INTER METRO

2021 Self-Study Design

Presented to the
Middle States Commission on Higher Education

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Chancellor

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I.   Institutional Overview

History
Inter American University of Puerto Rico (IAUPR) is a private, non-profit Hispanic-serving institution and one of the largest private universities in Puerto Rico, with nine campuses and two professional schools: School of Law and School of Optometry. Enrollment, in the last 5 years, has been reduced from 38,953 in 2016 to 30,970 in 2021. 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 contiguous United States.

The Metropolitan Campus (MC) of Inter American University of Puerto Rico is the largest academic unit of IAUPR system. In academic year 2020-21 MC graduating class totaled 1,617 students. It was established in 1962 and serves 6,826 students. MC offers: 13 technical certificates, 10 associate, 45 baccalaureate, 4 professional certificate, 38 master and 14 doctoral degrees. It has three additional locations: Bernardini Building, Caguas University Center and the Orlando Cyber Study Center. Bernardini offers the technical certificates programs. Caguas University Center offers 13 academic programs including: 4 associate, 6 baccalaureate, and 3 master's degrees. The Orlando Cyber Study Center offers 4 programs and in Fall 2021 will initiate the offering of three undergraduate programs: Social Work, International Business, and Religious Studies.

MC is licensed by the Board of Post-Secondary Institutions of Puerto Rico. It is accredited by Middle States Commission on Higher Education (MSCHE). It also has additional professional accreditations for its Nursing, Social Work, Medical Technology and Teaching Preparation programs from the Accreditation Commission for Education in Nursing (ACEN), the Council on Social Work Education (CSWE), the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), and the Council for the Accreditation of Educator Preparation (CAEP), respectively. MC Continuing Education Program is also accredited by the International Association for Continuing Education and Training (IACET).

MC serves a diverse student population that includes talented students, adult learners, and international students. Students come from, at least, 11 different countries, mostly from the US and the Caribbean, and from every municipality in Puerto Rico. MC offers programs in both, Spanish and English. The undergraduate degrees in Entrepreneurial and Managerial Development, Nursing, Psychology, and Biomedical Sciences and the graduate degree in Business Administration are taught in both languages.

As a result of a significant decrease in high school graduates, MC has experienced a decline in new student enrollment from 1,934 to 1,499 between academic years 2018-19 and 2020-21. Since 2017, Puerto Rico has suffered two hurricanes, multiple earthquakes, and since March 2020, has been enduring the effects of the COVID-19 Pandemic –which have had a direct impact in student enrollment.

Mission Statement
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, baccalaureate 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 dissemination, 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

Institutional 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 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 excel in teaching, research, and innovation; a faculty committed to outcomes assessment processes and to fulfilling the norms applicable to the programs and curricula, faculty members 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.

Key Environmental Factors

The Puerto Rican Economy

Puerto Rico has been experiencing an economic recession since 2006. The economy shrank 18%, in the subsequent 14 years, with 20% fewer jobs and approximately 500,000 fewer people than 10 years earlier. The public debt, over $70 billion, was determined as unpayable and Puerto Rico declared bankruptcy in 2017. As a result, Congress appointed the Financial Oversight and Management Board for Puerto Rico. This was the scenario before Hurricane María and got only worse in the wake of this devastating hurricane. A post María analysis reflects the need for: more resistant infrastructure, an increase of local food production, and the transformation of the educational system toward entrepreneurship and sustainability, among other economic and social issues.

Puerto Rico Oversight, Management and Economic Stability Act

In March 2017, the Financial Oversight and Management Board for Puerto Rico approved their first Fiscal Plan, proposing a series of reductions, eliminating Christmas bonus for public employees and reducing retirement pensions, among others, that were considered draconian by some sectors and have been in negotiations since then. Some of these measures are currently being implemented, while others are still under discussion. The Tax Reform approved by the Trump Administration in the United States, may negatively affect Puerto Rican exports. The legislation considers goods produced in Puerto Rico, by American companies under US regulations, as foreign when they enter to the United States. Impact will depend on modifications, if any, and on how said legislation will apply to Puerto Rico. The implementation of these measures slows the economy down, and short-term economic recovery is not in sight.

The post María revised Fiscal Plan presented to the Oversight Board proposes recovery based on the flow of federal money for rebuilding, the privatization of government services, and labor and tax reforms needed to stimulate the economy. Therefore, the fundamentals of this proposal and its short and medium-term effectiveness are questionable.

Demographic Changes
The population of Puerto Rico continues to decline. In July 2010, the Census Bureau Population was 3,725,789. In 2020, population was 3,285,874. This represents a decrease of 11.8%, or 439,915 fewer people.

In the past 10 years, an estimated 445,000 Puerto Ricans emigrated. According to 2015 Migrants Profile of the Puerto Rico Institute of Statistics, an estimated 89,000 people emigrated from Puerto Rico to the United States, 5,000 more than the previous year. This migratory phenomenon, motivated by the economic depression, increased dramatically after Hurricane María in 2017. At the time of this review, there is no official data on the impact of María to the migration of Puerto Ricans to the United States, however, the US Census Bureau projects that the population of Puerto Rico will drop to under 3 million in the next eight years. For this reason, the MC must plan an enrollment proportional to its participation in the higher education market on the Island. MC should generate recruitment and enrollment strategies that address this issue.

When comparing the population of Puerto Ricans who migrated to the United States in 2015, with those in 2014, the following is observed:
- The median age of the Puerto Ricans who emigrated in both years remained at 28.8. However, in 2014 the proportion of people over 65 was 7% (5,555 of 83,844) while, in 2015, the proportion was 8% (6,746 of 89,000).
- In 2015, 53% of the emigrating population over 25 years of age had some post-secondary education, while in 2014 only 47% held similar educational level.

Most emigrants are between the ages of 18 and 48 years. In addition to migration patterns that reveal more people leaving than entering Puerto Rico, deaths exceed births. This creates an age structure in the population where the majority are over 40 years old. The population and social changes in Puerto Rico represent challenges and opportunities for higher education institutions. Similar challenges exist in K-12 education, a population that is also decreasing drastically.

PK-12 Level Enrollment
Student enrollment at the PK-12 level continues a declining pattern. Between 2012 and 2019 the following is observed:
- The public-school student population decreased from 452,740 to 307,282, a loss of 32%.
- The private school student population decreased from 153,775 to 119,982, a loss of 22%
- The total loss was 179,251, or 30%.
This reduction increased from post María migration. The Secretary of Education estimates that 22,000 public school students emigrated after the disaster. The Educational Reform approved in March of 2018, proposes free-choice schools and public-private partnerships as strategies to retain students and improve learning.

The COVID-19 Pandemic
On March 12, 2020, the governor of Puerto Rico declared a state of emergency due to the Coronavirus pandemic. Three days later, the Governor ordered a lockdown due to the rapid spread of the disease. The Governor's executive order effectively closed all non-essential businesses and MC cancelled all classes that same day. While MC was quick to respond and move all traditional courses to virtual platforms, the COVID-19 Pandemic greatly affected MC enrollment. The loss in student population is estimated at 10%.

Main Programs of Study
As of Spring 2021, MC offers the following degree programs:

- Technical Certificates
- Associate (A)
- Associate of Arts (AA)
- Associate of Applied Science (AAS)
- Bachelor of Arts (BA)
- Bachelor of Business Administration (BBA)
- Bachelor of Science (BS)
- Bachelor of Science in Nursing (BSN)
- Master of Arts (MA)
- Master of Education (MEd)
- Master of Business Administration (MBA)
- Master of International Business (MIB)
- Master of Music
- Master of Science (MS)
- Master of Social Work (MSW)
- Doctor of Education (EdD)
- Doctor of Social Work (DSW)
- Doctor of Business Administration (DBA)
- Doctor of Psychology (PsyD)
- Doctor of Philosophy (PhD)
- Professional Certificates, Post-Bachelor
- Professional Certificates, Post-Master

Student Population and Enrollment Trends
Fall enrollment has experienced continuous reductions during the last five years. When five-year enrollment is analyzed by level of study, graduate level enrollment experienced a decrease of 10% while undergraduate level enrollment decreased by 15%. Enrollment for 2018-2019 was affected by María.

Enrollment	2016-17	2017-18	2018-19	2019-20	2020-21
Certificates	235	213	120	139	96
Undergraduate	6,079	6,051	5,426	5,369	4,454
Graduate	2,530	2,343	2,285	2,283	2,276
Total	8,844	8,607	7,831	7,791	6,826

Source: IAUPR Statistical Report, Fall

Student Profile
The students enrolled in MC in the year 2020-21 came mainly from the metropolitan area (52.4%). Municipalities with the highest percentage of students are San Juan (23.5%), Bayamón (9.7%), Guaynabo (7.5%), Carolina, (7.8%), Caguas (6.0%) and Trujillo Alto (3.8%). However, a characteristic of MC student profile is its diversity in terms of national origin since students from all the municipalities of Puerto Rico and more than 11 other countries attend. Students from other countries are mostly from the United States.

In the 2020-21 academic year, 67% of enrolled students were undergraduate; 69% of these students belong to the population cohort between 18-and 24-year-old. Seventy-seven percent of MC undergraduate students study full time and 7l% of undergraduate students (3,790) received the benefits of the Pell Grant. Students at the graduate level are predominantly from the 25-34-year-old cohort, 47%. They pay for their studies with their own income or student loans.

Student retention is a high priority at MC. Given the complexity of the student profile, improving retention is a constant challenge. The retention rate of freshmen students averaged 70% in the last 4 years.

Retention Rate by Year				
Year	2016	2017	2018	2019
Rate	72%	69%	74%	64%

Faculty Profile

During academic year 2020-2021, there were 452 faculty members in MC,164 were full-time. Of these, 13 were instructors, 49 assistant professors, 55 associate professors, 1 professor of research and 46 full professors. Full-time faculty is 55% female and 45% male. Fifty-nine percent have doctorate degrees and 39% have master's degrees. The faculty of MC is a diverse body. While most of the faculty are from Puerto Rico, some are from the United States, India, Poland, Colombia, among others. Reflecting Puerto Rican demographics, racial composition is mixed.

Academic experience is a distinctive characteristic of MC faculty. Average years of service among full time faculty is 21 years. MC has hired 32 new faculty members since 2016. As MC introduces new faculty members to its campus community, the need for mentoring these new faculty members and engaging them in professional development activities increases. Given the move from traditional courses to virtual learning, MC administration has made considerable efforts to support all faculty in the use of technology and virtual learning platforms.

New Faculty Hires by Year					
Year	2016	2017	2018	2019	2020
Hired	4	11	8	5	4

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

In January of 2020, the Steering Committee members met to reflect on the MC mission and consult with stakeholders to select three institutional priorities to be evaluated in the self-study. As part of this process, the Steering Committee members discussed with the Chancellor the 2019-2022 MC Strategic Plan. This plan includes eleven institutional priorities that are in alignment with MC mission and are defined by specific objectives. The Steering Committee members decided to consult with the campus community and designed a questionnaire to identify three institutional priorities, out of the 11 included in the Strategic Plan, to guide the self-study process. The questionnaire was administered via email to MC faculty, non-teaching staff, students, alumni, and other stakeholders.

The following institutional priorities (IP) were selected:

IP 1: Student Success
 a. Recruiting and retaining students, with an emphasis on international students.
 b. Strengthening student support services such as: tutorials, open and virtual laboratories, and academic and professional counseling.
 c. Attaining the proposed results on student recruitment, retention, graduation rates and satisfaction scores.

IP 2: Innovation in the Academic Offering
 a. Developing virtual and hybrid programs in Spanish and English with multidisciplinary focus, emphasizing the global context and universal values.
 b. Reaffirming specialized and professional accreditations.
 c. Attaining new specialized and professional accreditations.

IP 3: Faculty Development
 a. Strengthening the Faculty Development Plan.
 b. Supporting faculty training in the use of technology and distance learning.
 c. Mentoring of incoming and junior faculty.
 d. Engaging and supporting faculty in professional development initiatives.

The Institutional Priorities were aligned to the MSCHE Standards and Requirements of Affiliation, as follows:

Institutional Priorities Map **Alignment of Institutional Priorities with MSCHE Standards and Requirements of Affiliation**							
	Standard I: Mission and Goals	Standard II: Ethics and Integrity	Standard III: Design and Delivery of the Student Learning Experience	Standard IV: Support of the Student Learning Experience	Standard V: Educational Effectiveness Assessment	Standard VI: Planning, Resources & Improvements	Standard VII: Governance, Leadership & Administration
Requirements of Affiliation	7 and 10	1-15	8, 9, 10, 15	8, 10, 15	8, 9, 10, 15	8, 10, 11, 15	12, 13, 14
MC Strategic Goals	1, 2, 3, 4, 5, 6, 7, 8, 9, 11	4, 5, 8, 11	1, 2, 9, 11	1, 2, 3, 4, 8, 9, 11	5, 9, 10, 11	1, 2, 3, 4, 6, 7, 8, 9, 10, 11	4, 5, 6, 7, 9, 11
IP #1 Student Success	x			x			
IP #2 Innovation in the Academic Offering			x			x	x
IP #3 Faculty Development		x	x		x		

III.   Intended Outcomes of the Self-Study

MC intended outcomes of the self-study are to:

1. Demonstrate how the institution currently meets the Commission's Standards for Accreditation and the Requirements of Affiliation.
2. Focus on continuous improvement in the attainment of the institution's mission and its institutional priorities.
3. Engage the institutional community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community.
4. Determine the adequacy of institutional mission and goals with an education geared towards developing competencies for a globalized context and universal values.
5. Identify enhancement opportunities for responsiveness, readiness, and overall effectiveness of hybrid, remote and traditional services to anticipate possible challenges.

IV.   Self-Study Approach

Identify one of the following self-study approaches to be used to organize the Self-Study Report:

☒   Standards-Based Approach
☐   Priorities-Based Approach

MC will use a standards-based approach to evidence the alignment between the institution's mission and the MSCHE requirements of affiliation and standards. This approach was selected because MC's academic programs and departments use standards-based approach in their accreditation processes. The Steering Committee considers that a standards-based approach facilitates documentation of evidence for MC's Self-Study.

V.   Organizational Structure of the Committees

The Steering Committee

Steering Committee		
Working Group Members	**Title**	**Role in the institution**
Dr. Alex Casiano	Chair	Director of the Department of Social Work Professor of Social Work
Dr. Lillian Negrón	Member	Professor of Education Education Assessment Coordinator
Prof. Alejandro Méndez	Member	Professor of Accounting
Dr. Erika Carrasquillo	Member	Professor of Nursing
Dr. Aileen Garced	Member	Professor of English Academic Senator
Prof. Migdalia M. Texidor	Member	Dean of Academic Affairs Professor of Medical Technology
Dr. Lillian Gayá	Member	Associate Dean of Academic Affairs Professor of Biology

Responsibilities of the Steering Committee

1. Lead the design of the Self-Study
2. Develop the Self-Study timetable and monitor adherence to it
3. Maintain communication with the university community throughout the Self-Study process
4. Develop charges for the Working Groups
5. Hold regular meetings within the Steering Committee and with the Working Groups chairs and co-chairs
6. Provide feedback to Working Groups
7. Support Working Group members by providing evidence, documents, and templates
8. Keep all stakeholders informed of the Self-Study process and results
9. Assemble the Self-Study Report
10. Assure that all relevant materials, documents, assessments and records are adequately organized and secured by the Working Groups
11. Submit all requested reports and documentation to MSCHE evaluators on a timely manner

Working Groups General Charges

Each Working Group is charged with producing a Self-Study chapter based on their assigned standard. Chapters should be 20-25 pages in length, use evidence to support arguments, highlight best-practices and identify areas for improvement. Each chapter demonstrates how MC meets the MSCHE standards and requirements of Affiliation, and how MC engages stakeholders in continuous improvement initiatives that align with its mission and institutional priorities.

To fulfill this task, each Working Group will be given general and specific charges and general questions to be addressed in the context of its standard. When drafting their chapters, each Working Group should concentrate on the selected institutional priorities. Working Groups should also frame their work using these two questions.

1. How does MC meet the Standards for Accreditation listed in MSCHE Standards for Accreditation and Requirements of Affiliation, including all attributes and activities identified in the standard's criteria?
2. How does MC position itself to achieve the initiatives in the 2019-2022 Strategic Plan?

The Steering Committee identified thirteen general charges for the Working Groups:
1. Review and discuss resources provided by MSCHE and the Steering Committee
2. Identify relevant information that supports compliance with standards and requirements of affiliation and answer general questions
3. Develop specific lines of inquiry and questions per standard criteria
4. Identify evidence to demonstrate compliance with MSCHE requirements of affiliation, standards, and standard's criteria
5. Hold regular meetings to identify, collect and analyze evidence and to draft reports for the Steering Committee
6. Keep meeting records

7. Develop strategies and use templates to identify sources of information and collect data
8. Identify specific roles for Working Group members and assign tasks
9. Select relevant policies, procedures, and documents for the Evidence Inventory
10. Identify opportunities for improvement based on the analysis of the evidence
11. Identify how assessment is conducted throughout the institution and how its results are used for improvement and in relation to each standard and criteria
12. Draft corresponding chapter of the Self-Study Report based on the general questions and the selected institutional priorities
13. Make recommendations to close identified gaps

Working Group 1: Mission and Goals

Working Group 1: Mission and Goals		
Working Group Members	**Title**	**Role in the institution**
Dr. Laura Trinidad	Chair	Assistant Director, Department of Psychology Professor of Psychology Vice -President of the Academic Senate Member of the University Council
Dr. Ramón Ayala	Co-Chair	Director of the Office of International Relations Professor of Economics
Dr. Alex Rodríguez	Member	Professor of Entrepreneurship Director of the Entrepreneurship Center
Dr. Edilberto Arteaga	Member	Professor of Physics
Dr. Néstor Duprey	Member	Professor of Social Sciences
Ms. Ana del Rosario	Member	Alumni and CeDIn Social Worker

Standard 1: 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.

Charges: The main purpose of this Working Group is to assess how well the academic community understands the mission and goals, as well as document how the mission is aligned with the institutional priorities. In addition, it will evaluate how the process of implementation promotes change and renewal to guarantee quality and how the periodic assessment of mission and goals ensure they stay relevant and achievable.

General Questions
1. How does MC assess the academic community knowledge and understanding of its institutional mission and goals?
2. How are the mission and goals of the institution aligned with the institutional priorities?
3. What procedures are followed to document and provide evidence of the stakeholders' understanding of MC mission and goals?
4. What measures are taken to ensure that the process of implementing MC mission and goals promotes changes and renewal while guaranteeing quality?
5. Are the mission and goals relevant and achievable?

Specific Criteria, Questions, and Evidence

Criteria	Question	Evidence
1. Clearly defined mission and goals that: 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.	What are the practices that the institution carries out so that the university community identifies and commits to the institutional mission and goals? How are the practices disseminated? How effective are they?	• Brochures -Mission and Goal Statements • Webpages - Mission and Goal Statements • Catalog – Goals and competencies of academic programs • Normative Documents – Steps to approve the mission and goals of MC • Normative Documents – Steps to evaluate the mission and goals of MC • MC Strategic Plan • Chancellor's Annual Report
2. Institutional goals that are realistic, appropriate to higher education, and consistent with mission	How does the institution ensure that its activities, services, and projects are consistent with the institutional mission and goals?	• Chancellor's Annual Report
3. Goals that focus on student learning and related	How does the institution ensure that administrative,	• Student Support Office periodic reports.

outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission	educational, and student support programs meet the institutional mission and goals that focus on student learning?	• TK20 Academic Program Assessment Reports • IAUPR-MC Annual Report – Student Learning Outcomes • Proposals for the creation and revision of academic programs submitted to the Academic Senate.
4. Periodic assessment of mission and goals to ensure they are relevant and achievable	How does the institution periodically evaluate the mission and goals to ensure that they are relevant and achievable?	• MC Annual Report • TK20 Academic Program Assessment Reports • Assessment Model Road Map

Working Group 2: Ethics and Integrity

Working Group 2: Ethics and Integrity		
Working Group Members	**Title**	**Role in the institution**
Dr. Belinda Rosario	Chair	Professor of Chemistry Academic Senator
Dr. Oscar Cruz	Co-Chair	Dean of Humanistic Studies Professor of Ethics and Theology
Dr. David Sanabria	Member	Research Professor Member of the IRB
Dr. Zulmarie Hernández	Member	Professor of Social Work Academic Senator
Dr. Milosz Mariusz Jacko	Member	Professor of Philosophy Honors Program Director
Mr. Pedro Miranda	Member	Executive Assistant to the Chancellor Part-time Professor of Christian Faith and Ethics
Mr. Jairo Pulido	Member	Director of Distance Education and Technological Development Center
Mr. Pedro Rabel	Member	Public Relations Officer Coordinator and Part-time Professor of Corporate Communications

Standard 2: 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.

Charges: This Working Group will examine how effectively MC complies with all applicable federal, state, and Commission reporting policies, regulations, and requirements. It will also analyze how MC fosters a climate of respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives. This Working Group is also charged with examining MC periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the way these are implemented.

General Questions
1. How does MC foster a climate of respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives?
2. To what extent does MC comply with all applicable federal, state, and Commission reporting policies, regulations, and requirements?
3. How does MC assess effectiveness of ethics and integrity in institutional policies, processes, and practices?
4. How does MC demonstrate honesty and truthfulness in public relations and internal communications?
5. How effectively does MC honor its contract and commitments?

Specific Criteria, Questions, and Evidence

Criteria	Question	Evidence
1. A commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.	How does MC demonstrate the commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property? What are the administrative procedures in MC to protect the intellectual creations generated by the university community?	• Faculty Handbooks • Graduate Catalog, General Catalog, and Technical and Vocational Certificate Programs Catalog • Responsible Conduct in Research (RCR) • Institutional Review Board (IRB), and Intellectual Properties Rights • Institutional policies to address claims and cases of inappropriate conduct in research activities • Procedures to address claims and improper conduct in research activities • Guidelines and rules on the

		copyright of the Inter American University of Puerto Rico • General Student Regulations • Institutional Research Policies • Promotional and recruitment materials
2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.	What actions and measures does MC establish to foster respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives?	• Guidelines and Rules for Complying with the Provisions of the Law Prohibiting Discrimination against Persons with Disabilities • Faculty Handbooks • General Student Regulations • Normative Manual for non-teaching staff • Student Satisfaction Survey • Study of Work Environment: Non-teaching Collaborators • Guidelines, Standards and Protocol for Handling Domestic Violence Situations Affecting Employees in their Workplace • Norms to Prevent and Handle Workplace Harassment Situations Affecting Employees in the Workplace • Policy and Guidelines of Interaction between the Faculty, Students, and the Board of Trustees
3. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. 3a. The institution's policies and procedures are fair	What are the regulations and procedures established by MC to deal with complaints or grievances raised by students, faculty, or staff? How does MC proceed and document procedures so that	• Standards and Procedures to address alleged violations of the provisions of Title IX – • Procedure for Addressing Allegations and Cases of Improper Conduct in Research Activities

and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.	complaints and grievances are addressed promptly, appropriately, and equitably? Are these mechanisms efficient?	• Work Plan for Student Conflict Situations • Internal Regulations for Attending to Complaints about the use and abuse of Drugs and Alcoholic Beverages at the Inter American University of Puerto Rico Premises • Student Claims to the Dean of Students from faculty and non-faculty members. • General Student Regulations • Distance Learning Student Claims Web Instructions • Standards to prevent and handle workplace harassment situations that affect employees in the workplace • Faculty Handbooks
4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.	What are the existing mechanisms that MC uses to avoid conflict of interest or the appearance of such conflict in all activities and among all constituents?	• Guides and Norms on Conflict of Interest • Norms for Soliciting, Accepting, Processing, Registering, and Recognizing Donations
5. Fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees.	What measures and procedures does MC establish to guarantee fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees?	• Equal Employment Opportunity Policy • Procedures Guide for Recruitment and Selection of Personnel • Standards and Procedures for the Employment of Foreign Professors at the Inter American University of Puerto Rico • Policy for Salary Review • Rules of Compensation to the Faculty Participating in the Distance Learning Academic Project • Guidelines and Standards for Complying with Provisions Prohibiting

		Discrimination Against Persons with Disabilities in Employment • Faculty Handbooks • Normative Manual for non-teaching staff (Article 9.1)
6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.	What are the procedures with which MC demonstrates compliance with honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications? What are the criteria established by MC to publish and disseminate information? How does MC publicize agreements, scholarships, and other opportunities for students?	• Normative document on Duties of the Press, Public Relations and Marketing Office • Corporate Identity Manual • Normative Document for the Administration of Electronic Portals • Procedures for the Disclosure of Digital Documents • Institutional Guides and Norms for the Appropriate Use of Information Technology, Computerized Information Systems and Telecommunications • Norms and Procedures for the Use and Management of the Internet • Norms and Procedures for the Use and Management of Social Networks • Norms for the Management and Administration of Large and Local Networks • Procedures for the disclosure of information to third parties • Policies for advertisements on website • Facility Usage form - to request ads in social media • Connect for text messaging • Norms for the use and handling of e-mail
7. As appropriate to its mission, services or programs in place:	How does MC promote affordability and accessibility in student	• Guidelines, Norms and Procedures for Attending to Students' Reasonable

a. To promote affordability and accessibility. b. To enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.	services, academic services, physical facilities, among others? In which way does MC enable current and prospective students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt?	Accommodation Requests • MC Student Right to Know Web Page: University Orientation Program (POU) • MC Student Right to Know Web Page: Admission Information • Student Guide: MC Support from A to Z • Basis for Student Budgets – Undergraduate level • Basis for Student Budgets – Graduate level • Basis for Student Budgets – Doctoral level • Cost Bulletins 2020-2021 (Tuition, Fees and Other Charges) • Consumer Student Handbook 2020-2021 • Standards and Guidelines for the Honors Program • Terms and Conditions to Receive Financial Aid
8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding: a. The full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates. b. The institution's compliance with the Commission's Requirements of Affiliation. c. Substantive changes affecting institutional mission, goals, programs, operations, sites, and other	How does MC comply with the release of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates? How does MC comply with the Commission's Requirements of Affiliation and policies? How does MC comply with disclosure and reporting of material issues and substantive changes affecting institutional mission, goals, programs, operations, sites?	• Compliance Policy • MC Student Right to Know Web Page: Retention and graduation rates (IPEDS) – National Center for Education • MC Student Right to Know Web Page: Licensing board pass rates • MSCHE Statement of Accreditation Status (Reaffirm-Accreditation) • Council of Education of Puerto Rico – Directory of Institutions of Higher Education • 2019-20 Statistical Report Enrollment Fall Semester 2019-2020 • Annual Report 2019-2020 • General Catalog 2020-21:

material issues which must be disclosed in a timely and accurate fashion. d. The institution's compliance with the Commission's policies		Documents Required for Registration • Satisfactory Academic Progress Norm • Academic Norms of Compliance • Online Student Authentication Protocol • MC Student Right to Know Web Page • Code of Conduct of the Inter American University of Puerto Rico • Total Quality in the Management of the Institutional System • MC-Cares Act HEERF Institutional – Reporting on Use of Funds as of 12-31-2020 • Institutional rules on faculty credit-hour • Policy for Transferring Credit • General Catalog 2020-21: Transfer Credit Policy; Academic Norms of Compliance: Credit-Hours • MC-MSCHE Documents (Chancellor Web Page: MSCHE Section) • IAUPR Financial Policy • Rules and Procedures for Preparing the Budget
9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.	How does the institution assess and evaluate its practices to support ethics and integrity adherence to policies and processes and the way these are implemented?	• Board of Trustees role on policy development • Compliance Program and Internal Audit Office reports • Vice Presidency of Management, Finance and Systemic Services monitoring results and procedures • University Council and Academic Senate role on

		policy development
		• Compliance Policy

Working Group 3: Design and Delivery of the Student Learning Experience

Working Group 3: Design and Delivery of the Student Learning Experience		
Working Group Members	**Title**	**Role in the institution**
Dr. Mayra Dávila	Chair	Professor of Education Former CeDIn Director
Dr. Yogani Govender	Co-Chair	Dean of Science and Technology Professor of Environmental Sciences
Dr. Olga Maldonado	Member	Professor of Business
Dr. Salomón Barrientos	Member	Professor of Social Sciences Director of the Religious Anthropology Museum
Dr. Heidi Quintero	Member	Professor of Design Coordinator of the Design Program
Prof. José Girón	Member	Professor of Nursing Director of NESH
Mr. Justo Bigio	Member	Distance Education Technician

Standard 3: 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.

Charges: This Working Group will examine how MC provides students with learning experiences that are characterized by rigor and coherence at all programs, certificates, and degree levels, regardless of instructional modality. The Working Group will analyze how MC programs are designed to foster a coherent student learning experience and promote synthesis of learning. The Working Group will also evaluate the periodic assessment of the effectiveness of programs providing student learning opportunities.

General Questions
1. How does MC make sure that all modes of education are of similar quality?
2. How does MC address the curricular needs of the global and technological context?
3. What processes does MC follow to ensure the reaffirmation of specialized accreditations?
4. What processes does MC follow to evaluate obtaining new professional accreditations?
5. How does the institution assess the effectiveness of its delivery modes?
6. How are instruction and delivery methods aligned with the specialized and professional accreditations?

Specific Criteria, Questions, and Evidence

Criteria	Question	Evidence
1. Certificate, undergraduate,	How does the institution	• Evaluation cycles TK-20

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.	assure that student learning experiences at all levels are coherent, rigorous and consistent?	Planning 004- alignment of program competencies with institutional goals Planning 006- alignment of course competencies with program competencies • Results of National Survey of Student Engagement for 2019 and 2020 • Completer Satisfaction Survey for selected years and programs • Professional Accreditations 2020 • Strategic Plan • Example: Quality Assurance System – Education Dept. • Programs in process to apply for accreditation candidacy- example: Speech and Language Pathology • Board / licensure exam results (Education PCMAS, Medical Technology, Nursing, Speech and Language Pathology) • Rigorous process for program revision, including syllabus design • Selected syllabi • Rubric for course design for online courses • Learning tasks and rubrics to assess learning at specific points or courses (Education, Nursing, Science) • Institutional Policy for Distance Learning • Quality standards for

		Distance Learning • Regulatory documents applicable to online education • Continuing Education Guidelines • Guidelines for the creation, development, and academic progress norms in the Technical Certificate Programs
2. Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are: a. Rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies. b. Qualified for the positions they hold and the work they do. c. Sufficient in number. d. Provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation. e. Reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures.	Are MC faculty rigorous and effective in the design, delivery and assessment of student learning experiences? How does MC ensure that faculty are qualified for their work and their positions? How does MC ensure having sufficient professionals to deliver the student learning experiences? What resources and opportunities does MC provide for faculty growth and innovation? How does the institution carry out the full-time and part-time faculty evaluation process?	• Assessment Plan • Faculty Handbooks • Faculty Evaluation Forms • Faculty Development Plan • Online Interactive Professional Development Learning Center (CCOPDEL), available through Blackboard • Faculty research projects and publications • Number of full-time faculty with Masters, Doctorate, Post Doc. • Selected CVs • Table of part-time and full-time professors • Institutional Norms on Faculty load • Forum for Quality in Online Education 2020 • Professional development activities • Lists of Faculty Publications and MC Journals • Technological equipment and infrastructure budget allocation • Faculty Handbooks • Guide for Evaluation of Faculty

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.	How does MC clearly and accurately describe the program requirements, so that students can understand and follow degree requirements and expected time of completion?	• General Catalog • Graduate Catalog • Technical and Vocational Certificate Programs Catalog • Curricular Sequence • Academic Advising & CAPP System (Preliminary Academic Evaluation of Student Progress)
4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.	How does MC provide learning opportunities and resources to support both the institution's program of study and students' academic progress?	• Scholarships and Internships • Student Orientation Program • Psychology clinic • Student Organizations • International experiences • International agreements • CAI • Online Education Center • Centers for Research, Study, and Innovation • Honors Program • CIT • Norms and Guides for Academic Advising
5. At institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that: 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. b. Offers a curriculum designed so that students	What opportunities does the general education curriculum include for students to acquire essential skills and dispositions, such as: communication, reasoning, technology, global awareness, cultural sensitivity, values, ethics, and diverse perspectives?	• General Catalog • Goals and competencies of the General Education Program • Guidelines for the Review of Single and Shared Academic Programs

acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative 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. c. In non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills.		
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 do the graduate and professional education programs at MC provide opportunities for research, scholarship and independent thinking?	• List of Thesis and Research Projects for the last three academic years • List of courses that offer opportunities for research, scholarship, and independent thinking (selected graduate programs) • Visiting Scholars List
7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers.	**N/A**	**N/A**
8. Periodic assessment of the effectiveness of programs providing student learning opportunities.	How does MC carry out periodic assessment of the programs providing student learning opportunities?	• Guidelines for the Review of Single and Shared Academic Programs • TK-20 Assessment Reports • Departmental Annual Assessment Reports Sample • Assessment Model

Working Group 4: Support of the Student Experience

Working Group 4: Support of the Student Experience		
Working Group Members	**Title**	**Role in the institution**
Prof. Armando Cardona	Chair	Director, Department of Natural Sciences Professor of Biology Academic Senator
Jennifer Díaz, Esq.	Co-Chair	Associate Dean of Students
Dr. Zulma Ayes	Member	Professor of Spanish Chair of the Student Debate Committee Faculty Liaison for Martín Peña Community Project
Dr. Melinda Maxwell	Member	Professor of English
Dr. María D. Cabello	Member	Professional Counselor Assistant Coordinator of Title IX Compliance Part-time Professor of Education
Mr. Juan Rivera	Member	Graduate Student Former President of the Student Council
Mrs. Elvira Febres	Member	Admissions and Recruitment Officer
Ms. Ashley M. Olmo	Member	Associate Director, Office of the Registrar

Standard 4: 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.

Charges: This Working Group is in charge of evaluating how MC recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. This Working Group will also evaluate MC student support system and how it enhances the quality of the learning environment, contributes to the educational experience, and fosters student success. The Working Group will address the congruency between the MC mission with students' needs and services provided. Furthermore, this Working Group will analyze the effectiveness of programs which support the student experience.
General Questions
1. How does MC inform faculty and students about support services such as tutorials, laboratories, academic and professional counseling?
2. How does the institution engage faculty and students in community service experiences and extracurricular activities?
3. How are the student support, academic and professional counseling services measured and assessed?

4. By what means does the institution assure the quality of its recruitment and retention initiatives?
5. What assessment outcomes does the institution have to demonstrate strengthening of student support services?
6. How do student support services help to achieve goals on student recruitment, retention, graduation rates as well as satisfaction scores?
7. How does the institution assess the effectiveness of telecommunication and informatics infrastructure in meeting the needs of programs and services?

Specific Criteria, Questions, and Evidence

Criteria	Question	Evidence
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: a. Accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds. 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. c. Orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience. d. Processes designed to enhance the successful achievement of students'	How do the policies and processes regarding admission, retention, and graduation facilitate student success?	• Admissions Policies • Tuition and Fee Costs Bulletin • Financial Aid Policies, Tuition, And Fees • Tutoring and Academic Advising (Faculty) • ERDU Program (University Retention and Performance Study Program) • Multilingual Center • Mathematics Tutoring Center • Writing Center • Improve Your Science (Tutoring Center) • Guides, Norms and Procedures for Reasonable • Accommodations for Students • Professional Guidance and Counseling Program Monthly Reports • General Catalog • Lists of Mentoring Programs and Internships • Guidance and Counseling Program Brochures • First Year Student Support Program Services • Norms of Academic Advising Offered by Faculty Members

educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement.		• Monthly Reports of the Academic Departments • Reports of Student Participation in Exchange & Internship Program • International Relations Consortia • Student Participation in Competitions and Debates
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.	how does MC demonstrate that the policies and procedures regarding evaluation and acceptance of transfer credits facilitate students' recruitment and retention?	• Institutional Catalogs • Admission Policy for Transfer Students • Policy on Advanced Level Exams • AVANCE Policy (Adult Student Services Program)
3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.	How does the institution's policy guarantee the confidentiality of student information?	• Family Educational Rights and Privacy Act (FERPA) • Institutional Catalogs • Regulation on the Disclosure of Information (Regulation Document I-1209-006) • Procedure for Custody of Academic Records for Admissions, Registration, and Financial Aid • Procedure for Custody of Disciplinary Records • Informed Consent Procedure
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.	How does the institution develop and improve extracurricular and co-curricular activities?	• General Student Regulations, Chapter III Student Representation • General Student Regulations, Chapter IV Co-Curricular Activities • Campus Publications • Reports and Work Plans Prepared by The Student Council • Portfolios and Work Plans

		Prepared by Student Organizations • Reports on Athletic Progress and Performance • Lists of Intramural and Extramural Sports • Spiritual Support Services Webpage • Student Support Services • Community Service Projects • Online Technical Support and Guidance • Health and Prevention Webpage • Inter Metro Storytellers • Research Centers • Study Centers
5. If applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers.	N/A	N/A
6. Periodic assessment of the effectiveness of programs supporting the student experience.	How does the campus evaluate the effectiveness of its student support programs?	• Annual Reports by The Dean of Students on The Survey/Appraisal • Processes (Tk20) • Institutional Surveys • National Survey on Student Engagement • Faculty Survey on Student Engagement • Student Satisfaction Questionnaire • MC Satisfaction Questionnaire • Student Evaluation Results on the Welcome Activity for First Year Students

Working Group 5: Educational Effectiveness Assessment

Working Group 5: Educational Effectiveness Assessment		
Working Group Members	**Title**	**Role in the institution**
Dr. Nilda Caraballo	Chair	Professor of Nursing Academic Senator
Prof. Rose Vincenty	Co-Chair	Coordinator, Assessment Office Part-time Faculty of Education
Dr. Yasmine Cruz	Member	Professor of Spanish
Dr. Ana Román	Member	Professor of Business
Dr. Gisela Álvarez	Member	Professor of Psychology

Standard 5: Educational 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.

Charges: This Working Group is charged with gathering information and examining the assessment process to determine how academic programs have used information to improve teaching and learning, and assess if the process is appropriately planned, organized, systematized, and sustained. This Working Group will analyze how assessment results are used to assist students in improving their learning; improve pedagogy and curriculum; review and revise academic programs and support services; plan, conduct, and support a range of professional development activities; and plan and budget for the provision of academic programs and services, among other initiatives. Furthermore, the Working Group will analyze how periodic assessment of the effectiveness of assessment processes is used by the institution to improve educational effectiveness.

General Questions
1. How does MC demonstrate systematic assessment of student learning and achievement?
2. How does MC demonstrate that students have accomplished educational goals consistent with their program of study and degree level?
3. How does student and institutional assessment align with MC mission?
4. To what degree do MC academic programs use assessment data to improve teaching and learning?
5. How are the results of assessment analyzed and used by the institution to improve educational effectiveness?

Specific Criteria, Questions, and Evidence

Criteria	Question	Evidence
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.	How are the MC mission and goals interrelated and reflected in programs and educational experiences?	• MC Mission and Goals • Guidelines for Curriculum Development at the Inter American University of Puerto Rico • Institutional Catalogs • Curricular Mapping • Course Sequencing • Institutional Syllabus
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: 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.	How MC support, sustain, organize, and systematize procedures to measure students' achievements, knowledge, skills, and attitudes? How does MC communicate the assessment results with stakeholders?	• Academic Programs Assessment Plans • Alumni Survey • Employer Survey • Academic Program Licensure Examination (If applicable) • National Survey of Student Engagement • Faculty Survey of Student Engagement (FSSE) • MC webpages • Sample of Academic Program's Advisory Committee Meetings
3. Consideration and use of assessment results for the improvement of educational	How does MC use assessment results for the improvement of educational	• Program Assessment Reports • Curricular Revisions

effectiveness. Consistent with the institution's mission, such uses include some combination of the following: 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. 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.	effectiveness?	• Student Performance Results in External Measures • Faculty Development Plan • Assessment Model • MC Webpage and social media • Chancellor's Annual Report • List of Advisory Committees • Sample agendas and reports • Annual Reports • Strategic Plan • Webpage Students Right to Know
4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers.	**N/A**	**N/A**
5. Periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational	How does MC periodically review academic programs and support services?	• Guidelines for the Review of Single and Shared Academic Programs at the Inter American University of Puerto Rico

effectiveness.		• Plan for Curricular Revision • Sample of Academic Senate Actions on curricular Revisions • External accreditation Results • Student Satisfaction Surveys

Working Group 6: Planning, Resources, and Institutional Improvement

Working Group 6: Planning, Resources, and Institutional Improvement		
Working Group Members	**Title**	**Role in the institution**
Dr. José Efraín Hernández	Chair	Director, Department of Social Sciences Professor of Political Sciences
Mrs. Claribel Rodríguez	Co-Chair	Director, Office of Evaluation and Strategic Planning
Dr. Ana Rivas	Member	Professor of Business Administration Member, the Student Debate Committee
Dr. Elizabeth Velázquez	Member	Executive Secretary of the Academic Senate Professor of Nursing
Dr. Rosa Brito	Member	Professor of Chemistry
Mrs. Karen Rodríguez	Member	External Resources Official

Standard 6: 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.

Charges: This Working Group will assess to what extent 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. This Working Group will also evaluate how well the planning and allocation of resources processes incorporate the assessment results. Finally, this Working Group will analyze the periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.

General Questions
1. How are the planning processes, resources, and structures aligned with each other and the mission?
2. How do the planning process, resources, and structures demonstrate fulfillment of the institution's mission and goals?
3. In what ways are the planning process, resources, and structures assessed to improve the institution's programs and services?

4. In what ways do the planning processes, resources, and structures respond effectively to opportunities and challenges?
5. How does the periodic assessment of planning processes, resources, and structures contribute to the achievement of institutional priorities?

Specific Criteria, Questions, and Evidence

Criteria	Question	Evidence
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 are planning processes reviewed and revised to assure compliance with mission and goals? How are assessment results used for planning and resource allocation?	• Strategic Plan • MC Annual Report Assessment Reports • Budgeting Guide • Norms and Procedures for Budget Preparation
2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.	How does the institution demonstrate constituent participation in the planning process? How does the institution incorporate assessment results in the planning and budgeting process?	• Strategic Plan • Sample Advisory committee meetings records • Sample Faculty meetings records • Guides, Norms and Procedures for Budget Preparation and Strategic Planning • Assessment Model • Chancellor's Annual Report
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 does the budgeting and planning process support the institutional priorities including innovation in the academic offering?	• Guides, Norms and Procedures for Budget Preparation and Strategic Planning • Annual Budget Narrative • Budget Closing Guide • Strategic Plan • Operational Work Plan • MC Annual Report
4. Fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however	How does MC demonstrate that its human resources are sufficient to carry out its mission and goals? How does MC demonstrate that the physical and	• Budget Preparation and Strategic Planning • Annual Budget Narrative • Faculty Development Plan • Technological Infrastructure Plan

programs are delivered.	technical infrastructure are adequate to support institutional priorities including innovation in the academic offering?	• Physical Inventory Report
5. Well-defined decision-making processes and clear assignment of responsibility and accountability.	How does MC assign, monitor and evaluate responsibilities to faculty and staff?	• Faculty Handbooks • Norms for Non-teaching Personnel • Organization Chart • Faculty Evaluation Process and Forms • Sample Annual Academic Units Reports
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.	How does MC ensure that planning for facilities, infrastructure, and technology consideration of sustainability and deferred maintenance is linked to the institution's strategic and financial planning processes?	• Technological Infrastructure Plan • Strategic Plan Academic Offering Development
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 does MC annually and independently evaluate its financial status?	• Annual External Audit Report which includes the Management letter
8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.	What are the strategies for the efficient use of resources that support the institutional priorities?	• Strategic Plan • Norms on faculty load and number of students per section • Chancellor Annual Evaluation Report • Strategic Plan Performance Indicators
9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.	How does MC measure efficiency and effectiveness of resource allocation in accomplishing the institutional priorities?	• Strategic Plan • Annual Assessment Reports • List of accreditations maintained and obtained

Working Group 7: Governance, Leadership, and Administration

Working Group 7: Governance, Leadership, and Administration		
Working Group Members	**Title**	**Role in the institution**
Dr. Jaime Santiago	Chair	Director, Department of Psychology Professor of Psychology
Dr. Ivelisse Valentín	Co-Chair	Campus Chaplain Professor of Theology
Dr. Elizaida Ayala	Member	Associate Dean of Academic Affairs Professor of Education
Dr. Melvin Rosario	Member	Professor of Criminal Justice President of the Academic Senate
Carlos Rom	Member	Director, Undergraduate Department of Business Professor of Marketing
Mr. Luis Mario Cruz	Member	Associate Dean of Administration Chair, Security Committee Chair, Auxiliary Enterprises Chair, Student Residencies Committee
Dr. Izander Rosado	Member	Professor of Chemistry Chair, Leave, Sabbaticals and Scholarships Committee

Standard 7: 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.

Charges: This Working Group will evaluate how the institution is administered and its congruency with the mission and goals. This Working Group will analyze ways in which governance, leadership and administration benefit the institution, its students, and the other constituencies it serves. This Working Group is also charged with appraising the periodic assessment process of governance, leadership, and administration.

General Questions
1. How does the institution systematically assess that financial resources are effective?
2. How does the institution assess effectiveness of the administrative and organizational structure?
3. How effectively does MC work with the government and private sectors to support community service and research?
4. How does MC administration demonstrate support of the institutional priorities?

Specific Criteria, Questions, and Evidence

Criteria	Question	Evidence
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.	How does the institution demonstrate a clearly articulated and transparent governance structure? How does this governance structure reflect the roles, responsibilities, and accountability in decision making for: Governing body Administration Faculty Students To what extent do the various stakeholders (students, faculty, staff, administrators, external community groups) participate in governance?	• Organizational Chart • Senate Bylaws • Senate Rules and Procedures • Institutional Bylaws: • Responsibilities of the President • Articulation of the Vice-Presidency • Responsibilities of the Chancellor • Responsibilities of the Strategic Council • Bylaws of the University Council • Regulations of the University Council • Non-Teaching Personnel Handbook • Faculty Handbooks • Conflict of Interest Regulations • Student Regulations
2. A legally constituted governing body that: 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. b. Has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution	Does the institution have a legally constituted body that ensures the institution fulfills its mission and goals, has fiduciary responsibility for the institution, and is accountable for academic quality, institutional planning, and fiscal well-being? How does the Board of Trustees assist the MC in meeting its mission and goals? To what extent do MC leadership and structure reflect the mission?	• University Bylaws • Bylaws of the Board of Trustees • Organizational Chart • Process for Evaluation of the President • Institutional Catalogs • Conflicts of Interest Regulations

and not allow political, financial, or other influences to interfere with their governing responsibilities. c. Ensures that neither the governing body nor its individual members interfere in the day-to-day operations of the institution. 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. e. Plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of 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	To what extent does the Board of Trustees oversee the development and approval of policies and procedures, approval of degree programs, and the awarding of degrees? Does the Board of Trustees have a written conflict of interest policy designed to ensure the impartiality of the governing body? How does the administrative structure and established procedures ensure the fiscal health of MC?	

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. b. Has appropriate credentials and professional experience consistent with the mission of the organization. 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	What are the institutional mechanisms for selecting and evaluating the performance of the Chief Executive Officer of MC? Does the Chief Executive Officer, administrators, faculty, and staff have the requisite credentials needed to serve in the positions at the institution? What are the mechanisms and procedures that allow the Chief Executive Officer the autonomy to design and develop programmatic plans, and to identify resources for the achievement of the MC's goals and mission? What administrative structure does the Chief Executive Officer have in place to discharge his responsibilities effectively, and what are the procedures established to evaluate the effectiveness and efficiency of the administrative management of these collaborators?	• Chancellor Evaluation System • Chancellor, Deans, Staff and Faculty CV • MC Strategic Plan • Chancellor Strategic Council • MC Administrative Chart • Deans, Staff and Director Performance Evaluation Procedures

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: 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. c. Members with credentials and professional experience consistent with the mission of the organization and their functional roles. d. Skills, time, assistance, technology, and information systems expertise required to perform their duties. e. Regular engagement with faculty and students in advancing the institution's goals and objectives. f. Systematic procedures for evaluating administrative units and for using assessment data to enhance operations.	How is the line of authority clearly established in the MC staff? Do the administrative personnel who collaborate with the Chief Executive Officer have the experience and preparation to fulfill their roles and responsibilities? What mechanisms does MC have in place to engage faculty, staff, and students to achieve programmatic goals and objectives? How does MC assess and measure administrative effectiveness within each division?	• MC Administrative Chart • Deans, Staff and Directors CV • Senate Bylaws (Student, Staff and Faculty are engaged through Senate) • Sample Chancellor Meeting with Staff and Faculty • Annual Performance Evaluation System • Annual Work Plan
5. Periodic assessment of the effectiveness of governance, leadership, and administration	What procedures are in place to evaluate the effectiveness of governance and administration processes in the MC?	• Deanship and Department Monthly and Annual Reports

Working Group 8: Editing

Working Group 8: Editing		
Working Group Members	**Title**	**Role in the institution**
Prof. Carmen R. Nazario	Chair	Coordinator, Undergraduate Social Work Program Professor of Social Work
Dr. Carmen A. Oquendo	Member	Dean of Students Academic Senator Part-Time Biology Professor
Prof. Czarina Rodríguez	Member	Professor of Education

Charges: This Working Group is tasked with editing the Self-Study Report.

VI.   Guidelines for Reporting

To ensure that Working Groups stay on task, the Steering Committee will hold periodic meetings with Working Group Chairs and Co-Chairs. Working Group Chairs will also submit monthly written reports to the Steering Committee. The suggested agenda format for these meetings and for the monthly reports is detailed below.

WORKING GROUP __	
MEETING AGENDA & SUMMARY REPORT **Date, Time**	
TOPIC:	**Attendees:** **Facilitator:** **Note taker:** **Timekeeper:**
MEETING OBJECTIVES:	
TO PREPARE FOR THIS MEETING, PLEASE:	
SCHEDULE:	
TIME	**ACTIVITY**
SUMMARY OF ACTIONS TAKEN:	

WORKING GROUP __	
MONTHLY SUMMARY REPORT **MONTH**	
Topics:	**Working Group Members who assisted meetings:**
Summary of actions taken:	
Pending issues:	

Deliverables Timetable	
Detailed Chapter Outline	October 2021
Preliminary Chapter Draft	December 2021
Second Chapter Draft	February 2022
Chapter Draft	April 2022
Finalized Chapter	May 2022

The Steering Committee has identified the following strategies for how the Working Groups will interact with one another in the interest of engaging in common areas of inquiry and reducing undue duplication of effort:
1. Review the interrelationship between standards and identify overlaps.
2. The Steering Committee members will meet with Working Group Chairs and Co-chairs monthly.
3. Working Group members will hold periodic meetings (at least semi-monthly).
4. Working Group Chairs will submit a written progress report, including minute records, to the Steering Committee (monthly).

VII.   Organization of the Final Self-Study Report

The following is an outline of the organization, format and structure of final Self-Study Report:

   I. Table of Contents
  II. Executive Summary
 III. Introduction
     i. Institutional Overview
    ii. History
   iii. Mission
   iv. Description of Student Population
    v. Institutional Priorities

Each chapter will contain:

1. Overview of Working Group Charges
2. Description of Lines of Inquiry
3. Collaboration, Connections and Evidence Inventory Approach
4. Assessment Information Utilized
5. Analytical Report
6. Areas of Strength
7. Opportunities for improvement and innovation
8. Initial Strategies on Continuous Quality Improvement

VIII. Verification of Compliance Strategy

To demonstrate how MC complies with the accreditation-relevant federal regulations identified by MSCHE, the Self-Study Chair will work with Working Group 2 members and other key MC department personnel.

Verification of Compliance Area	Office Responsible	Key Personnel & Steering Committee Member
1. **Student identity verification in Distance and Corresponding education**	Academic Affairs Distance Education Office	Prof. Migdalia Texidor Mr. Jairo Pulido
2. **Transfer of credit policies and articulation agreements**	Academic Affairs Registrar Office	Prof. Migdalia Texidor Mrs. Lissette Rivera
3. **Title IV program responsibilities**	Financial Aid	Mrs. Lillian Concepción
4. **Institutional records of student complaints**	Registrar and Student Affairs	Dr. Carmen Oquendo Mrs. Lissette Rivera
5. **Required information for students and the public**	Academic Affairs Registrar Marketing and Enrollment Student Affairs	Dr. Carmen Oquendo Mrs. Lissette Rivera Mr. Enrique Cruz
6. **Standing with State and other accrediting agencies**	Academic Affairs	Prof. Migdalia Texidor
7. **Contractual relationships**	Not applicable	N/A
8. **Assignment of credit hours**	Academic Affairs	Prof. Migdalia Texidor

IX. Self-Study Timetable

Timetable for MSCHE Fall Evaluation Visit	
Date(s)	**Activity/Task**
December 2019	Attend MSCHE Annual Conference in Philadelphia
January 2020	Assemble Steering Committee
September -November 2020	Members of the Steering Committee attend the Self-Study Institute
January 2021	Virtual meeting with Commission liaison and steering committee (January 8) Begin to draft SSD
	Identify Institutional Priorities
	Assemble Working Groups
	Steering Committee first meeting with Working Groups
February 2021	Working groups begin design workplans
March	Steering Committee meets with Working Groups to discuss charges (March 2)
April 2021	Working groups present design drafts (April 23rd)
	Virtual meeting with Commission liaison and steering committee
May 2021	Complete first draft of SSD
	First draft is presented to campus stakeholders
July 2021	Submit draft SSD by July 1 (2-4 weeks prior to SSPV)
August 2021	Commission staff liaison Self-Study Prep Visit to campus
September 2021	Revisions and acceptance of SSD
September – December 2021	Working Groups gather and analyze data and submit progress reports to Steering Committee
January – May 2022	Self-Study Evaluation Team Chair chosen Visit dates chosen Accepted SSD sent to Chair Self-Study Report draft shared with campus community
May – September 2022	Self-Study Report revisions and campus review
September – November 2022	Self-Study Report draft sent to Team Chair (two weeks before visit) Team Chair's Preliminary Visit
December 2022– January 2023	Self-Study Report finalized based on Team Chair feedback and shared with campus
February – March 2023	Final Self-Study Report/ Verification of Compliance/Evidence Inventory uploaded to MSCHE portal (six weeks before team visit)
February – May 2023	Self-Study Evaluation Team Visit Team Report Institutional Response
June/November 2023	Commission meets to determine action Visits conducted after April 15 are acted on by the Commission at the November meeting

X. Communication Plan

Purpose	Audience	Methods	Timing
To share data, documents and research results and communicate in a secure, transparent, and convenient manner	Steering Committee Members and Working Groups Members	MSCHE self-study Interweb E-mails Share Point Black Board	As needed or requested
To update campus audiences about the Self-Study Process	Students	Pop-up notifications to students in Blackboard or Interweb. Infographics in social media sites.	Continuous and periodic updates to platforms and social media.
	Alumni and Community members	Communication channels (internal and external) such as: official website, social networks, institutional email (Intermetro), bulletin boards, monitors (televisions) in different areas of the institution and the media; social media: Facebook (Intermetro), Instagram (Intermetro) You Tube, Twitter, media, internal and external) Newspapers, among others	Continuous and periodic updates
	Faculty	Update on the SS process in faculty meeting presentations/ offered by Steering Committee To discuss update of the SS process in meetings with members of the Academic Senate Meetings of Professors with their respective Deans of Faculty and Directors, discussion of drafts of the SSD and the SS Report	One meeting per semester at the beginning of each semester At least one meeting each semester One meeting every semester or as new information is available

	Board of Trustees	Post the Self-Study Report on the university official webpage	Periodic updates at the Board of Trustees meetings by the President and to webpage
	Administration and Staff	Present the Self-Study Report on regular and extraordinary meetings at the university Academic Senate, and other administrative forums	Monthly updates Chancellor semester meetings with staff

XI. Evaluation Team Profile

Team Chair
- Chief Executive Officer or Chief Academic Officer
- Experience with private university systems (not for profit)
- Experience with a Hispanic student population
- Experience with teaching-focused institutions
- Experience with moderate research activities institutions
- Experience with institutional priorities: student success, innovation in the academic offering and faculty development
- Bilingual in Spanish and English

Team Members
- Expertise in academic affairs
- Expertise in assessment
- Expertise in student affairs
- Expertise in faculty issues
- Expertise in financial issues
- Expertise in online education
- Bilingual in Spanish and English

Institutions that are considered **comparable peers**, preferably within the Middle States region:
- Mercy College
- Dominican College
- Barry University
- Seton Hall University

Institutions that are considered **aspirational peers**, preferably within the Middle States region:
- Townson University
- Widener University
- Fairleigh Dickison University, NJ
- Drew University

Institutions that are **primary competitors** or that have common student recruitment target areas
- University of Puerto Rico, Rio Piedras Campus
- National University College
- Ana G. Méndez University, Cupey Campus

MC Institutional Profile – Fall 2020
Faculty: 164
Administrative Personnel: 226
Freshman Enrollment: 1,202
Total Enrollment: 6,826
Undergraduate Retention Rate: 65% (2017), 74% (2018), 62% (2019)
Undergraduate Graduation Rate: 22% (4 years), 29% (5 years), 34% (6 years)
Degrees Conferred 2019-20: 1,286

Top programs by enrollment
1. Bachelor of Science in Biomedical Sciences
2. Bachelor of Science in Nursing
3. Master of Social Work

XII.　　Evidence Inventory

The Institution has designated a separate Working Group that is charged with populating and managing the Evidence Inventory.

Working Group 9: Evidence Inventory		
Working Group Members	**Title**	**Role in the institution**
Dr. Belma Borrás	Chair	Professor of Accounting
Mrs. María de Lourdes Resto	Co-Chair	Director of the Information Access Center (Library)
Mr. Eduardo Ortiz	Member	Director of the Information Technology Center
Prof. Paul Wayland	Member	Professor of Business
Mr. Melvin Navarro	Member	Librarian