

SELF-STUDY DESIGN

University of Puerto Rico

ARECIBO



March 28, 2023

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Dr. Gualberto Rosado
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Working Groups

Standard I: Mission and Goals

Dr. Gualberto Rosado
Dr. Dalynés Reyes
Prof. Eneilis Mulero
Ms. Yesiannette Chacón
Mr. Jesús J. Montero

Standard II: Ethics and Integrity

Dr. David Reyes
Ms. Elda Maldonado
Mrs. Niurka Cardona
Prof. Sonia Roselló
Ms. Iris Reyes
Ms. Rebeca González

Standard III: Design and Delivery of the Student Learning Experience

Dr. Weyna Quiñones
Dr. Wanda Delgado
Dr. Gabriel Alemán
Prof. Víctor Maldonado
Dr. Elizabeth Cortés
Dr. Karen Morales
Ms. Jesibel Vega
Ms. Andrea Bruno

Standard IV: Support of the Student Experience

Dr. José C. Colón
Prof. Magaly Méndez
Ms. Daliana Fresse
Prof. Lisa M Martínez
Prof. Ileana Harrison
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Standard V: Education Effectiveness Assessment

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Ms. Elizabeth Rivera
Dr. Monique Guidicelli
Ms. Kelly-Anais Torres

Standard VI: Planning, Resources, and Institutional Improvement

Dr. Geissa R. Torres
Dr. Soriel Santiago
Dr. Waskaleska Mercado
Ms. Sonia Vélez
Mr. Jesús Valderrama
Ms. Natalia González

Standard VII: Governance, Leadership, and Administration

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Prof. Merylin Martínez
Dr. Nilda Fernández
Prof. Sonia Reyes
Ms. Liza Ramos
Ms. Jhoanne Rivera
Ms. Brianna C. Vélez

Institutional Overview

The University of Puerto Rico at Arecibo (UPRA) is a dynamic and vibrant institution with over 55 years of service to the north-central part of Puerto Rico. UPRA is committed to producing and disseminating knowledge through teaching and research in the arts, sciences, and technology. This commitment to excellence has been recognized by the U.S. News and World Report, where UPRA ranks #1 in top Performers on Social Mobility, #5 in Top Public Schools, and #36 in Regional Colleges South. With a total faculty of 224 and a non-teaching staff of 225, the university offers 14 academic programs, three associate degree programs, one Post Baccalaureate certificate, and one Master's degree to its student population of 2,672. It is the only undergraduate campus of the University of Puerto Rico System to have a Master's Degree and a Post-Baccalaureate.

Of these programs, the following six are unique in the UPR System: Master's Degree Psychology of Leadership and Social Management; Professional Certificate in Gastroenterology Nursing Care; Bachelor's degree in Social Sciences with a major in Industrial Organizational Psychology; Bachelor's degree in Social Sciences with a concentration in Iberian-American Studies; Bachelor's degree in Technology in Industrial Chemical Processes; the Associate Degree in Chemical Engineering Technology, and the Associate Degree in Veterinary Technology.

In the area of curricular renovation, the Bachelor's degree program in Tele-Radial Communications offers six areas of emphasis including Digital Film, Photography, Strategic Communication, Multimedia, Film Production, and Direction and News; the Bachelor's degree of Information Technology Management and Administrative Processes offers two areas of emphasis in Virtual Administrative Professional and Legal Administrative Professional and a minor in Professional Diversification; Bachelor's degree in Elementary Education offers a minor in Neuroeducation; Bachelor's degree in Industrial Psychology offers two minors: Positive Psychology and Organizational Neuroscience; Bachelor's degree in Science with a major in Microbiology offers three areas of emphasis in Medical, Environmental, and Industrial Microbiology; Bachelor's degree in Nursing offers a minor in Patient Care in Critical Status. The Bachelor's degree of Information Technology Management and Administrative Processes is the first online education program approved by the Middle States Commission on Higher Education.

The University of Puerto Rico at Arecibo (UPRA) has a clear and organized administrative structure, headed by a Chancellor who serves as the Chief Executive Officer. The Chancellor is supported by the Deans for Academic, Student, and Administrative Affairs, as well as the Administrative Board and the Academic Senate. The lines of responsibility and flow of official communication are illustrated in the university's Institutional Organizational Chart ([Appendix A](#)). Each structure operates with a well-defined governance that takes into account the diversity of the university community.

The UPRA's academic programs and student support services are known for their high quality and stringent standards, as evidenced by the accreditation received from prestigious academic and professional organizations. Of the 19 programs offered at UPRA, 15 are eligible for professional accreditation and have already received it. These programs and their accrediting agencies include: Tele-Radial Communication by the Accrediting Council on Education

Journalism and Mass Communications (ACEJMC), Business Administration and Bachelor's degree of Information Technology Management and Administrative Processes by the Accreditation Council for Business Schools and Programs (ACBSP), Technology in Industrial Chemical Processes by the Engineering Technology Accreditation Commission of ABET, Computer Sciences by the Computing Accreditation Commission of ABET, Elementary Education and Physical Education for the Elementary Level by the Council for Accreditation of Educator Preparation (CAEP), the Bachelor and Associate Degree in Nursing by the Accreditation Commission for Education in Nursing (ACEN), and the Associate Degree in Veterinary Technology by the American Veterinary Medical Association (AVMA).

The institution places a strong emphasis on student success, as evidenced by its 77% undergraduate retention rate for the 2021 cohort and 49% overall undergraduate graduation rate for the 2016 cohort, with a Bachelor's degree graduation rate of 50% in the same cohort. UPRA is dedicated to providing a high-quality education and supporting the integral formation of its students, both as citizens and professionals and offer competitive educational opportunities to its students and the community. Moreover, the institution is continuously working to improve its recruitment strategies, which include expand outreach to schools and increase participation in events such as festivals, choral activities, athletic competitions, robotics, and research both in and outside of Puerto Rico.

UPRA is committed to its mission of providing access to higher education and fostering a culture of excellence, knowledge, respect, integrity, and civility. Our faculty and staff are dedicated to providing a high-quality education that supports the integral formation of the student as a citizen and professional. Our students have access to innovative teaching strategies and cutting-edge technology, ensuring that they receive an education that is relevant and up-to-date. In addition to providing educational opportunities, UPRA is committed to serving the community. The institution offers its community an array of services and academic activities. Moreover, its students represent the Institution in national and international cultural events as well as research and creative endeavors.

The Institution promotes interaction with the community by offering opportunities for professional development and continuing education and fosters sociocultural enrichment and respect for the plurality of values of contemporary society and Puerto Rican cultural heritage. The institution's strategic priorities are aligned with its Institutional Strategic Plan: Beacon 2025, and include systematic curricular renovation, student success achievement, and administrative processes validation.

I. Institutional Priorities to be Addressed in the Self-Study

At our institution, we are deeply committed to providing our students with a high-quality education that is both rigorous and coherent, while also offering a wide range of student services. To ensure that we are continuously improving and meeting the evolving needs of our students, we have identified three top priorities that align with our mission and commitment to excellence. These priorities have been established through extensive collaboration with our working groups, directors, and faculty members, as we recognize the importance of gathering input from all stakeholders to make informed decisions that benefit the entire community.

The first priority is systematic curricular renovation, which involves updating our curriculum to meet the changing needs of the job market and to ensure that our graduates are well-equipped for their careers. By periodically reviewing and updating our curriculum, we can ensure that our students receive an education that is relevant, current, and practical.

Our second priority is to ensure the achievement of student success, which involves providing comprehensive support and resources to our students to help them succeed academically, personally, and professionally. This commitment to student success encompasses the entire student experience, from recruitment to job placements or graduate studies. As an institution, we acknowledge and embrace the diversity of our student body and are dedicated to providing tailored support and guidance to meet the unique needs of each student.

The third priority is administrative processes validation, which involves ensuring that our administrative processes are transparent, efficient, and effective. By systematically reviewing and validating our administrative processes, we can identify areas for improvement and implement changes that will streamline our operations and improve our service to students.

The three priorities we have identified are important pillars of our mission of delivering learning experiences that demonstrate coherence and rigor, while providing student services. We are committed to working with MSCHE to ensure that we meet and exceed their standards for accreditation, and we believe that our focus on systematic curricular renovation, student success achievement, and administrative processes validation will enable us to continue doing so.

The following table illustrates how our institutional mission and goals align with our identified priorities, providing a comprehensive overview of our commitment to achieving excellence in all aspects of our institution.

Institution's Mission	Institutions Goals	Institutional Priorities		
		Systematic Curricular Renewal	Student Success Achievement	Administrative Processes Validation
Variety of academic programs	GOAL 1: Provide a comprehensive education of excellence with an updated curriculum; that fits the market needs, local and international communities and is enriched by creative activities and research through various teaching modalities.	✓	✓	✓
Student services network	GOAL 3: Recruit and retain a diverse student population through an innovative university experience that facilitates their transition to graduate studies and insertion into the labor market GOAL 6: Promote a safe university campus with up-to-date physical and	✓	✓	✓

Institution's Mission	Institutions Goals	Institutional Priorities		
		Systematic Curricular Renewal	Student Success Achievement	Administrative Processes Validation
Faculty committed to staying at the forefront of knowledge, of the different educational modalities and innovative strategies that strengthen the teaching-learning process.	<p>technological infrastructure that enable a robust academic offer while providing excellent services</p> <p>GOAL 1: Provide a comprehensive education of excellence with an updated curriculum; that fits the market needs, local and international communities and is enriched by creative activities and research through various teaching modalities.</p> <p>GOAL 2: Promote a university culture of research and creative work by both professors and students that forges leaders in new knowledge, encourages collaboration agreements between researchers and institutions, and supports fundraising.</p> <p>GOAL 5: Optimize campus operations in response to fiscal changes and budget adjustments through the best academic, administrative, technological and process reengineering practices.</p>	✓	✓	✓
The Institution promotes interaction with the community by offering opportunities for professional improvement and continuing education.	GOAL 4: Link the university with the external community and promote the Institution as a center of activity academic, cultural and service	✓	✓	✓
Promotes socio-cultural enrichment,	GOAL 4: Link the university with the external community and promote the Institution as a center of activity academic, cultural and service	✓	✓	✓
as well as respect for the plurality of the values of contemporary society and the Puerto Rican cultural heritage	GOAL 3: Recruit and retain a diverse student population through an innovative university experience that facilitates their transition to graduate studies and insertion into the labor market	✓	✓	✓

Institution's Mission	Institutions Goals	Institutional Priorities		
		Systematic Curricular Renewal	Student Success Achievement	Administrative Processes Validation
as a legacy for future generations.	GOAL 4: Link the university with the external community and promote the Institution as a center of activity academic, cultural and service			

Alignment of the selected institutional priorities to the Standards for Accreditation

The following table highlights the alignment between the standards of accreditation set forth by the Middle States Commission on Higher Education (MSCHE), the requirements for affiliation with the Commission, and our institution's priorities, demonstrating our commitment to meeting and exceeding established standards of excellence in higher education.

Requirements of Affiliation	Standards of Accreditation	UPRA Institutional Priorities (X)		
		Systematic Curricular Renewal	Student Success Achievement	Administrative Processes Validation
7, 10	Mission and Goals	✓	✓	✓
1-15	Ethics and Integrity	✓	✓	✓
8, 9, 10, 15	Design and Delivery of the Student Learning Experience	✓	✓	✓
9, 10, 15	Support of the Student Experience	✓	✓	✓
8, 9, 10	Educational Effectiveness Assessment	✓	✓	✓
8, 10	Planning, resources, and institutional Improvement	✓	✓	✓
12, 13, 14	Governance, Leadership, and Administration	✓	✓	✓

II. Intended Outcomes of the Self-Study

The intended outcomes of the Self-Study are the following:

1. Evidence how UPRA meets each of the 15 Requirements of Affiliation and seven MSCHE Standards of Accreditation.
2. Sustain an institutional continuous improvement process.
3. Provide the strengths and opportunities for improvement that will be addressed in the 2025-2030 Institutional Strategic Plan.

4. Encourage the participation of the institutional community and stakeholders in the self-study process.

These outcomes will guide the Institution to:

- Identify the University's strengths, challenges, and opportunities for improvement relative to each accreditation standard, within the context of the University's mission, goals, and educational priorities.
- Identify areas of improvement within the current institutional system and present strategies to overcome them.
- Evaluate the teaching and learning process in relation to the University's mission, goals, and objectives, and both its assessment and general education institutional plans.
- Assess the extent to which the University complies with its mission, goals, and objectives, and the relevance and effectiveness of its support services, as well as the adequacy of its resources in relation to its stated goals and objectives.
- Continuously enhance the culture of institutional assessment and student learning assessment.

III. Self-Study Approach

The Steering Committee at the University of Puerto Rico at Arecibo has confidently selected the Standard-Based Approach for the Self-Study to thoroughly evaluate the impact of leadership, economic changes, and challenges on the university's mission and pursuit of excellence. This model allows for a thorough assessment of the interconnections between academic programs, student support, administrative units, and all aspects of the institution, demonstrating our commitment to excellence.

Additionally, the working groups, representing all institutional constituencies, will have the chance to provide recommendations for enhancing the institution's efficiency in utilizing resources and effectiveness in achieving its mission and goals. Each Steering Committee member will preside over a working group investigating the standards in their area of expertise. The self-study will also serve to demonstrate the University's compliance with Middle States Standards of Accreditation and provide an analysis to inform improvement initiatives, identify future institutional needs, and review academic offerings.

IV. Organizational Structure of the Steering Committee and Working Groups

The selection of members for the Steering Committee was a crucial process for the Institution in its pursuit of institutional accreditation from Middle States. The Institution recognized that the selection of the committee members was vital for the success of the accreditation process. Therefore, it carefully identified and considered professionals who possessed the necessary qualifications and experience to serve on the committee.

One of the primary criteria for the selection of the Steering Committee members was their previous experience with either specialized or institutional accreditation. The Institution sought professionals who had experience working with accreditation bodies, such as Middle States, and

had a thorough understanding of the accreditation process. This experience would ensure that the committee members were familiar with the standards and requirements set forth by Middle States, and could effectively guide the Institution through the accreditation process.

Additionally, the Institution sought individuals who had actively participated in institutional and departmental committees, demonstrating their ability to collaborate and work effectively with others. Many of the selected committee members had been departmental chairs or assumed other important roles within the university, indicating their leadership and administrative abilities.

Overall, the Institution's selection process for the Steering Committee involved identifying professionals with a proven track record of leadership, collaboration, and experience with accreditation. By assembling a committee of individuals with these qualities, the Institution was able to establish a strong foundation for the accreditation process and ensure its success.

Steering Committee

To begin the accreditation process in January 2022, our institution established a Steering Committee composed of prominent members of our academic community. This committee is chaired by Dr. Geissa R. Torres, and the co-chair is Dr. Weyna Quiñones. It is worth noting that the members of the Steering Committee include dedicated academics and professionals from our Institution.

Standard	Members	Title	Position of responsibility at the Institution
Standard I: Mission and Goals	Dr. Gualberto Rosado	Member	Biology Department
Standard II: Ethics and Integrity	Dr. David Reyes	Member	Nursing Department
Standard III: Design and Delivery of the Student Learning Experience	Dr. Weyna Quiñones	Co-chair	Dean for Academic Affairs
Standard IV: Support of the Student Experience	Dr. José C. Colón	Member	Dean for Student Affairs
Standard V: Education Effectiveness Assessment	Prof. Lizette Rosa	Member	English Department
Standard VI: Planning, Resources, and Institutional Improvement	Dr. Geissa R. Torres	Chair	Office of Planning and Institutional Research Director
Standard VII: Governance, Leadership, and Administration	Dr. Brenda Laboy	Member	Education Department

The Steering Committee has established a page on Microsoft Teams to facilitate a seamless and organized process in producing the Self-Study. The members will be encouraged to upload their draft so the working group can collaborate on each one. In addition, each coordinator of the Steering Committee will produce periodic progress reports and be encouraged to highlight any areas requiring attention or any duplicity detected while redacting the draft.

To ensure that each working group receives appropriate support while avoiding duplicity, all drafts generated by the working groups will be sent to the Steering Committee detailing compliance with standards, areas needing improvement, and suggestions for improvement. The Chair and Co-chair will then consolidate and review these reports and will report back to the Steering Committee on any changes made to the document.

The Steering Committee will then review and revise all Self-Study Design and Self-Study drafts and the final report, offering guidance and evaluating the institution's adherence to accreditation standards, affiliation requirements, federal regulations, and MSCHE policies and procedures. The Steering Committee will assign specific data collection tasks to the working groups. They will collaborate with the director of Office of Planning and Institutional Research (OPIR) to locate existing reports and updated assessment information to assess compliance with the standard. The revision process will include resources such as the Institutional Assessment Plan, Institutional Strategic Plan, performance indicators, and academic program reports. However, the working groups may identify additional materials to prove compliance with the standards.

Working Groups

Standard I: Mission and Goals

Dr. Gualberto Rosado, Biology Department (Coordinator)
Dr. Dalynés Reyes, Biology Department
Prof. Eneilis Mulero, Biology Department
Ms. Yesiannette Chacón, Student, Biology Department
Mr. Jesús J. Montero, Student, Biology Department

Standard II: Ethics and Integrity

Dr. David Reyes, Nursing Department (Coordinator)
Ms. Elda Maldonado, Insurance Officer, Liaison Officer-Office of the Comptroller
Mrs. Niurka Cardona, Student Ombudsperson
Prof. Sonia Roselló, Nursing Department
Ms. Iris Reyes, Purchasing Office
Ms. Rebeca González, Student, Nursing Department

Standard III: Design and Delivery of the Student Learning Experience

Dr. Weyna Quiñones, Dean for Academic Affairs (Coordinator)
Dr. Wanda Delgado, Distance Education Program Coordinator
Dr. Gabriel Alemán, Social Sciences Department
Prof. Víctor Maldonado, Library Director
Dr. Elizabeth Cortés, Associate Dean for Academic Affairs
Dr. Karen Morales, Center for Professional Development of Faculty Coordinator
Ms. Jesibel Vega, Deanship for Academic Affairs
Ms. Andrea Bruno, Student, Information Technology Management and Administrative Processes

Standard IV: Support of the Student Experience

Dr. José C. Colón, Dean for Student Affairs (Coordinator)
Prof. Magaly Méndez, Admissions Office
Ms. Daliana Fresse, Financial Aid Office
Prof. Lisa M Martínez, Educational Services Program
Prof. Ileana Harrison, Institutional Tutoring Program
Dr. Brenda Laboy, Education Department
Ms. Betzaelis Olivencia, Student, Education Department

Standard V: Education Effectiveness Assessment

Prof. Lizette Rosa, English Department (Coordinator)
Dr. Ileana Feliciano, Physics Chemistry Department
Dr. Ana Delgado, Education Department
Dr. Aneydis Rodríguez, Institutional Assessment Coordinator
Ms. Yaritza Cruz, Accounts Payable Office
Ms. Elizabeth Rivera, Financial Aid Office
Dr. Monique Guidicelli, English Department
Ms. Kelly-Anais Torres, Student, Biology Department

Standard VI: Planning, Resources, and Institutional Improvement

Dr. Geissa R. Torres, Office of Planning and Institutional Research Director (Coordinator)
Dr. Soriel Santiago, Office of Planning and Institutional Research
Dr. Waskaleska Mercado, Business Administration Department
Ms. Sonia Vélez, Budget Office
Mr. Jesús Valderrama, Finance Office
Ms. Natalia González, Student, Business Administration

Standard VII: Governance, Leadership, and Administration

Dr. Brenda Laboy, Education Department (Coordinator)
Prof. Merylin Martínez, Education Department
Dr. Nilda Fernández, Social Sciences Department
Prof. Sonia Reyes, Biology Department
Ms. Liza Ramos, Academic Senate
Ms. Jhoanne Rivera, Administrative Board
Ms. Brianna C. Vélez, Student, Education Department

Working Group Charges

The Working Groups will carry out their tasks by scheduling regular meetings that may be conducted in person, hybrid, or online, depending on the availability and location of members. These meetings will be used to develop strategies for their areas of inquiry, prioritize tasks, and update progress towards objectives. To reduce duplication of effort and ensure effective collaboration, the Working Groups will interact regularly with each other. The coordinators of each group will communicate to identify common areas of inquiry and establish strategies for working together. These interactions will be conducted through various platforms, such as teleconferences, face-to-face meetings, or online platforms.

To stay on task, the Working Groups will conduct scheduled discussions and updates within the group, between groups, and with the Steering Committee. The coordinators of the Working Groups and the Steering Committee will determine the frequency of these interactions and communicate them to members in advance. Progress reports will be submitted by each Working

Group to the Steering Committee regularly, detailing progress made, challenges faced, and strategies for overcoming them.

The working groups of the Working Groups will evaluate the institution's compliance with assigned standards, oversee the reaccreditation process, analyze official documents and data provided by the Office of Planning and Institutional Research (OPIR), gather evidence, prepare reports of findings, and submit draft and final reports by specified deadlines. They will maintain records of work and identify and collect key documents to support findings. All reports will be written in English and adhering to editorial style guidelines.

The Working Groups will gather relevant assessment information through various sources such as surveys, interviews, observations, and data analysis. Once the information has been gathered, it will be reviewed and summarized to identify trends, strengths, and areas for improvement. The information will then be used to inform the self-study report and to develop recommendations for addressing any areas of improvement.

To foster frequent interaction and engagement, the Working Groups will hold periodic meetings, maintain constant communication with the Steering Committee, and actively engage in sharing evidence of meeting standards with other groups for feedback. They will use a systematic and thorough approach to assess the institution's compliance with the standards and requirements and identify any gaps or duplicity among them.

Lines of Inquiry for Each Working Group

To ensure compliance with MSCHE Standards of Accreditation, it is essential to have a systematic and organized approach that ensures all requirements are met. The Working Groups must have a clear and comprehensive understanding of the relevant standards and be able to gather evidence and information in a structured and efficient manner. The following sections provide an overview of the lines of inquiry for each working group. By adhering to these guidelines, UPRA can demonstrate its commitment to compliance and ensure to meet the highest standards in all areas of operation.

Standard I: Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

The Mission and Goals Working Group is tasked with evaluating the clarity and consistency of the Institution's mission, goals, and objectives within the context of higher education. The Working groups will assess how the mission and goals inform decision-making in the university community, including support for scholarly and creative activities through collaboration, align with external and internal contexts and stakeholders, and center on student learning, other outcomes, and institutional improvement.

General Question: What is the relationship between an institution's mission and its stated goals and how does this relate to the context of higher education and the students served?

Working Group 1: Mission and Goals

Standard I: Mission and Goals		
Working Group Members	Title	Position and responsibility at the Institution
Dr. Gualberto Rosado	Coordinator	Biology Department Director
Dr. Dalynés Reyes	Member	Professor, Biology Department
Prof. Eneilis Mulero	Member	Professor, Biology Department
Ms. Yesiannette Chacón	Member	Student, Biology Department
Mr. Jesús J. Montero	Member	Student, Biology Department

Specific Criteria and Lines of inquiry

MSCHE Criteria	Lines of inquiry
<p>1. Clearly defined mission and goals that:</p> <ul style="list-style-type: none"> a) are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement; b) address external as well as internal contexts and constituencies; c) are approved and supported by the governing body; d) guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes; e) include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution; f) are publicized and widely known by the institution's internal stakeholders; g) are periodically evaluated. 	<p>In what ways and by what practices and policies does the institution ensure that academic programs, administrative offices, institutional practices, and services commit to the institutional mission and goals?</p> <p>How participative is the process for the determination of mission and goals?</p> <p>How are the mission and goals disseminated?</p> <p>How well familiarized is the university community with the elements of the mission and goals?</p>
<p>2. Institutional goals that are realistic, appropriate to higher education, and consistent with mission.</p>	<p>How does the Institution ensure that its practices (activities, etc.) respond to its mission and goals?</p>
<p>3. Goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.</p>	<p>How well do institutional practices support the goals that focus on student learning and institutional improvement?</p> <p>What policies and procedures are in place to ensure support?</p>
<p>4. Periodic assessment of mission and goals to ensure they are relevant and achievable.</p>	<p>How does assessment of mission and goals ensure that they are relevant and achievable?</p>

Standard II. Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

The Ethics and Integrity Working Group has the task of evaluating and studying the actions and plans of the Institution in accordance with ethical standards. It aims to determine if the institutional policies support academic and intellectual freedom, encourage inquiry, and promote engagement within the Institution.

General Question: What are the ethical and integrity-related institutional policies and regulations that define effective higher education at UPRA and how do they apply to internal and external activities?

Working Group 2: Ethics and Integrity

Standard II: Ethics and Integrity		
Working Group Members	Title	Position and responsibility at the Institution
Dr. David Reyes	Coordinator	Professor, Nursing Department
Ms. Elda Maldonado	Member	Insurance Officer, Liaison Officer-Office of the Comptroller
Ms. Niurka Cardona	Member	Student Ombudsperson
Prof. Sonia Roselló	Member	Professor, Nursing Department
Ms. Iris Reyes	Member	Purchasing Office
Ms. Rebeca González	Student	Nursing Department

Specific Criteria and Lines of inquiry

MSCHE Criteria	Lines of inquiry
1. a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights	What policies and through what practices does the Institution ensure fair and impartial processes for all its constituents?
2. a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives	How does the Institution promote and ensure respect for diversity, academic freedom, and intellectual property?

MSCHE Criteria	Lines of inquiry
<p>3. a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably</p>	<p>How does the institution address formal complaints or claims, fair, impartial, and timely?</p>
<p>4. the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents;</p> <p>5. fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees;</p> <p>6. honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communication.</p>	<p>Which preventive measures are implemented to avoid conflicts of interest in all activities and among all constituents in accordance with current laws and regulations?</p>
<p>7. as appropriate to its mission, services or programs in place:</p> <p>a. to promote affordability and accessibility;</p> <p>b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt;</p> <p>8. compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:</p> <p>a. the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;</p> <p>b. the institution's compliance with the Commission's Requirements of Affiliation;</p> <p>c. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;</p> <p>d. the institution's compliance with the Commission's policies</p>	<p>How does UPRA reflect the integrity, ethics, and communication for decision-making of all its constituents while complying with all applicable federal state and Commission reporting policies, regulations and requirements in accordance with current laws and policies?</p>
<p>9. periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.</p>	<p>How effective are the processes, policies and practices implemented at UPRA and how are they assessed?</p>

Standard III. Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

The Design and Delivery of Student Learning Experience Working Group will be responsible for evaluating the Institution's educational programs to ensure they adhere to the standards set forth by the Institution's mission. This includes examining the curricula to confirm alignment with the core competencies outlined in the General Education Policy and determining the consistency and alignment of these offerings with the Institution's mission and goals. The Committee will use their findings to validate current efforts and demonstrate that the Institution meets higher education standards that are characterized by rigor, coherence, and consistency, regardless of instructional modality, and program level.

General Questions: How does the institution ensure that provides the learning experiences characterized by rigor and coherence at all academic programs?

How does the institution demonstrate that all learning experiences are consistent with higher education expectations?

Working Group 3: Design and Delivery of Student Learning Experience

Standard III: Design and Delivery of Student Learning Experience		
Working Group Members	Title	Position and responsibility at the Institution
Dr. Weyna Quiñones	Coordinator	Dean for Academic Affairs
Dr. Wanda Delgado	Member	Distance Education Program Director
Dr. Gabriel Alemán	Member	Social Sciences Department Director
Prof. Víctor Maldonado	Member	Library Director
Dr. Elizabeth Cortés	Member	Associate Dean for Academic Affairs
Dr. Karen Morales	Member	Center for Professional Development of Faculty Coordinator
Ms. Jesibel Vega	Member	Dean for Academic Affairs
Ms. Andrea Bruno	Student	Student, Information Technology Management and Administrative Processes

Specific Criteria and Lines of inquiry

MSCHE Criteria	Lines of inquiry
<p>1. Certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning;</p>	<p>How effective is the curricular design of academic programs to promote appropriate length completion of the degree regardless of instructional modality?</p>
<p>2. student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:</p> <p>a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;</p> <p>b. qualified for the positions they hold and the work they do;</p> <p>c. sufficient in number</p> <p>d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;</p> <p>e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures</p>	<p>How does the institution determine if the faculty's teaching, scholarly inquiry, and services are rigorous and effective, and aligned with the institution's mission, goals, and policies?</p> <p>How does the faculty engage in the assessment of student learning?</p> <p>How do the institution's policies and processes ensure a highly qualified faculty?</p> <p>How does the institution determine that faculty are sufficient in number?</p> <p>Which opportunities for continuous improvement are offered to faculty members?</p> <p>In what ways and how timely are the evaluation processes used to comply with the criteria, expectations, policies, and procedures?</p>
<p>3. academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion;</p>	<p>How and where does the institution officially disclose their academic programs of study to students in such a way that they understand and follow degree and program requirements as well as the expected time to completion?</p>
<p>4. sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress;</p>	<p>How adequate are instructional resources and other academic services to support academic programs and students' success?</p>
<p>5. at institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:</p> <p>a. Offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;</p> <p>b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative</p>	<p>To what extent does the general education program meet the required competencies?</p> <p>In what ways the general education program is consistent with the institution's mission?</p>

MSCHE Criteria	Lines of inquiry
reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; and	
c. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills;	Non applicable
6. in institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula;	How appropriate are faculty credentials to offer graduate education? To what degree the graduate program is designed to offer rigor and depth appropriate to graduate level?
7. adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers; and	Non Applicable
8. periodic assessment of the effectiveness of programs providing student learning opportunities.	How does the institution evaluate the effectiveness of programs that provide student learning opportunities? To what degree are the results integrated in the planning and decision-making processes?

Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

The aim of the Support of the Student Experience Working Group is to assess the student services provided at UPRA and determine if they align with the Institution's mission and goal of fostering the overall growth and development of students.

General Question: How effective are UPRA's procedures to address students' academic needs, contribute to educational experience and foster their success?

Working Group 4: Support of the Student Experience

Standard IV: Support of the Student Experience		
Working Group Members	Title	Position and responsibility at the Institution
Dr. José C. Colón	Coordinator	Dean for Student Affairs
Prof. Magaly Méndez	Member	Admissions Office Director
Ms. Daliana Fresse	Member	Financial Aid Office Director
Prof. Lisa M. Martínez	Member	Educational Services Program
Prof. Ileana Harrison	Member	Institutional Tutoring Program
Dr. Brenda Laboy	Member	Education Department
Betazaelis Olivencia	Student	Education Department

Specific Criteria and Lines of inquiry

MSCHE Criteria	Lines of Inquiry
<p>1. clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:</p> <p>a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;</p> <p>b. a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals;</p> <p>c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;</p> <p>d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement;</p>	<p>What policies and processes does the institution have in place to ensure sustained and ethical recruitment retention and support the success of students whose abilities, interests, experiences, and goals aligned to the institutional mission?</p> <p>How does the Institution ensure the provision of accurate information on expenses and financial aid?</p> <p>What policies and practices are in place to ensure that students who are not adequately prepared to study at the level receive proper student support services to achieve their academic goals?</p>
<p>2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches</p>	<p>What are the policies and procedures for evaluating and accepting transfer credits and alternate forms of learning?</p>

MSCHE Criteria	Lines of Inquiry
3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records	How does the institution keep and safeguard student records?
4. If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs	What are the principles that regulate athletic, student life and extracurricular activities and how do students know what is expected of them?
5. If applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers	Non applicable
6. Periodic assessment of the effectiveness of programs supporting the student experience	How does the institution evaluate the services it offers to students for continuous improvement on student experience?

Standard V: Education Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

The Education Effectiveness Assessment Working Group will be responsible for evaluating the effective development and implementation of a systematic and periodic assessment plan. The aim is to determine the extent to which the information obtained from the assessment process is used for institutional renewal and to support student learning.

General Question: How does the educational effectiveness assessment process demonstrates compliance and meets the expectations of a higher education institution?

Working group 5: Educational Effectiveness Assessment

Standard V: Educational Effectiveness Assessment		
Working Group Members	Title	Position and responsibility at the Institution
Prof. Lizette Rosa	Coordinator	English Department
Dr. Aneydis Rodriguez	Member	Institutional Assessment Coordinator
Dr. Ileana Feliciano	Member	Physics-Chemistry Department
Dr. Ana Delgado	Member	Education Department
Ms. Yaritza Cruz	Member	Accounts Payable
Ms. Elizabeth Rivera	Member	Financial Aid

Standard V: Educational Effectiveness Assessment

Working Group Members	Title	Position and responsibility at the Institution
Dr. Monique Guidicelli	Member	English Department
Ms. Kelly-Anais Torres	Student	Student, Biology Department

Specific Criteria and Lines of inquiry

Criteria	Lines of Inquiry
<p>1. Clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution’s mission;</p>	<p>How the student learning outcomes of the academic programs are aligned with UPRA’s mission and educational goals?</p> <p>Which relevant educational experiences are provided to students through their academic programs? How these educational experiences contribute to achieving the mission and institutional goals?</p>
<p>2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:</p> <ul style="list-style-type: none"> a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals; b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals; c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders 	<p>How are the student learning outcomes defined for each program?</p> <p>How are the program assessment plans being designed to evaluate and measure student achievement? How does the institution organize and implement the assessment plans?</p> <p>How the evaluation of assessment results is used to demonstrate/support academic achievement? How assessment results are communicated to the stakeholders?</p> <p>How often does the institution review the effectiveness of its assessment plan?</p>
<p>3. Consideration and use of assessment results for the improvement of educational effectiveness.</p> <p>Consistent with the institution’s mission, such uses include some combination of the following:</p> <ul style="list-style-type: none"> a. assisting students in improving their learning; b. improving pedagogy and curriculum; c. reviewing and revising academic programs and support services; d. planning, conducting, and supporting a range of professional development activities; e. planning and budgeting for the provision of academic programs and services; f. informing appropriate constituents about the institution and its programs; 	<p>How does UPRA integrate the assessment results to continuously improve educational programs and services for teaching and student learning experience?</p> <p>How does UPRA use the results of assessment to improve key indicators of student success?</p> <p>What policies, procedures and practices are in place to improve educational effectiveness?</p>

Criteria	Lines of Inquiry
<ul style="list-style-type: none"> g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates; h. implementing other processes and procedures designed to improve educational programs and services 	
4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and	Non applicable
5. Periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.	<p>What are the policies and procedures that guide the assessment process?</p> <p>What is the institutional assessment plan and timeline for assessment of academic programs and student services?</p>

Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

The role of the Planning, Resources, and Institutional Improvement Working Group is to assess the policies and procedures that guide planning efforts. It aims to evaluate the success of the strategic plan, its resource allocation, the utilization of resources to maintain institutional quality, and the progress in fulfilling the institutional mission and striving towards excellence. The Working Group will also examine the adequacy, availability, and effectiveness of the resources required to attain the Institution's mission and goals.

General Questions: How effective have the current planning assessment and budget allocation processes been for institutional improvement?

In what ways do the planning processes and resource allocation respond effectively to opportunities and challenges?

Working Group 6: Planning, Resources, and Institutional Improvement

Standard VI: Planning, Resources, and Institutional Improvement		
Working Group Members	Title	Position and responsibility at the Institution
Dr. Geissa R. Torres	Coordinator	Director of the Office of Planning and Institutional Research
Dr. Soriel Santiago	Member	Institutional Researcher

Standard VI: Planning, Resources, and Institutional Improvement

Working Group Members	Title	Position and responsibility at the Institution
Dr. Waskaleska Mercado	Member	Professor Business Administration Department
Mr. Jesús H. Valderrama	Member	Director of the Finance Office
Ms. Sonia Vélez	Member	Director of the Budget Office
Ms. Natalia González	Member	Student, Business Administration

Specific Criteria and Lines of inquiry

MSCHE Criteria	Lines of Inquiry
1. institutional objectives, both institution wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;	How do the objectives from the institutional strategic plan reflect conclusions drawn from assessment results and are used for planning and resource allocations?
2. clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results;	How can the institution evidence that it promotes participation and incorporates assessment results in planning and improvement processes?
3. a financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives;	How the financial planning and budgeting process is aligned with the institution's mission and goals and how are they linked to the systemic and campus strategic plans and objectives?
4. fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;	How does the institution prove that its fiscal and human resources and technical infrastructure are adequate to support its operations (programs and services)?
5. well-defined decision-making processes and clear assignment of responsibility and accountability;	How does the institution evidence well-defined decision-making processes and clear assignment of responsibility and accountability?
6. comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes;	What comprehensive planning for facilities, infrastructure, and technology does the institution have that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes?
7. an annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter;	How do the audited financial statements and single audit contribute to improving the processes involving the different offices that handle the financial resources of the institution?

MSCHE Criteria	Lines of Inquiry
8. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution’s mission and goals; and	Which strategies or activities have been used to demonstrate the efficient management of the institutional resources necessary to support its mission and goals?
9. periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.	How is the effectiveness of planning, institutional renewal processes, allocation and availability of resources periodically assessed?

Standard VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

The Governance, Leadership, and Administration Working Group is tasked with evaluating the governance structure to ensure clear definitions of roles, duties, and responsibilities in achieving the Institution's goals and objectives. The group will also assess the effectiveness of communication between all levels of the shared government. It aims to examine if the system effectively maintains institutional integrity, provides a supportive and cooperative atmosphere, and promotes effective communication and positive relationships among all stakeholders. It will assess the effectiveness of the institution's administration with regards to its leadership and organizational structure. The working group will also examine how well the administration's services contribute to the teaching and learning process, encourage quality enhancement, and align with the institution's mission, goals, and objectives.

General Questions: How does the university organizational structure ensure institutional efficiency and effectiveness?

How is the institution governed and administered in a manner that allows it to comply with its mission and goals in a way that effectively benefits the institution, its students, and the other constituencies?

Working Group 7: Governance, Leadership, and Administration

Standard VII: Governance, Leadership, and Administration		
Working Group Members	Title	Position and responsibility at the Institution
Dr. Brenda Laboy	Coordinator	Education Department
Prof. Merylin Martínez	Member	Education Department
Dr. Nilda C. Fernández	Member	Social Sciences Department

Standard VII: Governance, Leadership, and Administration

Working Group Members	Title	Position and responsibility at the Institution
Prof. Sonia Reyes	Member	Biology Department
Mrs. Liza Ramos	Member	Academic Senate
Mrs. Jhoanne Rivera	Member	Administrative Board
Ms. Brianna Vélez	Member	Student, Education Department

Specific Criteria and Lines of inquiry

MSCHE Criteria	Lines of Inquiry
<p>1. a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students.</p>	<p>What policies, procedures and practices has the institution enacted to clearly articulate transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each institutional constituent?</p>
<p>2. a legally constituted governing body that:</p> <p>a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution.</p> <p>b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities.</p> <p>c. ensures that neither the governing body nor its individual members interfere in the day-to-day operations of the institution;</p> <p>d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management;</p> <p>e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of</p>	<p>How does the institution demonstrate that it has a governing body that follows policies, procedures and practices that are aligned to the institution's mission, goals, values, and respond ethically and with integrity?</p> <p>What key indicators does the institution apply to have a strong fiscal viability of the institution for systematic curricular, renovation, student services achievement and administrative processes?</p> <p>What practices and policies does the institution use to support the Chancellor to maintain institutional autonomy and priorities?</p>

MSCHE Criteria	Lines of Inquiry
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audited financial statements and/or other documents related to the fiscal viability of the institution;

f. appoints and regularly evaluates the performance of the Chief Executive Officer;

g. is informed in all its operations by principles of good practice in board governance;

h. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest;

i. supports the Chief Executive Officer in maintaining the autonomy of the institution;

3. a Chief Executive Officer who:

a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;

What policies and procedures does the institution have to appoint, evaluate, and report on the credentials, authority, and autonomy of the Chancellor, consistent with the mission of the organization?

b. has appropriate credentials and professional experience consistent with the mission of the organization;

What policies and procedures does the institution have to appoint, evaluate, and report on the credentials of administrators to enable the Chancellor to discharge his duties, efficiently and effectively?

c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;

d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness;

4. an administration possessing or demonstrating:

How does the institution demonstrate that it clearly possesses an organizational structure, with appropriate size, credentials, skills, relevant experience, and engaged with faculty and students to assist the Chancellor in fulfilling his roles and responsibilities?

a. an organizational structure that is clearly documented and that clearly defines reporting relationships;

b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;

MSCHE Criteria	Lines of Inquiry
<p>c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;</p> <p>d. skills, time, assistance, technology, and information systems expertise required to perform their duties;</p> <p>e. regular engagement with faculty and students in advancing the institution’s goals and objectives;</p> <p>f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations;</p>	
<p>5. periodic assessment of the effectiveness of governance, leadership, and administration</p>	<p>What are the significant strengths and opportunities the institution has identified in terms of a periodic assessment of the effectiveness of governance, leadership, and administration aligned with its mission and values?</p>

V. Guidelines for Reporting

Each Standard will be organized using the following template:

1. Heading
2. Presentation of the Standard
3. Presentation of the Criterion
4. Institutional Response to the Criterion
5. Analysis of the data
6. Reflection on how assessment data has led to data-driven decisions
7. Conclusions regarding compliance with the Standard, and with Associated Requirements of Affiliation and recommendations that will include opportunities for improvement

Working groups and the steering committee must submit progress reports detailing and the effects of those activities on the written sections of the self-study report. The goal of these progress reports is to keep a steady flow of information from the working groups to the steering committee and to identify any potential information gaps or challenges in a timely manner. The table below outlines the types of products needed, the resources available for their production, and associated deadlines. A template for the progress reports will be provided.

Document	Dateline	Charge
Development of Inquiry Questions	Fall 2022	Steering Committee
Development of Progress Report and Updated Timeline	November 2022	Steering Committee
Initial Self-Study Outline	Spring 2023	Steering Committee
Initial Standard Outline	Spring 2023	Working Group
Development of the Standard Report Template	Spring 2023	Steering Committee
Development of the Rubric for Standard Reports	Spring 2023	Steering Committee
Development of the Rubric to evaluate Evidence Inventory	Spring 2023	Steering Committee
Development of the Rubric to evaluate Self-Study Report	Spring 2023	Steering Committee
Standard First Draft Report	Fall 2023	Working Group
First Draft of the Self-Study Report	Spring 2024	Steering Committee
Second Draft Self-Study Report	Fall 2024	Steering Committee
Self-Study Report	Spring 2025	Steering Committee

VI. Organization of the Final Self-Study Report

The Self-Study Report will contain the following sections:

- I. Cover Page
- II. Table of Content
- III. List of Figures
- IV. Steering Committee and Working Groups
- V. An Executive Summary which will include a brief description and summary of the major findings
- VI. Annual Institutional Profile
- VII. Introduction
 - A. Description of the Institution
 - B. The Self-Study Process at UPRA
- VIII. The seven chapters of the Working Group Reports addressing the Standards.

- Chapter 1: Mission and Goals
- Chapter 2: Ethics and Integrity
- Chapter 3: Design and Delivery of Student Learning Experience
- Chapter 4: Support of Student Experience
- Chapter 5: Educational Effectiveness Assessment
- Chapter 6: Planning, Resources, and Institutional Improvement
- Chapter 7: Governance, Leadership, and Administrations

Each chapter will include the following:

- A. Standard
- B. Brief introduction to the standard
- C. Institutional Response by Criterion
- D. Conclusions regarding compliance with the Standard and outcomes
- E. Recommendations
- F. Compliance with Associated Requirements of Affiliation
- IX. List of Acronyms
- X. Glossary of Terms
- XI. Appendices
- XII. Inventory of Support Documents

Editorial Style Format

- The Self-Study will have no more than 100 pages single spaced
- Use Times New Roman Font (12 point for text, 16 points for headings, and 14 for sub-headings)
- Left justify text in paragraphs
- Use Excel for tables and charts
- Graphics will be numbered, left justify, title left justify, title in columns center, source and notes on the left bottom
- We will use APA format for headings, subheadings, tables and charts
- Page numbering will be at the bottom right

VII. Strategy for Verification of Compliance with Applicable Federal Regulatory Requirements

The table below outlines how UPRA will comply with applicable regulations in a responsible and transparent manner.

Verification of Compliance Area	UPRA Office Responsible	Key Personnel and Steering Committee Member
Student Identity Verification in Distance and Correspondence Education	Deanship for Academic Affairs	
	Registrar’s Office	Dean for Academic Affairs
	Distance Education Coordinator	
Transfer of Credit Policies and Articulation Agreements	Registrar’s Office	Dean of Academic Affairs Registrar’s Office Director

Verification of Compliance Area	UPRA Office Responsible	Key Personnel and Steering Committee Member
	Deanship for Academic Affairs	
Title IV Program Responsibilities	Financial Aid	Financial Aid Director
Institutional Records of Student Complaints	Student Ombudsperson Office	Coordinator of Student Ombudsperson Office
Required Information for Students and the Public	Deanship for Academic Affairs	Dean for Academic Affairs
	Deanship for Student Affairs	Dean for Student Affairs
Standing with State and Other Accrediting Agencies	Deanship for Academic Affairs	Dean for Academic Affairs
Contractual Arrangements	Does not apply	
Assignment of Credit Hours	Registrar's Office	Registrar's Office Director
	Deanship for Academic Affairs	Dean for Academic Affairs

VIII. Self-Study Timetable

UPRA prefers the Evaluation TEAM to visit in the spring of 2025. Here is a rundown of the main milestones in the Self-Study process and their anticipated completion dates.

DATE	ACTIVITY
2022	
January 2022	Appointment of Steering Committee Chair and Co-Chair
	Appointment of Steering Committee
October-November 2022	Appointment of Working Groups
	Faculty Orientation about MSCHE processes
	Appointment of Working Groups
	Presentation of Standards to the Academic Senate
December 2022	Meeting with the Steering Committee
	Presentation of Standards to the Administrative Board
	Self-Study Institute
	Annual Management Meeting: Understanding the New Standards of Accreditation
	MSCHE Annual Convention, P.A.

DATE	ACTIVITY
2023	
January 2023	Meeting with the Steering Committee Developing Institutional Priorities and Institutional Outcomes
February 2023	Meeting with Steering Committee Remote Meeting with MSCHE VP Liaison
January-February 2023	Self-Study Design Draft Meeting with the Departments Directors
March 2023	Faculty Meeting Non-teaching Staff Meeting Meeting with Steering Committee Submit SSD
April 2023	Student Representative Meeting
April-September 2023	MSCHE VP Liaison Self-Study Preparation Visit to UPRA Create video clips to disseminate information about accreditation for Student
June-September 2023	Acceptance of SSD
September-December 2023	Working Groups Tasks Disseminate videos to students
2024	
January-May 2024	Appointment of Self-Study Evaluation Team Chair Selection of Visit Dates Send Acceptance SSD to Team Chair First Draft of the Self-Study
May-September 2024	Self-Study Revision and campus review
Fall 2024	Team Chair preliminary visit
December 2024-January 2025	Self-Study Discussed with Team Chair for feedback
2025	
February-March 2025	Upload Final Self-Study Report/Verification of Compliance/ Evidence inventory to MSCHE Portal
February-May 2025	Self-Study Evaluation Team Visit/Team Report/Institutional Response
April 2025	MSCHE Visit
June-November 2025	MSCHE Action

VIII. Communication Plan

The Steering Committee devised a preliminary strategy for communication aimed at providing constant updates to stakeholders regarding the self-study process, incorporating input and feedback, and guaranteeing inclusivity throughout the process.

Purpose	Audience(s)	Methods	Timing	Person/Group Responsible
Assessment day	Professors	Meeting	March 2023	Steering Committee
Directors Ordinary Meeting	Department directors	Meeting	March 2023	Dean for Academic Affairs
Management Activity	Department and office directors	Meeting	October 2023 October 2024	Office of Planning and Institutional Research
Create snippets to energize audiences about the process	Students Professors Non-teaching staff	Short Videos	August-December 2023	Communication Department
Non-teaching staff dissemination activity	Non-teaching staff	Meeting	April 2023	Steering Committee
Share data, documents and research results	Steering Committee Working Groups	MSCHE Self-Study Websites TEAMS E-mails	As needed	Webmaster
To update campus audiences about the Self-Study	Students Professors Non-teaching staff	Open forums E-mail Social Media Web-Page	Continuous updates to webpage	MSCHE Liaison Webmaster
Gather feedback about Working Group reports	Steering Committee Working Groups	MSCHE Self-Study TEAMS Electronic communication	Ongoing	Steering Committee Working Groups

IX. Evaluation Team Profile

In the following section we outline the information required for both the Team Chair and Team Members. Providing this information will ensure that the evaluation process is comprehensive and effective, and that the institution receives valuable feedback to help it continue to meet the highest standards of compliance.

Team Chair: The Chairperson should have a deep understanding of the distinct mission within the public higher education system, familiarity with diverse cultures, preferably undergraduate Hispanic institutions, and familiarity with spoken Spanish.

Team Members: The ideal characteristics for the visiting team members include previous experience working in a regional public institution serving a significant number of Spanish-speaking students, and a proficiency in the Spanish language. The team should also represent diversity in terms of gender and ethnicity, and have prior experience conducting site visits and familiarity with the UPR System. Due to conflict of interest, we do not recommend an evaluator from a private institution in Puerto Rico. Furthermore, the team members should have a professional background in undergraduate institutions, such as 4-year universities or community colleges.

Comparable Institutions:

- West Virginia University at Parkersburg
- SUNY College of Technology at Canton
- Dalton State College

X. Evidence Inventory Strategy

The institution’s strategy for populating and managing the Evidence Inventory throughout the self-study process includes designating a separate Working Group to oversee this task, which will work in collaboration with members of the Steering Committee who have been assigned to refine the inventory.

To streamline this process, two members of the Steering Committee have been assigned to populate the inventory using MSCHE's platform. They will work closely with other members of the Working Group to ensure that all relevant data is included and properly analyzed for each standard.

Standard	Evidence Inventory
Standard I	<ul style="list-style-type: none"> • Academic Senate certifications • Annual report from each university unit (departments and offices) KPI • Assessment Plans • Assessment Tool (TBD) • Brochures • Cert. with Mission (Cert. 2002-03-32, as amended by Cert. 2013-14-13, AS) • Institutional Climate Questionnaire • Mission and Goals of Academic Departments • Mission and Goals of Administrative Offices • OPIR questionnaire • Social Networks • UPRA Web page • UPRA’s Strategic Plan: Beacon 2025 • UPRA’s Strategic Plan: Horizon 2020
Standard II	<ul style="list-style-type: none"> • Appeal and Complaint Process with Human Resources • CDPD Center for Professional Development of Faculty and Orientation of new recruits • Center for Research and Creative Endeavors (CRCE) Principles of Intellectual Property Right • CIC (Center for Research and Development), CIPPI (IRB)

Standard	Evidence Inventory
	<ul style="list-style-type: none"> • Classified and Non-classified job vacancies are posted on designated bulletin boards throughout campus and on the institutional website. • Conflict of interest document for UPR bidders. • Courses Syllabi • Employee Discipline Process • Faculty Handbook • General Regulatory Handbook of the University of Puerto Rico (RGUPR) • Institutional Assessment reports • Introduction to University Life Course • Office of Human Resources: Compulsory requirement of 20 hours of government ethics • Offices of student services reports • Policy Dissemination of Information • Purchasing Regulations • Quality of Life Program developed a Security Manual for students' easy access to security norms and policies • Recruitment Strategies for Teaching and Non-teaching Staff • Rules for the use of bibliographic resources and the Internet, UPRA library • Service Office for Disabled Students (OSEI) • Student associations' focus groups reports (website) • Student Disciplinary Committee • Student Information System (SIS), (The Digital Wolf), NORMATECA • Student Ombudsperson reports • UPR Student Bylaws • UPR's anti-discriminatory policy • UPRA Catalog • UPRA Student Bylaws
Standard III	<ul style="list-style-type: none"> • Academic counseling documents • Academic Senate certifications • Annual departmental reports • Center for Research and Creative Endeavors (CRCE) reports • Courses syllabi • Curricular revisions and minor changes • Departmental development plans • Departmental learning assessment reports • Faculty CVs and qualifications • Faculty evaluations (administrative, peer, and student evaluations) • Faculty manual • Faculty promotion and rank documentation • Governing Board certifications • Honor's Program reports • Institutional annual reports • Institutional and departmental promotion plans and activities • Institutional catalog • Institutional Learning assessment and general education reports • Institutional policies for faculty recruitment • Institutional Strategic Plans • Institutional web page, e-mail, and official social media

Standard	Evidence Inventory
	<ul style="list-style-type: none"> • Internships • OPIR institutional studies • OPIR questionnaires • OPIR statistical reports • Professional improvement activities (CPDF) • Professional improvement activities (DEP) • Professional improvement activities (provided by specialized accreditation agencies, external and internal activities, systemic webinars, ethic) • Program evaluation reports • Results of evaluations • Specialized accreditation agencies reports (self-studies) • Accrediting agency final reports • Student support services reports (Library, Tutoring and Mentoring Program, others) • UPR General Regulatory Handbook
Standard IV	<ul style="list-style-type: none"> • (photos, student registration) • 85-2005-2006 JS • Academic advising reports • Academic Senate Cert. 2007-08-24 (as amended) • Academic Support Services • Accreditation reports • Athletic Activities (athletic disciplines certified by the LAI, satisfaction with services) • August communication courses 2021 • Automatic Graduation Policy • automatic graduation policy -Cert • Cert 135-2003-04 JS • Cert 55 2016-17 and Cert 108-2018- 19 • Certification 33 (2022-23 JG) Pilot Plan for the Student admission of undergraduates at the University of Puerto Rico • Chancellor's reports • Counseling and Psychological services (students served, assessment of services offered) • Cultural Activities • Dean of Students' annual report • Educational Services Program (participants, impact on student participants) • Endowment Fund Scholarship, • ESLOTTIDET- Proposal (Enhancing Student Learning Outcomes trough the implementation of Distance Education Technologies) • Exchange Office (program participants) • Exclusively challenge exams, courses taken in another institutions • financial aid policies or certifications • Financial Aid, Fiscal and Collections (calendar distribution of aid to impacted students, student satisfaction) • General Student Council reports • Graduate Study Fairs • Honor program (participants, support) • Institutional assessment reports

Standard	Evidence Inventory
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- Institutional Policy on transfer programs and movement of students between units of the University of Puerto Rico Cert. 40-2019-20 JG
- Institutional Strategic Plan: Faro 2025, Goal 3
- Institutional Strategic Plan: Horizon 2016-2020
- Job fairs
- Library Services / Learning Common for Students
- Medical Services (level of satisfaction)
- Mentoring Program Certification Number 2015-2016-43 (registration of participants, impact on participant students)
- Minimum Quotas and Rates of Admission (IMI's)
- Movement of Achieving student success Students between Units of the University of Puerto Rico Cert 40 -2019-20 JG
- Musical and Artistic Groups
- Office of Services to Students with Disabilities (registration of participants, satisfaction)
- Office Services Registrar/Veterans/FERPA
- OPIR annual reports
- PATRIA Project
- Persistence-cert 2011-12-16 SA
- Personal and psychological Counseling (sample of lists of students served in the Departments) Policies and Procedures on Readmission, Reclassification, Special Permits and Transfers
- Policies or certifications regarding financial aid policies or certifications Cert. 55 2016-17 and Cert. 108-2015-19
- Policy to increase access, retention and access, retention and graduation rates in Cert 50 2014-15 JG
- Proposed childcare for children of students through the proposed childcare for children of students through the preschool (Criteria for Admission to the University of Development Center of the University of Puerto Rico at Arecibo child of student
- Protocol for situations involving
- Protocol for student-faculty situations in courses
- Psychological Services (sample of lists of students served in the Departments)
- Psychological Services (students served, assessment of services offered)
- Quality of Life (record of students impacted)
- R-1516-16 *Carta de consideraciones y derechos de estudiantes embarazadas* (Letter of considerations and rights of pregnant students)
- Recommended Steps in Defining Minimum Quotas and Rates of Admission (IMI's) Academic Senate Cert. 2007-08-24 (as amended)
- Registrar/Veterans/FERPA
- Retention and Persistence Plan (2022-25)
- Retention and Persistence Policy
- Social and Cultural Activities
- Student Affairs Support Services
- Student Associations (certification of these, activities activities)
- Student Bill of Rights
- Student Exchange
- Student Ombudsman (annual report)
- Student Services Manual 2022-2023

Standard	Evidence Inventory
	<ul style="list-style-type: none"> • Transfer Programs • Tutoring and Mentoring Program • UPR General Regulatory Handbook and UPR Student Regulations Handbook • Wellness Program (services offered to students)
Standard V	<ul style="list-style-type: none"> • Advisory Boards Meetings Minutes • Annual Institutional Report • Assessment Day • CDPD attendance lists • Departmental Assessment Plans and Reports • Departmental Curricular Revision Proposals • Departmental Professional Development Reports • Educational Services Program Report • Faculty Meetings Minutes • Graduating Students Institutional Survey • Institutional Alumni Survey • Institutional Assessment Plan • Institutional Assessment Policy • Institutional Communication Plan • Reports from Federal Granted Student Services Programs available at the Institution • Second and Third Year Students Institutional Survey • Specialized Accreditation Agencies Reports • Student Services Offices Reports • Tutoring and Mentoring Program Reports • UPR Third Party Policy
Standard VI	<ul style="list-style-type: none"> • Academic and Institutional Priority Compliance Report 2016-17 present • Action Plan for the Institutional Strategic Plan • Annual Reports 2016-17 to present • Budget alignment with priorities 2018-2019-02 JA, 219-2020-01 Amended) • Certifications of Institutional Committees • Chancellor’s Report 2016-17 to present • Compliance Reports Horizon 2020, Beacon 2025, Framework for Physical Development 2018 and 2023 compliance • Deferred Maintenance Plan (E maintenance) • Departmental Development Plan • Dissemination of compliance with priorities. (Faculty meetings Chancellor's Report) • Financial Plan • Framework for Physical Development 2016-2024 • Institutional Assessment Report 2017-2019 • Internal and External Reports assessment • Single Audit 2016 to present • Strategic Plan Key Performance Indicators 2021-2022-26 JA, 2021-2022-05 amended • SWOT analysis 2018 • UPRA’s Administrative and Academic Priorities • UPRA’s Organizational Structure Certifications 2019-2020-08 amended • UPRA’s Strategic Plan: Horizon 2020 • UPRA's Strategic Plan: Beacon 2025

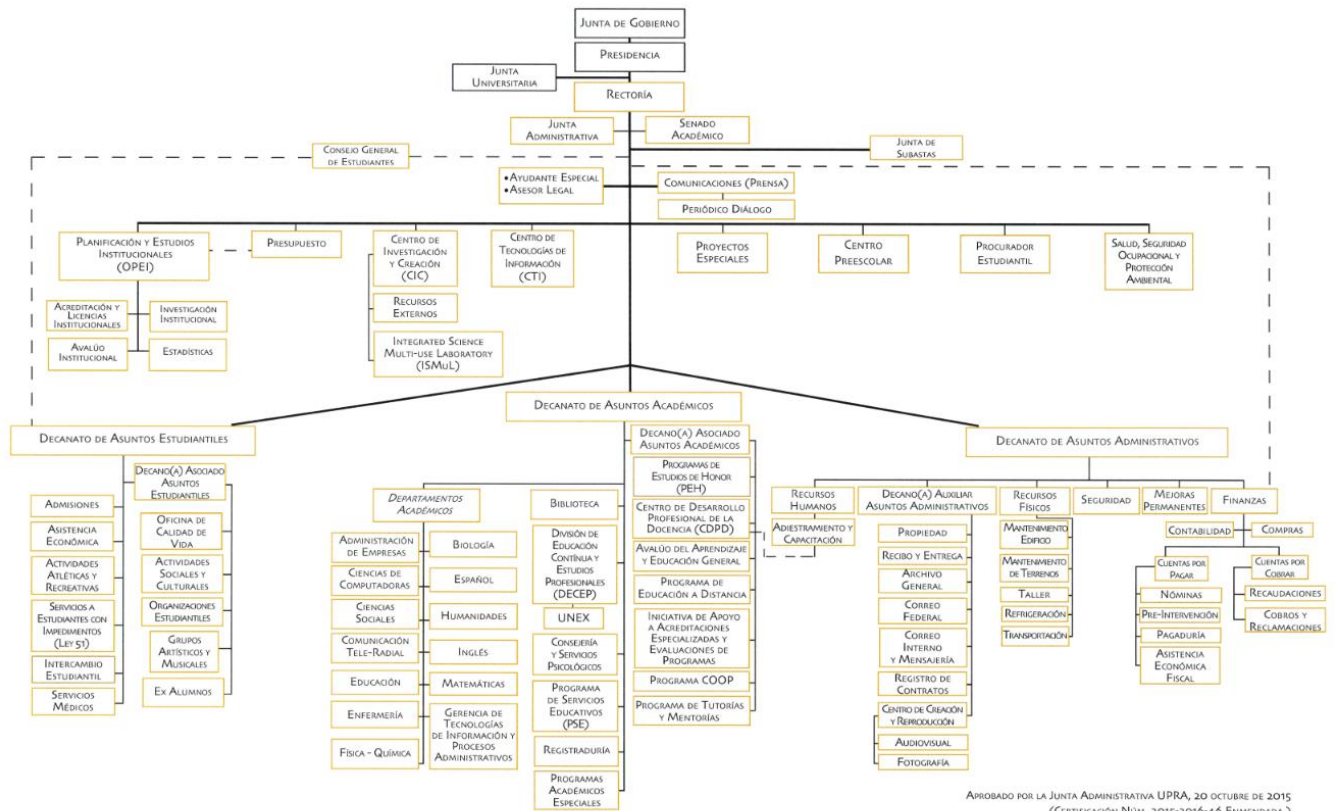
Standard	Evidence Inventory
Standard VII	<ul style="list-style-type: none"> • Academic and administrative Priorities of UPRA (Cert. <ul style="list-style-type: none"> ○ 2016-2017-48, AB ○ 2018-2019-01, AB ○ 2019-2020-01 Enm AB ○ 2020-2021-10, AB ○ 2021-2022-04 Enm AB ○ 2022-2023-12, AB) • Academic Directors Meetings • Academic Integrity (Cert. 13- 2009-2010, BT) • Academic Programs Evaluation (Cert 45- 2019-2020, JG Amended 55 (2021-2022)) • Academic Programs Study Reports - DAA • Academic Senate Reports and meetings • Act No. 11 of 2009, the Law on Training and Education Programs to Guarantee Equal Work for Women and Act No. 16, the Equal Pay Act in Puerto Rico. In compliance with the 2021-2025 Affirmative Action Plan filed with the Office of the Women's Advocate. • Administrative Board reports and meetings • Administrative evaluation form of the Chancellor Cert. 2005-2006-2, AB) • Administrative procedure final evaluation/narrative non-teaching staff (Cert. 2017-2018-43, AB) • Administrative processes through NEXT Portal (Approval Workflows, Payroll, time and effort, student services etc). • Annual evaluation of non-teaching staff in managerial functions (Cert. 2014-2015-69, AB) • Application for extraordinary leave or financial assistance for non-teaching staff (Cert. 2005-06-26, AB) • Application for extraordinary leave or financial assistance for teaching staff (Cert. 2005-06-13, AB) • CDPD-Roles and Functions (Faculty Professional Development) • Central Administration Leadership (GB and UB policies-web page) • Chancellor (Cert. 99- 2018-2019, GB) • Chancellor and Deans Curriculum Vitae • Chancellor Consultation Committee UPRA (Cert. 2018-2019-17, AS) • Chancellor Evaluation Form (Cert. 2004-2005-29, AS) • Chancellor's appointment selection protocols and procedures • Chancellor's evaluation protocols and procedures • Chancellor's Office reports to Senate and Administrative Board – • Chancellor's Profile (Cert. 2009-2010-17, AS) • Chancellors' Appointment certification, protocols, and procedures • Complementary Regulations to the General Student Regulations, (Cert. 2011-2012-27, AS) • Constitute and ad-hoc committee to carry out the evaluation of the chancellor of the University of Puerto Rico at Arecibo (Cert. 2021-22-1, AS) • Criteria for filling the position of Chancellor (Cert. 99- 2009-2010, BT) • Data Classification Policy (Cert. 86, 2022-2023, GB) • Dean of Academic Affairs (Cert. 95- 2019-2020, GB) • Dean of Administrative Affairs (Cert. 96-2019-2020, GB) • Dean of Students Affairs (Cert. 92- 2020-2021 GB) Dr. Colón) • Dean of Students Affairs: (Cert. 97- 2019-2020 GB) Dr. Altieri • Deanships Annual Reports • Deanships Offices Reports

Standard	Evidence Inventory
	<ul style="list-style-type: none"> • Effectiveness indicators for the operationalization of the Institutional Strategic Plan (Cert. 2021-2022-26, AB) • Effectiveness indicators of the Institutional Strategic Plan (2021-2022-05, Enm. AB) • Evidence of curricular revisions - DAA • General Regulations of Students of the UPR, (Cert. 70- 2016-2017, GB) • General Regulations of Students of the UPR, as amended June 2011 • General Regulatory Handbook of the University of Puerto Rico (RGUPR)- Cert 55, 2022-2023, GB) • Goals and objectives of the UPRA Strategic Plan (Cert. 2020-2021-32, AB) • Government Ethics Act of 2011 (Act No. 1 January 3, 2012) • Graduation Policy (Cert 85-2005-06, BT) • Institutional Administrative Board Policies and Reports (Summary of certifications) • Institutional Assessment Plan Reports • Institutional Goal (Cert. 2013-2014-13, AS Amended) • Institutional official designations and appointment of Deans, Key • Institutional official designations and appointment of Deans, Key Office Directors, and other personal trusted staff • Institutional Organizational (Structure) Chart (Cert. 2015-2015-46, as Amended. Adm. Board until Sept.3rd-2019) • Institutional policies (Chancellor’s and Deanships’ UPRA Offices) • Institutional Policy on Accreditation and Equivalence of Courses in the • Institutional Policy on the Acceptable Use of Information Technology Resources at the University of Puerto Rico (Cert.85, 2022-23, GB) • Institutional Senate Policies and Reports (Summary of certifications) • Institutional Senate reports evidencing Chancellor’s auscultation protocols and processes • Institutional Strategic Plan (BEACON 2025) (Cert. 2020-2021-32, AB) • Integrated Postsecondary Data (IPEDS) Reports • Managerial Activity –OPIR • Minor Concentrations and Professional Certifications in the University of Puerto Rico (Cert. 44- 2019-2020, GB) • MSCHE Past Self Study Report • Office Directors, and other personal trusted staff • Offices and Department Annual reports • OPIR Annual Reports • OPIR Assessment Calendar • Pilot Plan for the Undergraduate Admission Policy at the University of Puerto Rico (Cert. 33- 2022-23, GB) • Policy and Procedures for the management of situations of discrimination by sex or gender of the UPR. (Cert. 103- 2020-2021, GB) • Policy of Baccalaureates, Second Concentrations or Specialties, • Policy to increase rates, access, retention and graduation in UPR (Cert 50-2014-15, GB) • Precautionary measure effective non-teaching staff July 1, 2019 (Cert. 2018-2019-83, AB Amended) • Previous Institutional accreditation statements (MSCHE Web Page) • Protocol for the negotiation of supplementary rules, contract letters, trade union agreements, collective agreements, and similar agreements (Cert. 80-2020-2021, GB) • Public Law No. 1 of January 20, 1966 the University of Puerto Rico Law as amended (Ley de la Universidad de Puerto Rico) (with 17 amendments)

Standard	Evidence Inventory
	<ul style="list-style-type: none"> • R-2122-63 Amendment: Guidelines for uniform application for the movement of • R-2122-64 Amendment: Modification of permission for core courses in the • R-2122-65: Criteria for granting substitution of assignment to teaching staff • R-2122-66 Amendment: Guidelines for Undergraduate Enrollment Scheduling • Rank Promotion Manual (Cert. 2012-13-13, AB) Amended) oct 2018 • Ratify Supplementary Rules and Conditions of Work a Current Staff Rules Maintenance, Construction and Agricultural Service of the University of Puerto Rico and the Workers' Union, (Cert. 54- 2014-2015, GB) • Ratify the Rules and Conditions of Work Supplementary to the Current Regulations negotiated by the Administration with the Brotherhood of Non-Teaching Exempt Employees (HEEND) (Cert. 75- 2020-2021, GB) • Reece B. Bothwell Handbook of Parliamentary Procedure Revised and Updated Edition 2009 • Report of the Consultation Committee of Non-Teaching Personnel for the appointment of the Chancellor December 2018 • Report Senate Consultation Committee for appointment of the Chancellor (Cert. 2018-2019-17, AS) • Report Senate Consultation Committee for the appointment of UPR President (Cert. 2018-2019-21, AS) • Roles of the personnel committee (RGUPR sections) • Rules of Procedure of the UPRA Academic Senate, (Cert. 2006-2007-31, AS), as Amended • Rules of Procedure of the UPRA Administrative Board (Cert. 2011-2012-14, AB) Amended by 2021-2022-21, AB • Student Services Manual • teaching personnel in the UPR University System • Title IX Compliance • Translation of Regulations of the UPR- (Cert. 65 2022-2023, GB) • University System • UPR Financial Plan 2018-2020 • UPR Governing Board Internal Rules and Regulations Manual No. 100 2013-2014 • UPR Serials • UPR Systemic Strategic Plan 2017-2022 (Cert. 50- 2016-2017) • UPR Transformation Policy (Cert. 106, 2022-2023, GB) • UPR University Board reports - UPR web page • UPR -VPAA General Guide for preparation and processing of proposals for academic change at the UPR, January 2020, • UPRA 2019-2020-13 SA: Agreed not to participate in the Consultation Process for the Appointment of Deans of Academics, Administrative Affairs and Student Affairs • UPRA Academic Directors Manual • UPRA Annual Reports • UPRA Assessment Day • UPRA Audited finance reports, June 2021 • UPRA Audited Reports • UPRA Budget (Cert. <ul style="list-style-type: none"> ○ 2017-2018-03, AB ○ 2018-2019-02, AB ○ 2019-2020-01, AB

Standard	Evidence Inventory
	<ul style="list-style-type: none"> ○ 2020-2021-02, AB ○ 2021-2022-01, AB ○ 2022-2023-06, AB) ● UPRA Chancellor Reports ● UPRA Faculty Manual (Cert. 2013-2014-19, AS) ● UPRA Faculty Meetings ● UPRA Financial Plan (Cert. 2018-2019-08, AB) ● UPRA Institutional Mission and Vision (Cert. 2002-2003-32, AS) ● UPRA Institutional Values (web page) ● UPRA Retention and Persistence Plan (2022-25) ● UPRA Student Manual (Cert. 2011-2012-27, AS) ● UPRA Student Retention Policy (2011-2012-16, SA)

Appendix A. Organizational Chart



APROBADO POR LA JUNTA ADMINISTRATIVA UPRA, 20 OCTUBRE DE 2015
 (CERTIFICACIÓN NÚM. 2015-2016-46 ENMIENDADA)
 Y ENMIENDADA EL 3 DE SEPTIEMBRE DE 2019 (CERTIFICACIÓN NÚM. 2019-2020-08)