

Standard	Issues and weaknesses:	Suggestions:	Recommendation:	Actions:	Date
Standard 1: Mission and Standard 6: Integrity		The <b>mission, vision and values statement</b> although <b>mentioned in the Faculty Handbook and the Student Handbook</b> should be included in both manuals.		<ul style="list-style-type: none"> <li>• Incorporate the Mission, Vision and Values in the Faculty Handbook and the Student Handbook</li> </ul>	June 2013
		As noted in the self-study recommendations, the <b>Faculty Handbook should be revised to more clearly define academic freedom.</b>		<ul style="list-style-type: none"> <li>• Convene the Self–study Subcommittee #1 to draft a text for academic freedom.</li> <li>• Form a faculty Committee with representatives from each academic college to evaluate the text submitted by the Subcommittee #1.</li> <li>• The Human Resource Office will evaluate the legal consequences of the document.</li> <li>• Submit the document to the Academic Council and the Academic Senate for its approval.</li> <li>• Submit the document to the Board of Trustees and the Council of Founders for approval.</li> <li>• Incorporate the approved document in the Faculty</li> </ul>	June 2013

Standard	Issues and weaknesses:	Suggestions:	Recommendation:	Actions:	Date
				Handbook.	
		<p><b>Students need to be clearly informed about the likelihood of their completing their degrees</b> within standard time frames based on course availability and other factors.</p>		<ul style="list-style-type: none"> <li>• Incorporate in the DEE course (Introduction to University Life) the information regarding the likelihood of completing the degrees based on course availability.</li> <li>• Incorporate within the academic counseling procedures the likelihood of completing the degrees based on course availability.</li> <li>• Develop a document regarding the likelihood of completing the degrees based on course availability that will be signed by the student after receiving academic counseling.</li> </ul>	Aug. 2013

Standard	Issues and weaknesses:	Suggestions:	Recommendation:	Actions:	Date
Standard 2: Planning, Resources, Allocation, Institutional Renewal and Institutional Resources		<p>The <b>strategic plan should be updated</b> as new information and recent developments affect the current plan and correspondingly <b>update the financial projections</b>, which now include 2013-2016.</p>	<p>A critical review of the strategic plan in an effort to <b>prioritize the numerous goals and objectives</b> should be done in order to refine the efforts over the next two years to stabilize and grow the enrollments in the undergraduate programs.</p>	<ul style="list-style-type: none"> <li>• Update the Strategic Plan and financial projections.</li> <li>• Prioritize the goals and objectives of the Strategic Plan.</li> </ul>	<p>July 2013 May 2013</p>
		<p>It would be helpful to <b>separate the strategic plan initiatives as a component of the financial projections</b> so that an assessment can be made of their effectiveness in achieving the desired outcomes. <b>Special attention should be given to the enrollment projections to determine the impact of the new marketing efforts.</b></p>		<ul style="list-style-type: none"> <li>• Include the financial strategic initiatives as component of the Financial Projections.</li> <li>• Analyze the specific impact of each marketing activity measured by the change in enrollment.</li> <li>• Include in the Strategic Plan and Assessment Guides the Financial Projection and the marketing Impact analysis.</li> <li>• Evaluate the impact of the new marketing efforts.</li> </ul>	<p>May 2013 May 2013 and then in each enrollment June 2013 July-August 2013</p>

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Standard 3: Institutional Resources			Enrollment is the key issue and the team recommends that the University <b>focus its energy on activities that will reverse the 10-year history of declining enrollments</b> in the undergraduate programs.	<ul style="list-style-type: none"> <li>Develop a marketing plan to include important items such as the publicity campaign and public relations.</li> </ul>	April-May 2013
			The Team recommends a <b>semester by semester review of the enrollments</b> to evaluate the success of the efforts to reverse the serious decline in enrollments beginning with the fall of 2013.	<ul style="list-style-type: none"> <li>Measure the success of the publicity campaign to increase enrollment through a student questionnaire on the day of enrollment.</li> </ul>	2013 and then continuous

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Standards 4: Leadership, Governance and Standard 5: Administration		The <b>evaluation procedure for administrators</b> , which has not been revised since 1996, <b>should be updated.</b>	The Board of Trustees needs to <b>appoint six new members</b> to fill the current vacancies. <b>Board diversity</b> as well and different expertise should be considered in the recruitment of new board members.	Appoint a new Trustee in the meeting to be held in April.	April-June 2013
		Professional development opportunities should be offered to administrators.	The Board of Trustees should develop a <b>work plan</b> that is <b>consonant with the strategic plan</b> and includes short term and long term activities that will strengthen finances and address enrollment decline.	Develop a Work Plan by the Board of Trustees.	July 2013

Standard	Issues and weaknesses:	Suggestions:	Recommendation:	Actions:	Date
Standard 7: Institutional Effectiveness	Surprisingly, there does not appear to be <b>formal benchmarking against peer or aspirational institutions</b> . There were however, environmental scans for enrollments, academic offerings and employability that were instrumental in the creation of the strategic plan, at least as described in several interviews.	<b>Prioritize and streamline the collection of assessment information</b> to best serve planning and budgeting priorities.	Development of an assessment, planning and budgeting integration model	Create an integrative model to include assessment, planning and budget of the university. <b>See Model.</b>	May 2013
		<b>Create stronger and more explicit links between student learning, institutional planning and decision making.</b>		Implement the integrative model.	August 2013
		Ensure follow through of the recently developed plan and process for <b>linking program information, including the assessment of student learning, to the planning and budgeting process.</b>		<ul style="list-style-type: none"> <li>Start the strategic planning with the institution's external environment to identify the opportunities and threats.</li> <li>Scan the institutions internal environment to identify strengths, weakness and sources or potential sources.</li> <li>Identify competitive advantage.</li> <li>This scanning process should take place in academic and administrative units.</li> </ul>	August 2013
		<b>Continue administrative support and faculty involvement in assessment efforts</b> as they are critical to success as BCU moves to a more evidence based culture.		<ul style="list-style-type: none"> <li>Continue offering workshops to the faculty</li> <li>Create effective instruments to measure learning outcomes.</li> </ul>	April 2013

Standard	Issues and weaknesses:	Suggestions:	Recommendation:	Actions:	Date
<b>Standard 8: Student Admissions and Retention and Standard 9: Student Support Services</b>		Create and implement a plan with clear goals to <b>improve every year the student satisfaction</b> with critical support services.	<b>Stabilize the enrollment decline.</b> The admissions process should focus the recruitment process by setting specific enrollment targets for each of the admissions initiatives. This process is central to BCU's future and should be supported across the entire institution to achieve enrollment goals.	<ul style="list-style-type: none"> <li>• Integrate Recruitment, Planning and Budget Office to set an enrollment target for each of the admissions initiatives.</li> <li>• Create and implement an Assessment Support Service Plan to improve critical support services.</li> </ul>	June 2013
		The Team suggests creating a <b>single system for measuring student participation in extracurricular activities.</b>	The admissions team should thoroughly review the promises made in promotions to the community, providing accurate information regarding the availability of practicum experience and possible certifications available to students in their course of study and upon graduation.	<ul style="list-style-type: none"> <li>• Create a unique model to assess how student participation in extracurricular activities advances the student's profile.</li> <li>• Develop a brochure for each program informing the availability of practicum experience and certifications available to students during their course of study and upon graduation.</li> </ul>	June 2013

Standard	Issues and weaknesses:	Suggestions:	Recommendation:	Actions:	Date
			<p>It is a priority to <b>establish an office of alumni affairs</b>, to nourish BCU alumni’s sense of belonging to the institution. This will serve as a source of inspiration for students and alumni, and can result in their support for the continuous improvement of programs and a future source of university support, curricular advice, and, eventually, fundraising.</p>	<p>Institutionalize the Office of Alumni Affairs.</p>	<p>Jan. 2014</p>

Standard	Issues and weaknesses:	Suggestions:	Recommendation:	Actions:	Date
Standard 10: Faculty	<p>(1) this is a faculty that is stretched very far with little reward. We doubt that this is sustainable, especially if the university experiences further enrollment loss or sizable budgetary setbacks. (2) the scarcity of full time faculty means that degree programs are often staffed with a very small number of full time faculty. It is unrealistic to expect that the essential functions of managing, evaluating, and revising the program, and infusing it with the sorts of creative innovation what can make it and its students leaders in nurse education, can be sustained. <b>BCU's trustees and administration have discussed increasing the percentage of full time faculty.</b> Certainly that is necessary to provide, for all programs, core set of full time faculty who take responsibility for the academic and intellectual success of their program. (3) the small number of full time faculty means that they carry very large loads of administrative duties,</p>		<p>The number of full time faculty is now at a minimum relative to the quantity and size of academic programs (graduate and undergraduate) that are now offered. BCU needs urgently to <b>expand the number of full time faculty</b> in order to share administrative duties more widely and to allow full time faculty to devote more of their attention and energy to the teaching program and to their own professional growth.</p>	<ul style="list-style-type: none"> <li>• Increase the number of full time faculty in the nursing program to 8.</li> <li>• Analyze programs with increase in enrollment over the past years and assign additional full time faculty as needed.</li> <li>• Institutionalize the position of Teaching Assistant.</li> <li>• Share administrative work equally among faculty</li> </ul>	<p>Aug. 2013</p> <p>Aug. 2013</p> <p>Jan. 2014</p> <p>Oct. 2013</p>

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	<p>usually without compensation or released time. This includes representing the university at admissions events. <b>(4)</b> the high percentage of part time faculty has significant costs. For one, students testify that part- time faculty tend to be less available on campus for student consultation, and regard it as a serious concern. <b>(5)</b> students tell us stridently that at times courses are either filled or are cancelled for insufficient enrollment and “a four-year degree becomes a five-year or a six-year degree.” The campus authorities need to monitor the impact of course scheduling on student degree progress. (6) Sixth, the Team was told that BCU does not offer independent study courses for undergraduates that allow an individual student to pursue specialized studies</p>				

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Standard 11: Educational Offerings	A comprehensive cost analysis which includes the return on investment was not readily available	Focus on the premier programs where there has been significant enrollment growth (such as Nursing). <b>Complete an assessment and action plan to ensure there are appropriate financial and human resources</b> (including practicums). Complete an assessment of current program offerings and consider phasing out programs that are not a good fit and under enrolled.	BCU is ambitious about offering additional programs. The Team recommends that the <b>curriculum be tied to faculty growth</b> . A realistic business plan needs to be developed and approved for any proposed programs.	<ul style="list-style-type: none"> <li>• Establish annual agreements with hospitals to guarantee availability of practice centers for nursing.</li> </ul>	Aug. 2013
				<ul style="list-style-type: none"> <li>• Review current program offerings especially in health science programs to respond to the need of the labor market.</li> </ul>	Oct. 2013
				<ul style="list-style-type: none"> <li>• Conduct a feasibility study in local high schools to identify student preferred programs</li> </ul>	April 2013
				<ul style="list-style-type: none"> <li>• Place in moratorium programs with under enrollment</li> </ul>	Aug. 2013

Standard	Issues and weaknesses:	Suggestions:	Recommendation:	Actions:	Date
Standard 12: General Education and	There is no specific course among the General Education courses that provides any significant instruction in the use of technological resources. Nor do goals and objectives in course syllabi stress instruction in information literacy	The MSCHE stresses student’s ability to locate and recognize valuable information as a significant element of critical thinking and a crucial building block to student success. <b>Information literacy—incidental in several courses but not systematically integrated--is a critical educational offering that should be foundational to the general education</b> coursework and then reaffirmed in upper level discipline-specific coursework.		<ul style="list-style-type: none"> <li>• Include information skills in all general education courses.</li> <li>• Include information skills in the syllabi of general education courses.</li> </ul>	Oct. 2013

Standard	Issues and weaknesses:	Suggestions:	Recommendation:	Actions:	Date
	<p>Students want or need more hands on assistance with librarians to access the best and most useful materials.</p>	<p>Likewise, the assessment of the general education courses, in terms of the desired student learning outcomes, is well established. That said, the overall competencies established by the Curricular Review Committee are not assessed as a whole. Are students obtaining the writing, communication, leadership, problem-solving skills, etc., that they will need to succeed in their upper level courses? Are the selected courses the most useful to address these needs in major-area coursework? Faculty should work to <b>translate the overall GEP competencies into observable and measurable student learning outcomes.</b> Also, the ties between the GEP and specialization coursework should be assessed periodically. It is hoped that institutionalization of the Curricular Development Committee will serve this function.</p>		<ul style="list-style-type: none"> <li>• Include in the Curriculum Review Committee the institutional Assessment Specialist to revise program assessment.</li> <li>• Align Program assessment with the competencies of the alumni profile and the professional requirements</li> </ul>	<p>May 2014</p> <p>May. 2014</p>

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	<p>The GEP, at the program level, is not assessed, to see whether the desired goals of the program, in its entirety, are met. The general education program is not assessed at the point where students move into the upper levels of their coursework.</p>	<p><b>Assessment of remedial courses and tutoring services is systematic and ongoing</b>, but it does not seem to be analyzed in terms of overall student success rates. Are students who enroll in remedial courses likely to succeed in their general education courses? How likely are conditionally-admitted students likely to graduate within 6 years? These assessments and analysis should be conducted periodically.</p>		<ul style="list-style-type: none"> <li>• Collect evidence of academic progress based on tutoring service.</li> <li>• Longitudinal study to determine how tutoring service impacts the achievement of expected outcomes.</li> </ul>	<p>May 2013</p> <p>May 2014</p>

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Standard 13: Related Educational Activities	The technology systems that support distance learning seem to be adequate to support the current online offerings but <b>upgrades and expansions of systems did not seem to be included in a <u>comprehensive technology plan</u></b>	In collaboration with the Technology Planning Committee and the Technology Infrastructure Committee, long range technology planning needs to occur to ensure that the infrastructure and systems are maintained, upgraded and replaced based on industry-standard practices in order to support the university's distance learning initiatives.		<ul style="list-style-type: none"> <li>• Develop a Comprehensive Technology Plan to maintain infrastructure and systems</li> <li>• Fill vacancies in IT positions</li> </ul>	Dec. 2013  Aug. 2013
	The technology systems that support distance learning seem to be adequate to support the current online offerings but <b>upgrades and expansions of systems did not seem to be included in a <u>comprehensive technology plan</u></b>	<b>Vacant positions in the department of Information Systems and Telecommunications should be filled</b> as soon as possible to ensure that there is adequate technology support for the planned expansion of distance learning courses.			
	The faculty recognizes the importance of the remedial ( <b>"pre-basic"</b> ) <b>courses for student success and retention</b> and they are willing to work with students until they are ready to pass into regular coursework.				

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Standard 14: Assessment of Student Learning	Team feels there is still work to be done to fully comply with this standard.	Use the existing program goals/objectives and graduate profiles to construct student learning outcomes that are expressed in observable terms for each end- point program.	To comply with the standard, each program (certificate through graduate) must (1) have student learning outcomes, stated in observable terms, that are accessible to all constituent groups (students, parents, faculty, the community) and that indicate the knowledge, skills and values that are expected of students at the conclusion of their course of study (2) assess the evidence of student learning, when possible with direct methods, at or near the end-point of the program of study and (3) use this information to improve.	<ul style="list-style-type: none"> <li>• Check that all programs establish outcomes in observable terms.</li> <li>• Collect and use evidence of direct measures that demonstrate creativity, analysis, synthesis or objectivity of the results.</li> <li>• Use at course level evidence of writing samples, presentations, etc. The evidence will be analyzed in different parts of the curriculum. The information and the results will be used for improvement.</li> <li>• Demonstrate how the information is used to improve student success.</li> </ul>	May 2013

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	<p><b>Without clearly articulated statements of expected student learning for every program, it is difficult to ascertain the degree to which students are meeting the outcomes</b> deemed important. Making student learning outcomes an explicit and identifiable part of every learning program – from certificate to graduate – would greatly facilitate understanding of what it is students are expected to know, be able to do, or value as a result of their BCU educational experience.</p>	<p>Utilize <b>summative assessments</b> for those programs that do not have licensure or certification exams to ensure students are meeting the learning outcomes that each program has deemed appropriate for its students.</p>	<p><b>Integrate learning outcomes assessment with the strategic and operating plans</b> of the institution and link this to budget priorities. Although it is implied that student learning assessment informs institutional decision making, there is relatively little to indicate that student learning assessment information is being used in the planning and budgeting process.</p>	<ul style="list-style-type: none"> <li>• Perform an operational assessment to determine the attainment of objectives.</li> <li>• Assess employee performance.</li> <li>• Assess student learning outcomes. This is integrated into the operational plans for each program.</li> </ul>	<p>June 2013</p>
	<p>There has been a heavy reliance on indirect assessment methods</p>	<p><b>Document</b> as much as possible with direct evidence of learning as well as the results of actions taken to improve student learning.</p>		<p>Include direct assessment measures in the assessment of programs, such as: exit exams, portfolios, capstone courses. Pre-test and post-test, internships, term papers, and oral examinations</p>	<p>Nov. 2013</p>
	<p>What is missing is the evidence of learning and the link between this evidence, its assessment, and the expected learning outcomes of the program.</p>	<p><b>Simplify and prioritize what is done on an annual basis</b> to ensure the sustainability of the overall process.</p>		<ul style="list-style-type: none"> <li>• Assess programs requiring licensure</li> <li>• Select one program from each college to conduct assessment.</li> </ul>	<p>August 2013</p>

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	<p>There are <b>no summative assessments</b> except for programs that are served by licensure or certification exams. Finding a balance between formative and summative assessments, and between work done in the assessment office and within the programs themselves, will be necessary if assessment is to be sustainable into the future.</p>				
	<p><b>“Closing the loop” to determine the efficacy of actions taken to improve learning</b> is an important part of the assessment process.</p>				

## ACTIONS FOR RECOMMENDATION ON STANDARD 7: INSTITUTIONAL EFFECTIVENESS

### BAYAMON CENTRAL UNIVERSITY INTEGRATIVE STRATEGIC MANAGEMENT

Develop a model to be displayed on the four stages of strategic management:

1. Analysis of the external environment and the internal environment of the institution.
2. Strategy formulation.
3. Strategy Implementation
4. Evaluation and control.

