Executive Secretary

The University of Puerto Rico at Humacao is an Equal Opportunity Employer. It does not discriminate against age, gender, race, color, sexual orientation, ethnic background, social status, nor for political or religious ideals, personal with disabilities or veteran status.
CERTIFICATION NUMBER 2005-06-81

I, Irving Ortega Díaz, Executive Secretary of the Academic Senate at the University of Puerto Rico at Humacao, hereby CERTIFY THAT:

The Academic Senate, in an extraordinary meeting held on Thursday, April 27, 2006, approved the recommendation to extend the timeline of the UPR at Humacao Action Plan, 2002-03 to 2006-07, until the year 2009-10 in order to align it with the Institutional Strategic Development Plan.

AS PROOF THEREOF, and to submit to the corresponding university authorities, we issue the present document in Humacao, Puerto Rico, on the second of May of the year two thousand and six.

Dr. Hilda Colón Plume
Chancellor and President

Irving Ortega Díaz
Executive Secretary
ADMINISTRATIVE BOARD

CERTIFICATION NUMBER 2005-06-68

I, Irving Ortega Díaz, Executive Secretary of the Administrative Board at the
University of Puerto Rico at Humacao, hereby CERTIFY THAT:

The Administrative Board, at a regular meeting held on Thursday,
May 4, 2006, ratified the approval by the Academic Senate of the
documents that are part of the Periodic Review Report to be submitted to
the Middle States Commission on Higher Education (MSCHE).

The Administrative Board also approved the UPR at Humacao Action
Plan, 2002-03 to 2009-10.

AS PROOF THEREOF, and to submit to the corresponding university authorities,
we issue the present document in Humacao, on the eighth of May of the year two
thousand and six.

Dr. Hilda Colón Pluney
Chancellor and President

Irving Ortega Díaz
Executive Secretary

The University of Puerto Rico at Humacao is an Equal Opportunity Employer. It does not discriminate against age, gender, race,
 color, sexual orientation, ethnic background, social status, not for political or religious ideals, personal with disabilities or veteran status.
CERTIFICATION NUMBER 2005-06-98

I, Irving Ortega Díaz, Executive Secretary of the Academic Senate of the University of Puerto Rico at Humacao, CERTIFY THAT:

The Academic Senate, through referendum held between its members, approved the Narrative of the Periodic Review Report that will be submitted to the Middle States Commission on Higher Education (MSCHE).

AND SO THAT IT BE KNOWN, and be submitted to the corresponding University authorities, this Certification is presented in Humacao, Puerto Rico, on May 24, 2006.

Dra. Hilda M. Colón Plume
Chancellor and President

Irving Ortega Díaz
Executive Secretary
CERTIFICATION NUMBER 2005-06-87

I, Irving Ortega Díaz, Executive Secretary of the Administrative Board of the University of Puerto Rico at Humacao, CERTIFY THAT:

The Administrative Board, through referendum held between its members, approved the Narrative of the Periodic Review Report that will be submitted to the Middle States Commission on Higher Education (MSCHE).

AND SO THAT IT BE KNOWN, and be submitted to the corresponding University authorities, this Certification is presented in Humacao, Puerto Rico, on May 24, 2006.

Dra. Hilda M. Colón Pluney
Chancellor and Executive President

Irving Ortega Díaz
Executive Secretary
APPENDICES