

UNIVERSIDAD CENTRAL DE BAYAMON
PREGUNTAS MODELO AUTOESTUDIO
(Reunión 19 de agosto de 2011)

Working Group 1

P - Fray Yamil Samalot, O.P., Ph.D.

VP - Ms. Elaine Núñez

Standard 1 - Mission and Goals

The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.

Standard 6 - Integrity

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

Working Group 1 will examine the institution's success in achieving its mission and goals as well as the level of adherence to our Christian-humanistic ethical standards and the institutional stated policies.

1. How effective is the University at accomplishing its mission? What established protocols and processes have been conducted to disseminate the mission, goals and objectives of our University among all the constituents? How effective have these processes been? How can we improve them?
2. To what extent are the goals and objectives aligned with the institutional mission? How well are the goals reflected in institutional documents and practices?
3. How has the mission, goals and objectives impacted the decision-making environment? How well do the University's mission, goals, and objectives guide the institution to provide an adequate environment for research, teaching and services?
4. How do we nurture the holistic development of the human being in the spiritual, communal and professional dimensions, as well as in the academic and cultural realms? How are these components assessed, revised and renewed in order to

achieve desired outcomes? How is such assessment used to inform planning and resource allocation?

5. How are our institutional mission, goals, and objectives put into operation through institutional activities?
6. How do we evidence our community's participation in activities that facilitate or are responsible for institutional improvement and development? How are these groups selected?
7. How do we establish and evaluate the protocols to resolve student appeals and concerns? How do we determine the adequacy of the protocols?
8. How do our institutional policies and procedures secure and respect the general conditions conducive to academic freedom? How do we evidence the principle of academic freedom in the classroom?
9. To what extent is the right of freedom of expression and the respect to diversity of ideas incorporated into academics?
10. How do we promote our ethical principles among the university community? To what extent do policies provide specific rules and regulations to govern the conduct of our university community?
11. How does the process regarding intellectual property rights facilitate the identification, protection and promotion of intellectual property at our university?
12. How do we promote, defend and respect human rights?
13. How we ensure the integrity and veracity of the information disseminated to our community? How effective is this process.

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Working Group 2

P - Mr. Pedro Bermúdez

VP - Miss Rosimar Ferrer

Standard 2: Planning, Resource Allocation, and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Standard 3: Institutional Resources

The human, financial, technical, physical facilities and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

Working Group 2 will assess the alignment of the strategic planning and the resource allocation, paying particular attention to the links between the strategic planning and the institution's budgetary process. This seeks to determine the extent and the appropriateness of resource assignment to fulfill our mission and goals.

1. How effective have our institutional efforts been in involving our constituents in the institutional planning process?
2. To what extent has the strategic plan guided initiatives and projects developed in the last 5 years?
3. How effective has the strategic plan been? What issues should be refocused in the next 5 years? What other non-contemplated issues must be dealt with?
4. How is the budget (operating and capital) linked with the strategic plan? How do we evidence that the distribution of resources responds to the goals and objectives of the strategic plan?
5. How does the budget (operating and capital) support our institutional vision and mission?

6. How have we responded to the institutional financial constraints during the last 5 years? To what extent is our institution in a viable financial condition? What are our major financial challenges? How are we responding to these challenges?
7. How do we evidence our commitment and institutional capacity for the development and maintenance of physical facilities?
8. To what extent does our income depend on enrollment? What is the level of dependence of our students on Pell grants? How have our enrollment costs and dependence on Pell grants compared with similar universities over the past 5 years? What are the income diversifying strategies and their goals and objectives?
9. What evidence assures that our technological developments supports our strategic plan? How successfully have these developments been implemented?
10. How does the University ensure that resources are used effectively and efficiently, including appropriate cost containment and reallocation of resources? To what extent these resources are used effectively and efficiently?

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Working Group 3

Mr. Pedro Bermúdez (P), Chair, Planning and Institutional Development Director

Dr. Luz Valentín (VP), Co-Chair, Associate Dean

Standard 4 - Leadership, Governance

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Standard 5 - Administration

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

Working Group 3 will assess the process and structure of its governance, paying particular attention to the reorganization processes. This will seek to determine the extent, appropriateness and effectiveness of our governance and administration structures to fulfill our mission and goals.

1. How does the shared governance demonstrate the effectiveness of the procedures used to update, write, edit, divulge and publish institutional policies and regulations? How do these procedures evidence the shared governance effectiveness?
2. How do the components of our governing body know their duties and responsibilities? To what extent does our community relate with the representatives of our governing body?
3. How effective are the strategies used by the Board of Trustees to get external fundraising? What are the new strategies and their goals and objectives?
4. How does the assessment of the president's performance support our institutional mission and goals?
5. Over the last five (5) years, how have changes in the administrative structure responded to our needs? What has been the impact of the recent administrative reorganization?

6. How effectively does the administrative body coordinate and communicate its efforts to improve efficiency in procedures and decision making? How are subsequent changes in policies or procedures communicated to our community?
7. How adequately is the administrative structure staffed? Which services need to be reinforced?

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Working Group 4

Prof. Niza Zayas (P), Student Dean Affairs

Ms. Christine Hernández (VP), Enrollment Management

Standard 8 – Student Admissions and Retention

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

Standard 9 – Student Support Services

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

Working Group 4 will investigate recruitment, admission and retention policies and procedures to ensure their effectiveness. Once students are admitted, a compelling display of student support services are provided to secure the retention and academic success. This group was also in charge of addressing student support services effectiveness.

1. How effective has the implementation of the enrollment management plan been? How effective has student recruitment been at all academic levels?
2. To what extent does our admission policy reflect the institutional mission and goals?
3. How do we address freshmen academic and social adjustment to university life? How do we provide academic, social and personal support? How do we include parents, guardians, and significant others?
4. How do student support services satisfy student needs and interests, in accordance with the institutional mission?
5. What is the effectiveness of student support services in assisting in the creation of student learning communities? How are students encouraged in peer learning, having study groups and social activities?

6. How do we provide support to students identified as being at risk? How effective are the students support services in student retention?
7. How effective is the process to encourage students with special needs to actively participate in campus activities?
8. How effective are student organizations in promoting leadership skills? To what extent has this impacted student retention?
9. What policies and procedures protect student confidentiality and ensure accuracy of records?
10. How do external community programs or activities promote our institutional mission and goals? To what extent have students been integrated into these programs and activities?

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Working Group 5

Dr. Haydee Domínguez (P), College of Education

Prof. Awilda Burgos (VP), College of Business and Technology Development

Standard 10 – Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Working Group 5 will assess if the faculty meets our teaching and curricular needs. The Working Group will evaluate our institution's faculty recruitment and professional development and its effectiveness to support our mission and goals.

1. How does the teacher student ratio facilitate the role and responsibilities of our faculty? How does it compare with other peer institutions? To what extent is the faculty numerous enough to meet the academic and service needs of the students?
2. How does the faculty integrate academic activities to include: teaching, learning, research and academic services? How effectively do our tenure and promotion policies support this integration? To what extent have these policies been equitably and fairly implemented?
3. To what extent have faculty been provided with sufficient time and resources to pursue professional development? How have these development efforts impacted the community?
4. To what extent does the quality of the faculty meet the teaching and curricular needs of the University? How effective are the criteria used to determine qualification for a position? How effective are the policies and procedures related to recruitment, appointment, and retention of our faculty?
5. What additional processes and criteria, if any, are used to recruit faculty in areas of difficult recruitment?
6. To what extent are the procedures for hiring and evaluating temporary faculty consistent with those for regular faculty? When a college has a high percent of part time faculty, how do we ensure that the responsibilities in terms of teaching, advising, and other academic services are met?

7. How effective are the strategies used to encourage faculty in the design, review and establishment of new academic programs and to participate in community service and other activities related to our institutional mission?
8. How are priorities set in the professional development of faculty? How are these priorities reflected in the budget?
9. To what extent have faculty development opportunities changed during the last five years? To what extent are these opportunities equitably distributed across the University? How do these opportunities reflect faculty needs?
10. How do we guarantee the acquired rights and benefits of the faculty?

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Working Group 6

Dr. Pura Echandi (P), Academic Dean

Standard 11 – Educational Offerings

The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

Working Group 6 will assess if our educational offering and academic services respond to our mission and goals. The Working Group will evaluate curriculum effectiveness in meeting the needs of students and society.

1. To what extent does the academic offering display the instructional content, rigor and coherence appropriate to the institution's mission and goals? How do the curricular revision process and the development of new academic offering integrate the institutions mission and goals?
2. To what extent does the curriculum provide for the integration of disciplines and knowledge? How is technology, management information skills, communication skills, support services and research integrated into the curriculum of each academic program?
3. How effective are the systematic curriculum review processes in determining the development of new academic programs and curriculum needs? How do the institutional curricula meet student needs and preferences, professional requirements and employment changing scenarios? How satisfied are the students, faculty, employers and professional organizations with the adequacy and relevance of our curriculum?
4. How do we evidence that our alumni possess the necessary skills for their discipline or profession?
5. How is the assessment of student outcomes integrated into our curriculum revision, program development and course planning?
6. How well are the Curricular Development Plan and the Strategic Plan aligned?
7. How effective are academic support services at providing students and faculty with the necessary support to promote the academic and personal development of students?

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Working Group 7

Dr. Juan Mejías (P), Curriculum Review Committee

Standard 12 – General Education

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

Standard 13 – Related Educational Activities

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

Working Group 7 will assess if our General Education Program and related educational activities promote our mission and goals. The Working Group will evaluate their effectiveness in meeting the student needs to acquire the competencies of their discipline or profession. Attention will be given to the alignment and consistency of our Certificate Program with our institutional practice.

1. What strategies do we use to ensure quality and comply with the contact hours required for the intellectual development of the student at associate, bachelor and master degree levels?
2. How do we evidence the curriculum alignment between the General Education Program and the various areas of concentration?
3. How are the goals and objectives of the Education Program aligned with our institutional mission and philosophy?
4. How does the General Education Program help the students acquire competencies in their discipline or profession? How do we use the results of the student learning assessment to improve the curriculum of the General Education Program?
5. How do we evidence the support given to the General Education Program in terms of administrative structure, budget and incentives for faculty? How do we divulge the General Education Program requirements?
6. How do we identify under prepared students and what academic support programs and services are available for them?

7. How do we evidence that the goals and objectives of the Certificate Program are aligned and consistent with our institutional mission and philosophy?
8. How do we evidence the participation of faculty and other academic professionals in the design, operation and evaluation of the Certificate Program?
9. To what extent do policies and procedures to grant credit for experiential learning align with the new regulation? How are they made known and publicized? How does faculty participate in this process?
10. How effective are the strategies used to develop courses and distance learning programs? How does distance education strengthen our institutional vision, mission and goals?

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Working Group 8

Dr. Luz Valentín (P), Co-Chair, Associate Dean

Dr. Pura Echandi (VP), Academic Dean

Standard 7 - Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Standard 14 - Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

Working Group 8 will evaluate the usefulness of the assessment plan in our institution and how this plan helps the faculty and staff to make appropriate decisions about improving programs and services.

1. How does the Institutional Assessment Plan support our institutional mission and goals?
2. To what extent does the administration provide support creating the culture of assessment?
3. How do we evidence that our academic programs help our students achieve their personal and professional goals?
4. How do we incorporate the assessment outcomes in institutional renovation plans, the strategic plan, and in the prioritizing and resource allocation process? How are the outcomes used to improve academic programs?
5. How do we evidence the use of our student learning assessment outcomes in the educational offering, the General Education Program, and related educational activities? To what extent do we document student success?
6. How adequate are faculty efforts to assess student learning?