

SELF-STUDY DESIGN

**PRESENTED BY:
INTER AMERICAN UNIVERSITY OF PUERTO RICO
METROPOLITAN CAMPUS**

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**CHIEF EXECUTIVE OFFICER
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CHANCELLOR**

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INTRODUCTION

Inter American University of Puerto Rico (IAUPR) is a private, non-profit Hispanic-serving institution and the largest private university in Puerto Rico with nine campuses and two professional schools: School of Law and School of Optometry. Enrollment, in recent years, has been maintained at approximately 44,000 students. It was originally founded in 1912 as the Polytechnic Institute of Puerto Rico by Reverend J. Will Harris. Since 1944, the Institution has been accredited by the Middle States Association of Colleges and Schools. It was the first four-year liberal arts college accredited outside the continental limits of the United States.

The Metropolitan Campus (MC) of Inter American University of Puerto Rico is the largest academic unit of IAUPR system. It was established in 1962 and serves 10,600 students. Metropolitan Campus offers: 12 technical certificates, 9 associates, 46 baccalaureates, 6 professional certificates, 42 master's and 12 doctoral degrees. Annual graduating class average is 2,000 students. MC is licensed by the Puerto Rico Council on Higher Education (PRCHE) for the higher education level and Puerto Rico General Education Council for the technical certificate level. MC is accredited by Middle States Commission on Higher Education (MSCHE) and, in addition, has professional accreditations for its Nursing, Social Work, and Medical Technology programs by the National League for Nursing Accrediting Commission (NLNAC), Council on Social Work Education (CSWE), and National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), respectively. MC Continuing Education is also accredited by the International Association for Continuing Education and Training (IACET).

MC has a diverse student population and its services aim to address the needs of talented, Honor, adult, and international students coming from, at least, 11 different countries mostly from the Caribbean. MC is the only institution in Puerto Rico that offers programs taught in both Spanish and English languages. The undergraduate degrees in Entrepreneurial and Managerial

Development, Nursing and Psychology and master degrees in Business Administration are taught in both languages.

In 2008-09, MC concluded the revision of its Mission and Goals to guide the institutional agenda toward the development of leadership and entrepreneurial skills of students who live and work in a global community. The mastery of English and Spanish, as well as other languages, is essential to the fulfillment of MC Mission and Goals.

MC MISSION

MC serves students from diverse cultural and national backgrounds. It offers an academic education geared toward the development of leaders and entrepreneurs who are committed to making significant contributions to society. These contributions are based on the values of service, democracy, and the reaffirmation of Inter American University of Puerto Rico's character as an institution with Christian roots and an ecumenical focus.

Through...

Comprehensive academic programs, diverse study modalities in the sciences, in applied sciences, in humanities and in professional studies in both English and Spanish languages. The academic offering includes technical certificates, associate degrees, bachelor degrees, professional certificates, master's degrees and doctoral degrees pertinent to the needs of the student population.

Characterized by ...

A humanistic, liberal education sensitive to the demands of a constantly changing world and marketplace; oriented to the development of holistic, self-employed individuals, who take care of themselves and their environment: an education that enables citizens to contribute to cultural, political, social, spiritual, and economic growth.

Committed to ...

Puerto Rico and the world, research, innovation, the development of knowledge and its diffusion, and services to communities.

Guided by principles of ...

- Ecumenical Christian vision
- Respect for human dignity
- Integrity
- Appreciation for knowledge
- Commitment to cultural and national diversity
- Efficiency and effectiveness in organizational efforts
- Democratic coexistence

MC GOALS

1. Develop programs and curricula, in Spanish and in English, in the fields of science, applied science, humanities, and professional studies that meet disciplinary standards of excellence and the demands of a global society.
2. Maintain up to date programs that have a multidisciplinary and international focus designed to form leaders and entrepreneurs, responsible and moral citizens with critical reasoning skills and the capacity to celebrate the diversity of human creativity.
3. Generate research, innovation, and creative endeavors throughout the academic community in a way that enhances campus programs and services, develops and disseminates knowledge, and contributes to the solution of problems pertinent to society.
4. Provide services and activities pertinent to a diverse student population in order to support its academic, intellectual, social, and moral development, as well as to cultivate its awareness of social, cultural, economic, environmental, and political problems.
5. Retain a faculty that excels in teaching, research, and innovation; a faculty committed to outcomes assessment processes and to fulfilling the norms applicable to the programs and curricula, dedicated to their professional development and to serving the community.
6. Cultivate a competent, agile management team that promotes excellence and continuous improvement that supports the development of programs, services, and activities generated by the community.

7. Foster the continuous development of human resources and their wellbeing within a positive working environment oriented to increasing the effectiveness and efficiency of the programs and services of the campus.
8. Promote democratic values, the importance of service, and the reaffirmation of Christian roots under the ecumenical focus of the University throughout the campus community.
9. Develop an organizational culture of cost-effectiveness and efficiency by strengthening the planning and evaluation processes that lead to strategic deployment of the human, physical, and financial resources needed to achieve the goals and objectives of the programs, activities, and services offered by the campus.
10. Improve the technological infrastructure and optimize its utilization in academic and administrative processes to enhance productivity and to develop more effective communication throughout the community.
11. Increase collaboration between the University, the community, government, and industry to fortify and enrich academic, cultural, and civic activity.

IMPORTANT RECENT DEVELOPMENTS

The revision of MC Mission statement in 2008 is the most important recent development, because it affects all other initiatives. There are three pillars in the revised MC Mission statement: leadership, entrepreneurship, and internationalization. Aware of the fact that students need to become citizens of the world, MC students, faculty, and staff should be exposed to different cultures through activities such as internships, exchanges, study and research abroad. As part of this effort, MC participated in the American Council on Education (ACE) Internationalization Lab. ACE colleagues stated that: *Clearly the advising of the students about the value of study abroad has been effective and exemplary. In addition, we noted, with pleasure, that the extra-curriculum, in terms of activities like debate and the student newsletter, is also seen as contributing to the internationalization of the institution. This suggests that efforts to further internationalize the institution as a whole will be welcomed by the student body. Given the institution's mission of contributing to student leadership development, the new*

directions in internationalization will make that even stronger. The Office of International Relations was also established to guide this effort.

Another pillar of the new Mission is entrepreneurship, since it consists of a set of skills that will enable graduates to succeed in a global and highly competitive environment. To this end, MC established the Entrepreneurship Development Center (CDE by its Spanish acronym) under the leadership of a faculty member and the active collaboration of students from all majors.

Also, aligned with the new Mission is the approval of the physical facilities Master Plan (2008-2009), that addresses the reorganization of physical space according to the new academic structures and enrollment management services, network updating with wireless capabilities, refurbishing computer labs and basic skills centers, and the relocation of the Chapel.

A new webpage with updated information on academic programs and curricula was launched in the last two years. On institutional assessment, surveys for alumni, employers, undergraduate and graduate students, and staff have been systematically administered every two years. Results from these surveys have been incorporated in planning, resource allocation, and annual work plans. In addition, assessment plans in the academic programs have been implemented.

Retention strategies have been focused on first-year students. The holistic approach to student retention includes faculty mentoring, information on student services via social networks, professional counseling, and a new office Apoyo Estudiantil that mainly supports first year students' transition to university life.

On educational offerings, the adoption of the trimester calendar is one of the recent developments. In addition, MC has embarked in the pursuit of additional professional

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accreditations for the Teacher Preparation Program by TEAC, associate degree in Nursing by NLNAC, Master of Business Administration by NIBS, AMBAs, and Psychology by NASP and APA. Distance learning offerings have been strengthened with the acquisition of a new platform, Blackboard Learn 9.1, and software programs like WIMBA, Respondus, WindowsLive@edu, Adobe Captivate, and Soft Chalk. These softwares enhanced security features and authentication methods.

STEPS TAKEN TO PREPARE THE SELF-STUDY

- Chancellor Marilina Wayland appointed Self-Study Chair, Dr. Dinah Kortright
- Self-Study Chair and Dean of Studies, Prof. Migdalia Texidor participated in the MSCHE Self-Study Institute, November 9-10, 2010.
- The Chancellor designated members of Steering Committee taking into consideration Chair recommendations.
- Chair of Steering Committee held a meeting with Self-Study Commission for an orientation, appointment of Work Groups, and definition of Work Group tasks
- Work Groups met several times to define Charges
- Members of the Steering Committee developed the following criteria to evaluate Charge questions:
 - Addresses the implementation of 2008 Mission and Goals
 - Focuses on the period of analysis: 2008-2009 to 2012-2013
 - Helps in identifying strengths and areas of opportunities
 - Can be answered in a six months period of data gathering
 - Belongs to another Committee Charge
- Members of the Steering Committee produced the first draft of the Self-Study Design
- Steering Committee made recommendations for the Self-Study Design draft
- The Chancellor submitted the Self-Study Design draft to MSCHE liaison Dr. Luis Pedraja for his feedback

NATURE AND SCOPE OF THE SELF-STUDY

MC university community has adopted the comprehensive model for the Self-Study. This model will allow for the evaluation of the implementation of the 2008 MC Mission and Goals considering every Standard of Excellence. This analysis will provide for the identification of strengths and areas of opportunity, and it will also support MC strategic planning.

INTENDED OUTCOMES OF THE SELF-STUDY

The goal of MC Self-Study is to promote university community dialog and active participation that will guide MC strategic planning in the implementation of 2008 MC Mission and Goals. Other expected outcomes for the Self-Study are:

- Determine MC strengths and areas of opportunity related to the Standards of Excellence.
- Identify strategies to continue the implementation of entrepreneurship, internationalization, and democratic and service values in curricular, co-curricular, and extracurricular activities.
- Develop an action agenda for each area of opportunity for the next five years.

ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND WORKING GROUPS

The Steering Committee is organized with a faculty member as chair and a staff member as co-chair. This organization responds to the fact that chairs need clerical support that a staff member can provide. Members of the Steering Committee represent all constituents of the university community: faculty, staff, and students. Faculty members are the chairs of Work Groups. They are experienced leaders in the Academic Senate, have been engaged in the process of defining the new MC Mission and Goals, or have led the way in educational innovation. As a result, faculty members invited are known and respected in the academic community. Work Groups' co-chairs, also part of the Steering Committee, are staff members whose responsibilities are directly related to the Standards of Excellence and can give clerical support to Chairs. Students participating in the Self-Study process are undergraduate and graduate. They have been selected, based on their disposition and leadership, to participate in those standards in which they can contribute the most. A first year student is also part of the Steering Committee. In sum, faculty members are chairs of the different workgroups, since they lead the process to assess strengths and areas of opportunities in the implementation of Metropolitan Campus Mission and Goals.

An Executive Committee was appointed with the President of the Steering Committee, Dr. Dinah Kortright, the Dean of Studies, Prof. Migdalia Texidor, and Dean of Institutional Research and Sponsored Programs, Dr. Débora Hernández. The Executive Committee is responsible of integrating the data and drafts submitted by the Workgroups and preparing a preliminary document for the consideration of the Steering Committee and the university community.

Table 1. Steering Committee

Name	Role	Faculty Member/ Staff	Program Area/Position	Faculty or Administrative Unit
Standard 1: Mission and Goals & Standard 2: Planinng, Resource Allocation, and Institutional Renewal				
Dr. Pablo Navarro, Professor	Chair	Faculty Member	Psychology	Education and Behavioral Professions
Dr. Olga Villamil, Professor	Co-Chair	Staff	Dean	Humanistic Studies
Standard 3: Institutional Resources				
Prof. José G. Rodríguez Ahumada, Associate Professor	Chair	Faculty Member	Mathematics	Sciences and Technology
Mr. Jairo Pulido	Co-Chair	Staff	Director	Center for Distance Learning and Technology Development
Standard 4: Leadership & Governance & Standard 5: Administration				
Dr. Norma López, Professor	Chair	Faculty Member & Executive Secretary of Academic Senate	Biology	Sciences and Technology
Ms. Wilma Torres	Co-Chair	Staff	Director	Human Resources
Standard 6: Integrity & Standard 7: Institutional Assessment				
Dr. María T. Miranda, Professor	Chair	Faculty Member	Medical Technology	Sciences and Technology
Dr. Débora Hernández, Associate Professor	Co-Chair	Staff	Dean	Center for Institutional Research and Sponsored Programs
Standard 8: Student Admissions and Retention				
Prof. Ivonne Rivera, Assistant Professor	Chair	Faculty Member	Education	Education and Behavioral Professions
Ms. Glenda Díaz	Co-Chair	Staff	Director	Financial Aid
Standard 9: Student Support Services				
Dr. Charnel Anderson, Professor	Chair	Faculty Member	History	Humanistic Studies
Dr. Carmen Oquendo, Professor	Co-Chair	Staff	Dean	Deanship of Students
Standard 10: Faculty				
Dr. Matilde García, Professor	Chair	Faculty Member	English	Humanistic Studies
Dr. Jaime Santiago, Associate Professor	Co-Chair	Staff	Psychology Director	Education and Behavioral

Name	Role	Faculty Member/ Staff	Program Area/Position	Faculty or Administrative Unit
				Professions
Standard 11: Educational Offerings and Standard 12: General Education				
Dr. Ileana Irvine, Professor	Chair	Faculty Member	Education	Education and Behavioral Professions
Dr. Luis Mayo, Professor	Co-Chair	Staff	School of Languages Director	Humanistic Studies
Standard 13: Related Educational Activities				
Prof. Yolanda Torres, Instructor	Chair	Faculty Member	Nursing	Sciences and Technology
Prof. Ramón Ayala, Associate Professor	Co-Chair	Staff	Director	International Relations Office
Standard 14: Assessment of Student Learning				
Dr. Lillian Gayá, Professor	Chair	Faculty Member	Biology	Sciences and Technology
Prof. Migdalia Texidor, Assistant Professor	Co-Chair	Staff	Dean	Deanship of Studies
Editing Committee				
Dr. Dinah Kortright, Professor	Chair of the Steering Committee	Faculty Member	Spanish	Humanistic Studies

Table 2. Working Groups

Name	Role	Faculty Member/ Staff	Program Area/Position	Faculty or Administrative Unit
Standard 1: Mission and Goals & Standard 2: Planing, Resource Allocation, and Institutional Renewal				
Dr. Pablo Navarro, Professor	Chair	Faculty Member	Psychology	Education and Behavioral Professions
Dr. Olga Villamil, Professor	Co-Chair	Staff	Dean	Humanistic Studies
Prof. Ana Rivas, Assistant Professor	Member	Faculty Member	Labor Relations	Economic and Administrative Sciences
Dr. Edilberto Arteaga, Assistant Professor	Member	Faculty Member	Physics	Sciences and Technology
Mr. Ray Rivera	Member	Doctoral Student		Education and Behavioral Professions
Standard 3: Institutional Resources				
Prof. José G. Rodríguez Ahumada, Associate Professor	Chair	Faculty Member	Mathematics	Sciences and Technology
Mr. Jairo Pulido	Co-Chair	Staff	Director	Center for Distance Learning and Technology Development
Prof. Armand Piqué, Associate Professor	Member	Faculty Member	Economy	Economic and Administrative Sciences
Ms. Alexandra Díaz	Member	Staff	Executive Assistant to the Chancellor	Chancellor's Office
Dr. Alicia Rivero, Professor	Member	Faculty Member	Psychology	Education and Behavioral Professions
Dr. Héctor López Sierra, Associate Professor	Member	Faculty Member	Social Sciences	Humanistic Studies
Standard 4: Leadership & Governance & Standard 5: Administration				
Dr. Norma López, Professor	Chair	Faculty Member & Executive Secretary of Academic Senate	Biology	Sciences and Technology
Ms. Wilma Torres	Co-Chair	Staff	Director	Human Resources
Dr. Myrna Ortiz, Professor	Member	Faculty Member	English	Humanistic Studies
Prof. José Oliver, Associate Professor	Member	Faculty Member	Marketing	Economic and

Name	Role	Faculty Member/ Staff	Program Area/Position	Faculty or Administrative Unit
				Administrative Sciences
Prof. Aida Capó, Instructor	Member	Faculty Member	Nursing	Sciences and Technology
Standard 6: Integrity & Standard 7: Institutional Assessment				
Dr. María T. Miranda, Professor	Chair	Faculty Member	Medical Technology	Sciences and Technology
Dr. Débora Hernández, Associate Professor	Co-Chair	Staff	Dean	Center for Institutional Research and Sponsored Programs
Mr. Reinaldo Robles	Member	Staff	Director	Promotion and Recruitment
Prof. Alex Rodríguez, Instructor	Member	Faculty Member	Marketing	Economic and Administrative Sciences
Dr. Rosalie Rosa, Professor	Member	Faculty Member	Social Work	Education and Behavioral Professions
Prof. Carlos Fonseca, Associate Professor	Member	Faculty Member	Marketing	Economic and Administrative Sciences
Standard 8: Student Admissions and Retention				
Prof. Ivonne Rivera, Assistant Professor	Chair	Faculty Member	Education	Education and Behavioral Professions
Ms. Glenda Díaz	Co-Chair	Staff	Director	Financial Aid
Ms. Bárbara Collazo	Member	Undergraduate Student		
Dr. Alfred Delbrey, Associate Professor	Member	Faculty Member	Psychology	Education and Behavioral Professions
Dr. Arleen Milán, Professor	Member	Faculty Member	Human Resources	Economic and Administrative Sciences
Dr. Lydia Rivera, Associate Professor	Member	Faculty Member	English	Humanistic Studies
Standard 9: Student Support Services				
Dr. Charnel Anderson, Professor	Chair	Faculty Member	History	Humanistic Studies
Dr. Carmen Oquendo, Professor	Co-Chair	Staff	Dean	Deanship of Students
Ms. Lisette Rivera	Member	Staff	Registrar	Enrollment Management
Dr. Teresa Mezo, Associate Professor	Member	Faculty Member	English	Humanistic Studies
Prof. Armando Cardona, Associate Professor	Member	Staff	Executive Assistant to the Chancellor	Chancellor's Office
Ms. Idializ Domínguez	Member	Undergraduate Student		
Standard 10: Faculty				

Name	Role	Faculty Member/ Staff	Program Area/Position	Faculty or Administrative Unit
Dr. Matilde García, Professor	Chair	Faculty Member	English	Humanistic Studies
Dr. Jaime Santiago, Associate Professor	Co-Chair	Staff	Psychology Director	Education and Behavioral Professions
Dr. Hilda Quintana, Professor	Member	Faculty Member	Spanish	Humanistic Studies
Dr. Francisco Vélez, Associate Professor	Member	Faculty Member	Education	Education and Behavioral Professions
Prof. Myrna Reyes, Associate Professor	Member	Staff	School of Economics Director	Economic and Administrative Sciences
Dr. William Arias, Professor	Member	Faculty Member	Biology	Sciences and Technology
Prof. Arnaldo Rivera, Assistant Professor	Member	Faculty Member	Music Department Director	Humanistic Studies
Standard 11: Educational Offerings and Standard 12: General Education				
Dr. Ileana Irvine, Professor	Chair	Faculty Member	Education	Education and Behavioral Professions
Dr. Luis Mayo, Professor	Co-Chair	Staff	School of Languages Director	Humanistic Studies
Prof. Gerardo González, Assistant Professor	Member	Faculty Member	Economy	Economic and Administrative Sciences
Prof. Eileen Mateo, Associate Professor	Member	Faculty Member	Nursing	Sciences and Technology
Dr. Miguel Cubano, Associate Professor	Member	Faculty Member	Music	Humanistic Studies
Dr. Agnes Dubey, Professor	Member	Faculty Member	Chemistry	Sciences and Technology
Dr. Vivian Rodríguez, Professor	Member	Faculty Member	Psychology	Education and Behavioral Professions
Prof. David Hernández, Associate Professor	Member	Faculty Member	Religion	Humanistic Studies
Dr. Hilda Lynette Fábregas, Professor	Member	Faculty Member	Biology	Sciences and Technology
Prof. Wilfred Martínez, Associate Professor	Member	Faculty Member	Education	Education and Behavioral Professions
Prof. Manuel García, Associate Professor	Member	Faculty Member	Mathematics	Sciences and Technology
Standard 13: Related Educational Activities				
Prof. Yolanda Torres, Instructor	Chair	Faculty Member	Nursing	Sciences and Technology
Prof. Ramón Ayala, Associate Professor	Co-Chair	Staff	Director	International Relations Office
Dr. Pablo Hernández, Assistant Professor	Member	Faculty Member	History	Humanistic Studies

Name	Role	Faculty Member/ Staff	Program Area/Position	Faculty or Administrative Unit
Prof. María J. Carlos	Member	Staff	Certificate Programs Director	
Dr. Miguel Pouppart, Professor	Member	Faculty Member	Criminal Justice	Education and Behavioral Professions
Dr. Milagros Iturrondo, Professor	Member	Faculty Member	Sociology	Education and Behavioral Professions
Dr. María de los Ángeles Vázquez, Associate Professor	Member	Faculty Member	Psychology	Education and Behavioral Professions
Dr. Myrna Rodríguez, Professor	Member	Faculty Member	Arts	Humanistic Studies
Standard 14: Assessment of Student Learning				
Dr. Lillian Gayá, Professor	Chair	Faculty Member	Biology	Sciences and Technology
Prof. Migdalia Texidor, Assistant Professor	Co-Chair	Staff	Dean	Deanship of Studies
Dr. Irma Brugueras, Professor	Member	Faculty Member	Education	Education and Behavioral Professions
Prof. Belma Borrás, Associate Professor	Member	Faculty Member	Accounting	Economic and Administrative Sciences
Dr. Yasmine Cruz, Professor	Member	Faculty Member	Spanish	Humanistic Studies
Dr. Luis Arias, Professor	Member	Faculty Member	Chemistry	Sciences and Technology
Editing Committee				
Prof. Héctor Luis Acevedo, Professor	Chair	Faculty Member	Social Sciences	Humanistic Studies
Prof. Carmen Nazario, Assistant Professor	Member	Faculty Member	Social Work	Education and Behavioral Professions
Dr. Rafael Aragunde, Assistant Professor	Member	Faculty Member	Education	Education and Behavioral Professions
Dr. Dinah Kortright, Professor	Chair of the Steering Committee	Faculty Member	Spanish	Humanistic Studies

CHARGES TO THE WORKING GROUPS

STANDARD 1 - MISSION AND GOALS

STANDARD 2 – PLANNING, RESOURCE ALLOCATION, AND INSTITUTIONAL RENEWAL

This Working Group will consider two standards: Standard 1, Mission and Goals, and Standard 2, Planning, Resource Allocation, and Institutional Renewal. On Mission and Goals, the Working Group will examine documents related to the revision of the Metropolitan Campus Mission and Goals and the Strategic Plan delineated for its development. This Working Group will assess and document how well the university community understands the new Mission and Goals as well as the alignment between their work and the new Mission. This committee will revise official documents included in Table 3. They will interview key personnel and will integrate results obtained by other committees regarding its charge questions.

To address Standard 2, the Working Group will examine institutional plans, budget reports, Campus work plans, and statistics in order to document how congruent is resource allocation to planning and to determine Campus fiscal health for continuous improvement and development.

ON MISSION AND GOALS

- To what extent has the 2008 mission statement affected program and curricular development, planning and resource allocation across MC?
- How has the implementation of the Mission and Goals promoted change and renewal that would guarantee quality as an institution of higher learning?

ON PLANNING, RESOURCE ALLOCATION AND INSTITUTIONAL RENEWAL

- To what extent do planning and improvement processes provide for constituent participation and incorporate the use of assessment results?

- How are the allocation processes aligned to meet changing conditions and needs in support of its mission and goals?
- What strategies have been developed and implemented to acquire funds, reduce cost and enhance cash flow stream and fund raising capability of MC to fulfill goals and mission?
- To what extent are the enrollment projections adequate to support the MC financial projections? How does the strategic plan address this issue?

STANDARD 3 – INSTITUTIONAL RESOURCES

The Institutional Resources Work Group will provide evidence of human, financial, technical, and research resources available to carry out Campus Mission and Goals. It will consider institutional documents, surveys, and reports. It will examine Campus organizational structure and interview key personnel in relation to human resources allocation, fiscal challenges, and technical infrastructure for traditional and distance learning courses. Fundamental to research will be evaluating Campus effectiveness in obtaining extra-mural resources to support research.

Human Resources

- How does the MC assess the effectiveness of its human resource allocations? What evidence is there that changes have been made in response to this assessment data?
- How have periodic assessment results been used to improve the effectiveness and efficiency of the Campus technical human resources?

Financial Resources

- To what extent have financial resources been allocated in accordance to MC mission and goals?
- What measures have been used to evaluate efficiency and effectiveness of financial resources and uses of funds assigned to attain MC mission and goals?
- What are the fiscal challenges for the MC?

Technical Resources

- How adequate are classrooms, information resources and technology to support academic programs?

- In which ways learning and research resources have helped to improve educational and research programs?

Facilities Resources

- How effectively has the MC responded to audit flags and recommendations regarding physical facilities?
- How have periodic assessment results been used to maintain and update facilities to support MC mission and goals?

Research Resources

- To what extent is research a priority in the financial planning of the institution?
- How effective are allocation policies and procedures regarding research? What steps have been taken to evaluate them?
- How effective is the MC in securing additional revenue sources to support research? Are there appropriate mechanisms and resources to ensure the pursuit of external funding opportunities for research purposes?
- How does inter-institutional collaboration agreements and resource sharing support and enhance research activities?

STANDARD 4 – LEADERSHIP AND GOVERNANCE

STANDARD 5 – ADMINISTRATION

The Work Group for the Standard on Leadership and Governance will examine governing bodies at Campus level, Academic Senate and Student Council. This Committee will analyze how well the synergy between university system and Campus governing bodies supports the fulfillment of Mission and Goals.

This group will also consider Campus administration and its effectiveness in leading its constituents towards a shared vision of their contribution to a higher education of excellence in Puerto Rico. For these charges, the committee will analyze organizational charts, restructuring of academic Faculties report, official handbooks and manuals, and interview key personnel.

ON LEADERSHIP AND GOVERNANCE

- How well defined are roles and responsibilities of each constituent group as part of a system of collegial governance? How are these communicated and shared within the campus community?
- In what ways and for what reasons have the institution's governance systems changed over the past five years? What have been the results of those changes?
- To what extent and in what manner does the student body participate in the decision making process?
- What procedures are in place to ensure the university community member's free access to leadership positions?
- To what extent does the Chief Executive Officer share her vision within the University community?

ON ADMINISTRATION

- How have the MC structure and operations been modified based on periodic reviews and assessment?
- To what extent are the administration and the organizational structure aligned with Campus mission?
- How well does the MC inform its constituents regarding the institution's mission, organization, academic programs, and objectives as part of an ongoing process?

STANDARD 6 - INTEGRITY

STANDARD 7 – INSTITUTIONAL ASSESSMENT

The Work Group on Integrity will consider congruency between official documents, policies, regulations, and guidelines with actual processes in the areas of administration, faculty, and students during the last five years. This committee will review how the Campus conducts the implementation of policies and regulations by evaluating faculty, student, and administration grievances processes. It will also analyze results of institutional assessment surveys and data to determine how well the Campus uses this information for continuous improvement.

ON INTEGRITY

- How effectively does the MC disseminate among constituents its laws, policies, regulations regarding mission and goals, programs and curricula, services, recruitment and retention of personnel, and ethical standards?
- How does MC inform student learning outcomes?
- How well has the MC addressed student grievances in the last five years?
- To what extent hiring, evaluation, and dismissal of personnel in the last five years have followed adequate processes according to laws and regulations?
- How does MC deal with complaints regarding ethical practices in teaching, scholarship/research, and service?
- How does the MC guarantee academic freedom?
- How well does MC address plagiarism and protect intellectual property rights?
- What steps have been taken to evaluate policies and procedures regarding research?
- How adequate are policies and procedures for maintenance of student records?

ON INSTITUTIONAL ASSESSMENT

- How adequate is MC support for institutional assessment (communication of campus expectations for assessment work; policies and governance structures to facilitate assessment; administrative, technical, and financial support; and professional development opportunities)?
- How have student learning outcomes assessment results been incorporated to improve institutional effectiveness?

STANDARD 8 - STUDENT ADMISSIONS AND RETENTION

The committee will examine admission policies at the undergraduate and graduate levels and will analyze how student profile reflects Campus Mission and Goals. It will also consider enrollment and retention data to learn how effectively is student success supported. The committee will consider enrollment management plan, processes, and reports. It will review student files and other relevant documents.

- How well aligned are admission policies to MC mission? Have there been any changes in admission policies in the last five years? What assessment results have been used to support those changes?
- How effective is the enrollment management plan?
- How adequate is the financial assistance available to students?
- How effective are the strategies to increase retention and graduation rates? How does the strategic plan address retention and graduation rates?
- To what extent do retention strategies in the General Education Program address the needs of first year and honor students? Are these strategies aligned with student profile?
- How effective are the policies and procedures for transfer students?

STANDARD 9 - STUDENT SUPPORT SERVICES

The committee will evaluate how effective student support services have been to address students' needs and profiles in recent years. To accomplish this task, the committee will consider institutional surveys and focal groups with students and alumni, as well as debriefing sessions with outgoing and incoming Student Councils.

- To what extent are student support services congruent with Campus mission and student expectations?
- How well are students informed of services available to them in handbooks, catalogs, newspapers, schedules, and the Internet?
- What academic advising and professional counseling processes exist and how is their effectiveness assessed?
- What type of personal, social, co-curricular and extracurricular activities does the institution sponsor for students? How is their effectiveness assessed?
- How effective is MC in providing support services to diverse student populations (students with disabilities, international students and distance learning students)?
- What changes in student support services have been implemented in the last five years? What kind of assessment led to those changes?
- How does MC assess the availability and quality of student services offered at the additional sites?

STANDARD 10 – FACULTY

The committee will examine the faculty profile and how it relates to Campus mission. It will analyze faculty endeavors in the areas of teaching, research, and service. It will determine how actively the faculty participates in all Campus decision making processes.

- To what extent does MC support and encourage the advancement of teaching and scholarly research?
- How has the mission statement influenced the support of scholarly and creative activity on Campus?
- How well does the MC support faculty professional development?
- How effectively does the faculty development plan include activities related to learning, teaching, and students’ academic excellence?
- How is teaching excellence assessed? How is it recognized?
- How is part-time faculty recruited and evaluated?

STANDARD 11 - EDUCATIONAL OFFERINGS

STANDARD 12 - GENERAL EDUCATION

This committee will examine the Educational Offerings and General Education at MC to determine to what extent: 1) the educational offerings at the undergraduate and graduate levels and the General Education Program reflect MC Mission and Goals; 2) all course modalities offer appropriate academic scope, content and rigor; 3) there is adequate balance between General Education and the major in undergraduate programs.

This Work Group will examine available reports and will identify additional materials needed to address the charge questions. The committee will also organize faculty focus groups and will carry out interviews with students, faculty and administrators, the members of the Senate Academic Policy Committee, and other committees that may offer relevant information.

ON EDUCATIONAL OFFERINGS

- How well do current educational offerings at the undergraduate and graduate levels reflect and promote the mission and goals of the MC?
- To what extent do educational offerings in undergraduate, graduate and professional programs foster a coherent learning experience for students and provide opportunities for synthesis of learning?
- To what extent are learning resources, instructional equipment, and library service facilities professionally and adequately staffed to provide support for students and faculty in educational programs at all levels and modalities?
- To what extent are students trained to access information in accordance with course requirements at all academic levels, locations, and instructional modes?
- How effectively does the MC assess student learning in courses offered through non-traditional and traditional modalities to attain comparable results?
- To what extent has the MC taken measures to ensure that academic programs in various formats (semester, trimester, bimester, summer) achieve comparable results?
- How consistent and fair are the policies used for the transfer of credits and recognition of degrees from other institutions?
- How well do graduate programs foster research development skills among graduate students?
- To what extent are student learning and program outcomes assessment used for curriculum revision?
- To what extent has the university been able to recruit and retain highly qualified faculty at the graduate level?

ON GENERAL EDUCATION

- To what extent do MC students, upon degree completion, meet appropriate levels of competency in oral and written communication, scientific and quantitative reasoning, technological capability, information literacy, and critical thinking for the major or concentration?
- To what extent are General Education requirements clearly defined and aligned with the MC mission?
- How well do General Education offerings provide the kinds of knowledge and skills that are currently required in the major or concentration?

STANDARD 13 - RELATED EDUCATIONAL ACTIVITIES

The Work Group will examine to what extent the following related educational activities are aligned with Campus Mission and Goals: counseling, tutoring, writing centers; certificate programs; distance learning; internship and practicums; non-credit offerings; transfer and experiential learning; and additional location. The committee will examine policies, regulations, and catalogs, as well as institutional surveys.

Counseling, Tutoring, and Mentoring

- To what extent are General Education experiences and counseling, tutoring, and mentoring appropriate to first year students?
- How well do academic counseling, tutoring, writing and math centers respond to the need of students, enhance academic achievement, and engage students in college life?

Certificate Programs

- How adequately does MC assess expected outcomes of certificate programs? To what extent is this assessment linked to national criteria and standards?

Transfer and Experiential Learning

- Has MC implemented effective and consistent processes to identify and assess experiential learning for appropriate academic credit?

Non-Credit Offerings

- How do non-credit courses and programs relate with MC Mission and Goals?
- How adequately does MC assess non-credit offerings?
- How do non-credit offerings serve students and the community?

Internships and Practicum

- How adequately are internships and practicum developed and integrated with student's academic programs? To what extent are internships and practicum assessed in conjunction with a program's stated learning outcomes?
- How well does MC provide for appropriate oversight, responsibility, consistency and quality in contractual relationships?

Distance Learning/Adult Education

- How effective are MC processes for identifying and acting upon opportunities for distance learning and/or additional sites?
- How effective has distance learning assessment been used to improve teaching and learning, as well as technological support?
- How well does MC assess the quality of distance-education courses/programs – including comparability, legal and regulatory issues, and oversight?
- How well do MC policies and procedures provide support to non-traditional modalities, accelerated learning, and distance learning?
- How adequate are MC practices and policies to the diverse needs of adult, distance, and special needs students?

Additional Locations

- How well does MC assess the availability and quality and support of courses and programs offered at the additional sites?

STANDARD 14 – ASSESSMENT OF STUDENT LEARNING

This committee will document the effectiveness of assessment student learning. It will examine assessment results and practices and how well the academic programs incorporate these results for improvement. The Work Group will evaluate assessment plans, academic program revisions, certification tests, and other academic performance indicators.

- How assessment of student learning has been used to evaluate programs in meeting their goals and MC goals?
- What evidence of student learning assessment (direct and indirect) is available at the course and program levels?
- How is the evidence of student learning outcomes used at the program level?
- What program strengths and weaknesses have been identified Based on the expected student learning outcomes? What actions have been taken as a result of the student learning assessment?
- How are student learning outcomes assessed at the program level using capstone experience?

- How is the assessment information used and shared with appropriate constituents for teaching and learning improvement?
- How successful are programs in making assessment a comprehensive, systematic and continuous process, addressed to enhance student learning?

REPORT TEMPLATE

1. Overview of Charges
2. Findings
3. Recommendations for Improvement

INVENTORY OF SUPPORT DOCUMENTS

These documents are fundamentals for workgroups charges, but all Committees and workgroups can add more documents during the process of data gathering.

Table 3. Inventory of Official Support Documents

DOCUMENTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14
MAJOR UNIVERSITY DOCUMENTS														
Metropolitan Campus Mission and Goals	?	?	?	?	?	?	?	?	?	?	?	?	?	?
Metropolitan Campus Mission and Goals Review process report	?													
Strategic Plan (Campus and System)	?	?	?	?	?	?	?	?	?	?	?	?	?	?
Facilities Master Plan		?	?											
Assessment Plan	?	?	?	?	?	?	?	?	?	?	?	?	?	?
Organizational Charts				?										
Enrollment Statistics			?				?	?			?	?	?	?
Graduation Statistics							?				?			
Retention Statistics							?				?			
Certification and Licensing Pass Rates for Nursing, Medical Technology, Psychology, and Teacher Education.											?	?		
Metropolitan Campus Profile (power point presentation)	?	?	?	?	?	?	?	?	?	?	?	?	?	?

- Comment [DHR1]: sadsadsa
- Comment [DHR2]:
- Comment [DHR3]:

Inter American University of Puerto Rico - Metropolitan Campus Self-Study Design **DRAFT**

1. Mission, Goals, and Objectives 2. Planning, Resource Allocation, and Institutional Renewal 3. Institutional Resources 4. Leadership and Governance 5. Administration	6. Integrity 7. Institutional Assessment 8. Student Admissions 9. Student Support Services							10. Faculty 11. Educational Offerings 12. General Education 13. Related Educational Activities Assessment of Student Learning						
DOCUMENTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14
IPEDS Finance Reports		<input type="checkbox"/>												
Strategic Plan Performance Indicators' Report (Indicadores de Avalúo de la Junta de Síndicos)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Security Manual (www.metro.inter.edu)						<input type="checkbox"/>								
Academic Senate Composition and Committees' Structure		<input type="checkbox"/>		<input type="checkbox"/>										
Academic Senate By Laws (http://oficinacentral.inter.edu/consejo/)		<input type="checkbox"/>		<input type="checkbox"/>										
Academic Senate Norms and Regulations (http://oficinacentral.inter.edu/consejo/)		<input type="checkbox"/>		<input type="checkbox"/>										
Metropolitan Campus webpage (metro.inter.edu)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inter American University of Puerto Rico webpage (www.inter.edu)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty Development Plan		<input type="checkbox"/>									<input type="checkbox"/>			
Memorial de Presupuesto (Budget Memorial)		<input type="checkbox"/>												
Inter American University of Puerto Rico financial statements		<input type="checkbox"/>												
University system policies (http://www.inter.edu/documentos/index.asp)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inter American University of Puerto Rico Norms and Regulations on Intellectual Property (http://www.inter.edu/documentos/index.asp)											<input type="checkbox"/>			
MSCHE DOCUMENTS														
Characteristics of Excellence in Higher Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Study: Creating a Useful Process and Report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team Visits: Conducting and Hosting an Evaluation Visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2008 MSCHE Periodic Review Report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2010 MSCHE Progress Report on Assessment of Student Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2011 MSCHE Self-Study Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MSCHE Annual Data Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OTHER ACCREDITATION REPORTS														
National League for Nursing Self-Study		<input type="checkbox"/>					<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
National Accrediting Agency for Clinical Laboratory Sciences Self-Study		<input type="checkbox"/>					<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>

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DOCUMENTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Council on Social Work Self-Study		☐					☐			☐	☐			☐
Teacher Education Accreditation Council Self-Study		☐					☐			☐	☐			☐
Association of MBA's Candidacy		☐					☐			☐	☐			☐
HANDBOOKS, MANUALS, AND CATALOGS														
Faculty Manual (http://www.inter.edu/documentos/index.asp)							☐			☐				
Part-Time Faculty Manual (http://www.inter.edu/documentos/index.asp)							☐			☐				
Faculty Evaluation Guidelines (http://oficinacentral.inter.edu/consejo/)							☐			☐				
Faculty Evaluation Forms (http://oficinacentral.inter.edu/consejo/)							☐			☐				
Administrative Personnel Manual (http://www.inter.edu/documentos/index.asp)						☐	☐							
Administrative Personnel Evaluation Form						☐	☐							
General Student Regulations (http://www.inter.edu/documentos/index.asp)							☐			☐				
Regulations for Student Athletes (http://www.inter.edu/documentos/index.asp)							☐			☐				
General Catalog (http://www.inter.edu/documentos/index.asp)							☐			☐	☐	☐	☐	☐
Graduate Catalog (http://www.inter.edu/documentos/index.asp)							☐			☐	☐	☐	☐	☐
Certificate Program Catalog (http://www.inter.edu/documentos/index.asp)							☐			☐	☐	☐	☐	☐
Cyber Study Center in Orlando Catalog (http://www.inter.edu/documentos/index.asp)							☐			☐	☐	☐	☐	☐
Annual Security Report (www.metro.inter.edu)							☐							
Professional Accreditation Plan	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Guidelines for the Revision of Academic Program (http://oficinacentral.inter.edu/consejo/)											☐	☐	☐	
Admission Application (Undergraduate and Graduate)							☐							
Institutional Scholarships									☐					
Academic Faculties Annual Report	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Metropolitan Campus Annual Report	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
INSTITUTIONAL ASSESSMENT SURVEYS														
Student Satisfaction Survey (undergraduate, graduate, and alumni)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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1. Mission, Goals, and Objectives	6. Integrity							10. Faculty						
2. Planning, Resource Allocation, and Institutional Renewal	7. Institutional Assessment							11. Educational Offerings						
3. Institutional Resources	8. Student Admissions							12. General Education						
4. Leadership and Governance	9. Student Support Services							13. Related Educational Activities						
5. Administration								Assessment of Student Learning						
DOCUMENTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14
http://www.inter.edu/documentos/index.asp														
Employers Survey http://www.inter.edu/documentos/index.asp							☐				☐	☐	☐	☐
Employees Survey http://www.inter.edu/documentos/index.asp							☐				☐	☐	☐	☐
Distinguede (Staff Evaluation Report of Staff Development Activities)					☐									

ORGANIZATION OF MC SELF-STUDY REPORT

The Self-Study will be organized as follows:

INSTITUTIONAL CONTEXT / EDUCATIONAL EFFECTIVENESS

Standard

Overview

Findings

Recommendations

EDITORIAL STYLE

- Word processing format : Word
- Fonts : 12 point Times New Roman (except Tables 11 point)
- Margins : 1” , justified
- Spacing: Double Space (except Tables single space)
- Acronyms and Abbreviations

- AMBA** Association of MBA’s
- APA** American Psychology Association
- AVANCE** Adult Program
- BANNER** Information Management System

CADDT	Distance Learning and Technological Development Center (Spanish acronym)
CDE	Entrepreneurship Development Center
CECCI	Caguas Extension Center (additional location)
CECIA	Environmental Study, Conservation, and Interpretation Center
CEDIN	Centro de Desarrollo Integral Inter-Metro (Center for Integral Development)
CEM	Language Center
CIEG	Gender Studies and Research Center
CIRSP	Center of Institutional Research and Sponsored Programs
CREM	Writing Center
CSI/RMS	College Student Inventory/Retention Management System
CSWE	Council of Social Work Education
GEP	General Education Program
IAC	Information Access Center (Library)
IAU	Inter American University of Puerto Rico
ISDN	Integrated Services Digital Network
ITC	Information and Telecommunication Center
MC	Metropolitan Campus
MSCHE	Middle State Commission on Higher Education
NAACLS	National Accrediting Agency for Clinical Laboratory Sciences
NASP	National Association of School Psychologists
NLNAC	National League for Nursing Accrediting Commission
PRCHE	Puerto Rico Council on Higher Education
PSCA	Academic Advising and Class Schedule
SMS	Software Management System
TEAC	Teacher Education Accreditation Council
TPP	Teacher Preparation Program

TIMETABLE

Task	Nov-10	Dec-10	Jan-11	Feb-11	Mar-11	Apr-11	May-11	Jun-11	Jul-11	Aug-11	Sep-11	Oct-11	Nov-11	Dec-11	Jan-12	Feb-12	Mar-12	Apr-12	May-12	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	Jun-13
Self-Study Institute (November 9-10)	█																													
Steering Committee and working group members chosen		█																												
Self-Study Design			█	█																										
Dr. Luis Pedraja visits MC (March 13-18)					█																									
Dr. Luis Pedraja approves MC Self-Study Design					█																									
Steering Committee oversees research and reporting of working groups					█	█	█	█	█	█	█	█	█																	
Working groups involve the community and gather data					█	█	█	█	█	█	█	█																		
Working groups submit reports to Steering Committee													█																	
Selection of evaluation Team chair													█																	
Selection of dates for Team visit													█																	
Self-Study design sent to Team Chair														█																
Selection and approval of evaluation team members															█	█														

Inter American University of Puerto Rico - Metropolitan Campus Self-Study Design **DRAFT**

Task	Nov-10	Dec-10	Jan-11	Feb-11	Mar-11	Apr-11	May-11	Jun-11	Jul-11	Aug-11	Sep-11	Oct-11	Nov-11	Dec-11	Jan-12	Feb-12	Mar-12	Apr-12	May-12	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	Jun-13	
Steering Committee receives draft of working groups and develop a Self-Study report																															
Self-Study first draft																															
MC community reviews Self-Study draft																															
Team Chair reviews Self-Study Draft																															
Self-Study sent to IAUPR Central Office																															
Self-Study Draft sent to Team Chair																															
Team Chair Visit																															
Self-Study final version																															
Self-Study sent to MSCHE																															
Team Visit																															
Team Report																															
Institutional Response																															
Commission action-Reaccreditation																															

PROFILE OF THE VISITING EVALUATION TEAM

Finally, in developing the profile for the evaluation team, the Steering Committee recommends to take into consideration the following characteristics of Metropolitan Campus. Since the new Mission statement, the Campus has significant developments in the areas of entrepreneurship, internationalization, and distance learning. Flagship programs are Psychology, Music, and Nursing. The Committee also suggests that the team chair belong to a comprehensive, multi-level teaching institution. Other team members should include someone from a university system, from a private non-profit institution, or experienced with external funds.