Monitoring Report
Submitted to Middle States Commission on Higher Education
March 2012
Monitoring Report

Submitted to the Middle States Commission on Higher Education

University of Puerto Rico at Utuado

Submitted by

Dr. Yanaira Vázquez-Cruz
Chancellor

March 1, 2012
March 1, 2012

Dr. Elizabeth H. Sibolski
President
Middle States Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104-2680

Dear Dr. Sibolski:

We are pleased to submit the UPR-Utúd Monitoring Report of March 2012 as requested by the Commission on its MSCHE Statement of Accreditation Status of November 18, 2011.

We are convinced that the enclosed document is up to the standards of excellence of the Commission and we are eager to continue demonstrating our commitment.

Sincerely,

Dr. Yanaira Vázquez-Cruz
Chancellor

C: Dr. Miguel Muñoz, President of the University of Puerto Rico
    Prof. Ibis Aponte, Vice President of the University of Puerto Rico
    Dr. Carlos Casanova, Academic Affairs Dean
    Dr. Javier Lugo, Planning and Institutional Research Director/MSCHE Liaison

"Equal Employment Opportunity"
# Table of Contents

Accreditation, Planning, and Budget Committee .................................................. viii

Introduction ............................................................................................................. 1
  Institutional Overview .......................................................................................... 1
  Institutional Context ............................................................................................ 2

Progress to Date and Current Status ............................................................... 3

**Commission's Requirement No. 1** ................................................................. 3
  Evidence of further implementation of the UPR Action Plan, including evidence that the
  action plan is being assessed and data is used for improvements (*Standard 7*)
  Assessment of the UPR Action Plan .............................................................. 3
  Assessment of the UPR-Utuado Action Plan ................................................. 5

**Commission Requirement No. 2** ................................................................. 6
  Evidence that steps have been taken to assure continuity and stability of institutional
  leadership, particularly in times of governmental transitions (*Standard 5*)

**Commission Requirement No. 3** ................................................................. 9
  Evidence that communication between the Central Administration and the institution, is
  clear, timely, accurate, and made available to all constituents (*Standard 4*)
  Periodic Forums with Elected Student Leadership ........................................... 9
  Informational and Listening Sessions by Senior Leaders ............................... 10
  Periodic Surveys ................................................................................................. 11
  New Tuition Exemption Policy ........................................................................ 12
  New Summer Offering Policy .......................................................................... 13
  Chancellors and other Key Campus Leadership Role in Policy Development and Decision
  Making ............................................................................................................... 13
  The University Board and the Board of Trustees ............................................. 17
  Communication Strategies at Unit Level .......................................................... 19
Commission's Requirement No. 4 ............................................ 20

To further request that the monitoring report document evidence of the development and implementation of an enrollment management plan and the utilization of those results in program planning and budgeting (Standard 8)

Conclusion ................................................................. 24

Appendix 1 ................................................................. 25

Action Plan for Sustained Compliance with the Standards of Excellence of the Middle States Commission on Higher Education: Implementation and Assessment Report
List of Tables

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1</td>
<td>Executive Staff of the UPR-Utuado</td>
<td>6</td>
</tr>
<tr>
<td>Table 2</td>
<td>UPR-Utuado Current Academic Budget and Enrollment for AY 2011-12 and Projection for AY 2012-13 to 2015-16</td>
<td>22</td>
</tr>
</tbody>
</table>

List of Figures

| Figure 1 | Tuition Exemption Implementation Workgroups                                  | 12   |
| Figure 2 | Current Budget and Enrollment for 2011-12, and Projections for 2012-13 to 2015-16 | 21   |
| Figure 3 | Conceptual Model of Enrollment Influencing Elements                          | 23   |

List of Web Links by Section

Introduction

  1
- UPR-Utuado Promotion, Recruitment, and Diverse Community Service Activities—http://www.uprutuado.edu/pdf/auto-estudio/feb-2012/UPR-Utuado_Diverse_Community_Service_Activities.pdf
  1
  2
  2
- President’s Recommendation of Doctor Vázquez Cruz as Chancellor of the UPR-Utuado—http://wwwout.upr.edu/anuncios/NOMBRAMIENTO_RECTORA_UPRU-dic2011.pdf
  2

Progress to Date and Current Status

- Commission’s Requirement No. 1
    3
<table>
<thead>
<tr>
<th>Title</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring Report to the Middle States Commission on Higher Education—University of Puerto Rico at Utuado</td>
<td>March 1, 2012</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Commission’s Requirement No. 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Puerto Rico General Bylaws—<a href="http://www.upr.edu/sindicos/docs/reglamento.pdf">http://www.upr.edu/sindicos/docs/reglamento.pdf</a></td>
</tr>
<tr>
<td>Designation of Dr. Miguel Muñoz as Acting President as of February 14, 2011— <a href="http://munozpresidente.blogspot.com/">http://munozpresidente.blogspot.com/</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Commission’s Requirement No. 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of Workshops/Meetings held at UPR-Utuado from President’s Office—<a href="http://www.uprutuado.edu/pdf/auto-estudio/feb-2012/SummaryWorkshopsMEETINGSfromPRESIDENTSoffice_atUPR-Utuado.pdf">http://www.uprutuado.edu/pdf/auto-estudio/feb-2012/SummaryWorkshopsMEETINGSfromPRESIDENTSoffice_atUPR-Utuado.pdf</a></td>
</tr>
<tr>
<td>Certification No. 19—2010-11—University Board—Submission of Tuition Proposal to the Board of Trustees—<a href="http://www.upr.edu/docs-ms/19-2010-11.pdf">http://www.upr.edu/docs-ms/19-2010-11.pdf</a></td>
</tr>
</tbody>
</table>
Certification No. 130—2010-2011—Board of Trustees—2011 Summer Session Policy--
http://www.vcertifica.upr.edu/PDF%5CCERTIFICACION%5C2010-2011%5C130%202010-2011.pdf

Board of Trustees Web Page--http://sindicos.upr.edu/

National Summit for College and University Presidents on Campus Safety--

UPR—Vice President’s Office Web Page with Accreditation and Assessment Reports Links--
http://www.upr.edu/?type=page&id=ofrecimientos_academicos_asuntos&ancla=ofrecimientos_academicos_asuntos

Ruta Segura—Information on Housing and Dormitories in Compliance with DACO Requirements--

Certification No. 70—2010-11—Board of Trustees—Special Scholarship Fund of the UPR--


Certification No. 09-06 of the Academic Senate of the Mayaguez Campus—objection of Policies Established in Certification No. 130 (1999-2000) of the Board of Trustees--
http://www.uprm.edu/senadojunta/docs/certsenado/09-06.pdf


Certification No. 100—2005-2006—Board of Trustees—Approval of Budget Bylaws of the UPR System--

Certification No. 12—2010-11—University Board—Candidate Selection for 7 Committees of 7--
http://www.upr.edu/docs-ms/12-2010-2011.pdf

Certification No. 53—2010-2011—Board of Trustees—Implementation and Assessment of the UPR Action Plan--
http://www.vcertifica.upr.edu/PDF%5CCERTIFICACION%5C2010-2011%5C53%202010-2011.pdf

Guidelines for the Discontinuation and Reactivation of Academic Offerings--
http://www.rcm.upr.edu/oda/docs/Guia_para_la_Descontinuacion_y_Reactivacion_de_Ofrecimientos_Academicos_en_la_UPR_6_de_septiembre_2011%5b1%5d.pdf

Certification No. 10—2011-2012—University Board—Request made to the Academic Senates for Revision of the Governor’s Special Report--

Certification No. 11—2011-2012—University Board—Request made to the Government of PR to Consider UPR Units’ Senate Recommendations--

President request to integrate campus reactions to the Governor’s Special Report--
Evidence of Communication/Information between UPR Central Administration and UPR-Utuado—LINK 1
- http://www.uprutuado.edu/pdf/auto-estudio/feb-2012/FLOWofCOMMUNICATIONbetweenCENTRALadministrationANDuprUTUADO_1.pdf

Evidence of Communication/Information between UPR Central Administration and UPR-Utuado—LINK 2

Evidence of Communication/Information between Chancellor and Deans and their Staff--
http://www.uprutuado.edu/pdf/auto-estudio/feb-2012/FlowOFcommunicationINFORMATIONbetweenCHANCELLORandDEANSwithTHEIRstaff.pdf

Evidence of Communication/Information between Academic Department Directors and their Faculty--
http://www.uprutuado.edu/pdf/auto-estudio/feb-2012/Meetings_Department_Directors.pdf

Evidence of formal and informal Meetings of Chancellor and Deans with Students, Faculty, and Non-Teaching Personnel--
http://www.uprutuado.edu/pdf/auto-estudio/feb-2012/EVIDENCEofFORMALandINFORMALmeetingsOFtheCHANCELLORwithSTUDENTSfacultyANDnonTEACHINGpersonnel.pdf

Communications, Announcements, and Press Releases Available through Electronic Postings by Cartero.upru (UPR-Utuado Administration’s Electronic Mailman)—


- Commission’s Requirement No. 4

UPR-Utuado Promotion, Recruitment, and Diverse Community Service Activities--

2012 Electronic Application and Corresponding Tutorial--www.upr.edu/admisiones
Accreditation, Planning, and Budget Committee

Dr. Yanaira Vázquez
Chancellor

Dr. Carlos Casanova
Academic Affairs Dean, Committee President

Prof. Adolfo García
Student Affairs Dean

Mr. Edgar del Toro
Administrative Affairs Dean

Dr. Javier Lugo
Planning and Institutional Research Office Director/MSCHE Liaison

Prof. Gelsy Colón
Division of Continuing Education and Professional Studies

Dr. Miguel Santiago
Learning Resources Center Director

Prof. Amílcar González
Orientation and Counseling Director

Miss Luz Martínez
Finance Director

Resources

Mrs. Iris M. Vélez
Administrative Officer—Administrative Affairs Deanship

Prof. Héctor Reyes
Former Planning and Institutional Research Office Director
Introduction

Institutional Overview

The University of Puerto Rico at Utuado (UPR-Utuado) was created by Joint Resolution No. 9 of the Legislative Assembly of the Commonwealth of Puerto Rico on December 1, 1978, by Certification No. 86 (1978-79) of the Council of Higher Education. The initial authorized academic offerings were identified in Certification No. 25 (1979-80) of the Council of Higher Education, consisting of associate degree programs in agricultural technology, professional fields (education and business), the arts, and sciences. The College began operations in August 1979 with an enrollment of 195 students. Initial accreditation of UPR-Utuado by the Middle States Commission on Higher Education (MSCHE) took place in 1986. In 1999, through Certification No. 077 (1998-99) of the Board of Trustees, autonomy was granted to the College as one of the eleven University of Puerto Rico (UPR) System campuses, and created the positions of Chancellor and Deans, as well as the deliberative bodies of the Administrative Board and the Academic Senate. In the year 2000, the College acquired its present official name (see Organizational Chart of UPR-Utuado 2011-12). Accreditation by the MSCHE was last reaffirmed in 2011.

The UPR-Utuado has an academic offering of 3 baccalaureate degree programs, 11 associate degree programs, and 7 transfer programs with other UPR units. The academic mission emphasizes programs in agriculture, education, and business administration. UPR-Utuado has consolidated as an intellectual community with academic credentials in a variety of disciplines that contributes to the economic growth of the center region (see list of activities). The UPR-Utuado is proud to be a campus of social change given its student body, comprised mostly of first generation college students (approximately 30%), and with limited financial income.

Total headcount enrollment for fall 2011-2012 is 1,269, slightly lower than the average 1,473 for the previous three years. For the current academic year, 94% of the student population studies full time, 83% receives some form of financial aid, and 54% is female. Thirty-two percent of the student body is enrolled in baccalaureate degree programs, 57% in technical programs, 6% in transfer programs, and 5% in special permits and professional development. The student body is served by approximately 102 faculty members and 158 non-faculty staff members. On average, the student/faculty ratio is 17. The 2011-12 faculty profile revealed that 77% of faculty teaches full-time, of whom 55% is tenured and 42% has a doctoral degree. Fifteen percent of the faculty holds the rank of professor, 17% associate professor, 38% assistant professor, and 30% instructor.
Institutional Context

On December 17th, 2011, Dr. Yanaira Vázquez Cruz was designated as the Chancellor of UPR-Utuado (Certification No. 36--2011-2012 from the Board of Trustees). In compliance with General Law of the University of Puerto Rico and the established criteria for nomination of UPR-Utuado Chancellor, President Dr. Miguel Muñoz, presented upon the Board of Trustees full recommendation of doctor Vázquez Cruz as Chancellor of the UPR-Utuado (see President’s letter). The Board of Trustees accepted the recommendation and makes the position effective as of December 26th 2012.

On September 2011, a team of visitors representing the MSCHE affirmed that based on a review of the UPR-Utuado’s Monitoring Report, interviews, and other institutional documents, the institution evidenced sustained compliance with the MSCHE Characteristics of Excellence, particularly Standard 2, Planning, Resource Allocation and Institutional Renewal, Standard 3, Institutional Resources, and Standard 4, Leadership and Governance. On November 2011, the Commission acted to remove probation and to reaffirm accreditation of the UPR-Utuado.

This Monitoring Report evidences that UPR-Utuado is in compliance with the seven requirements requested by the Commission in the November 18, 2011 Status Report Letter:

1. of further implementation of the UPR Action Plan, including evidence that the action plan is being assessed and data are used for improvements (Standard 7).
2. that steps have been taken to assure continuity and stability of institutional leadership, particularly in times of governmental transitions (Standard 5).
3. that communication between the Central Administration and the institution, is clear, timely, accurate, and made available to all constituents (Standard 4).
4. of the development and implementation of an enrollment management plan and the utilization of those results in program planning and budgeting (Standard 8).

As this report demonstrates, 2011 represents a significant year for UPR-Utuado. Throughout this year, the institution, along with the UPR System, performed a comprehensive assessment allowing us to identify current and future challenges, to prepare us for them and to grow stronger. Today we feel better prepared to continue fulfilling the UPR-Utuado’s mission and impacting positively the region.
Progress to Date and Current Status

Commission’s Requirement No. 1
Evidence of further implementation of the UPR Action Plan, including evidence that the action plan is being assessed and data is used for improvements (Standard 7)

On September 2010, the University of Puerto Rico presented to the MSCHE the Action Plan for Ongoing and Sustained Compliance with the Leadership and Governance, Educational Offerings, and Institutional Resources Standards of Excellence to address Commission’s concerns and expectations underlying the probationary actions in context with relevant elements of each of the Standards of Excellence. Through this Action Plan, the UPR aimed to: (1) foster an enhanced institutional climate and identity; (2) develop an Open University Culture; (3) revisit and empower leadership and governance at all levels; (4) guarantee sustained length, rigor and depth of academic offerings; (5) secure continuity and institutional effectiveness with available resources, and; (6) maintain and nurture additional sources of funding to continue advancing institutional education, research, and service priorities. The actions and activities therein have been effectively deployed and assessed at all levels of the University system, towards sustained and ongoing compliance with the affected standards at the system and each unit level.

Aligned with Systemic Action Plan, UPR-Utuado also prepared the University of Puerto Rico at Utuado Action Plan for Sustained Compliance with the Leadership and Governance, Educational Offerings, and Institutional Resources Standards of Excellence. The goals, activities, and outcome indicators in the Plan were carefully designed to evidence: (1) compliance with Standard 4 (Leadership and Governance), (2) compliance with Standard 11 (Educational Offerings), and (3) steps taken to improve institutional finances and seeking alternative funding sources in accordance with Standard 3 (Institutional Resources).

Assessment of the UPR Action Plan
Assessment of the UPR Action Plan includes documenting evidence of the implementation of actions and activities, and indicators of compliance and success of stated goals. Progress reports, data and supporting documentation have been systematically collected, reviewed and organized in an Implementation and Assessment Report.

The level of progress of the 64 activities in the UPR Action Plan results from the analysis of the Implementation and Assessment Report: 63 or 99% of the proposed activities are already in compliance (45) or in progress (18). Meaningful indicators of successful implementation of the UPR Action Plan include:

1. Documented progress in critical aspects of the institution, evidenced by reaffirmation of full compliance with the standards under review by the MSCHE within the first 15 months of the 24–month period prescribed for probationary actions (7 of 10 units within the first 10 months and the remaining 3 within the following 5 months).
2. No events impacting continuity of UPR’s mission have been experienced since the deployment of the UPR Action Plan, which significantly contributed to MSCHE affirmation of compliance.

3. An increase in freshman applicants in the order of 32% (as of February 24, 2012, with the admission process still in progress), and a first to second session retention of the order of 94% (the highest rate since 1995-1996), validate an improved institutional climate and effectiveness of the Communication and Recruitment Plan.

4. Improved communication with constituents, including the President’s meetings with student leadership and campus visits, campus visits by the Board of Trustees, the development of the 2011 Summer Policy and the Tuition Exemption Policy with broad unit participation, and the renewed webpage, among others informed throughout this report.

5. Strengthened stability, leadership and institutional climate following the appointment of Dr. Miguel Muñoz as President.

6. Ongoing self-assessment by the Board of Trustees that has resulted in: the drafting of an Action Plan for sustained compliance with applicable accreditation standards and expectations, and short and long term priority setting; reviewing their Internal Bylaws, and Conflict of Interest Policy and a strengthened orientation process for new members.

7. Effective implementation of measures in compliance with Standard 3 have resulted in the ability to grant faculty promotions; negotiate employee benefits; closing of FY 2010-2011 with zero deficits in all units; and in increased Budget allocations to the Units in FY 2011-2012.

8. The final draft of the FY 2011 Financial Statement has already been submitted to the auditors and the Audited Financial Statement is projected to be issued in March 2012.

On September 2011, UPR-Utuado’s Action Plan proved to be effectively assessed and implemented. After reviewing the monitoring report and other documents, and interviewing campus community, the team of visitors representing the Commission affirmed that the institution continues to meet the Standard of Excellence under review. Furthermore, the visitors commended:

1. The faculty, staff, administration, and students of UPR-Utuado for fully embracing the mission of the institution.

2. The leadership of UPR-Utuado for improving communication with faculty, staff, and students on issues of importance to the campus.

3. The UPR central leadership for assisting UPR-Utuado in its planning and financial efforts.


5. The institution for operating with a balanced budget during the past several challenging financial years.

6. The resolve of the system and UPR-Utuado to persevere during the challenging financial conditions that face Puerto Rico and many US states.
Today, UPR-Utuado Action Plan continues to be implemented and assessed (see Appendix 1--Implementation and Assessment Report). The Accreditation, Planning, and Budget Committee is constantly working in collaboration and direct communication with the Vice Presidency of Academic Affairs to implement, monitor, and gather outcome evidence and to evaluate and assess accomplishment of goals and objectives in both UPR System and UPR-Utuado Action Plans. The campus community has been kept informed regarding the progress of goals and activities depicted in the UPR-Utuado Action Plan through meetings with the Chancellor, and Chancellor and Deans’ reports available to the institutional community (see Faculty Meeting Report—October 2011).

Assessment of the UPR-Utuado Action Plan

The level of progress of the 42 activities in the UPR-Utuado Action Plan results from the analysis of the Implementation and Assessment Report. Of the proposed activities, 90% are in compliance, 7% are in progress, and 3% initiated.

Meaningful indicators of successful implementation of the UPR-Utuado Action Plan include:

1. UPR-Utuado reaffirmation of full compliance with the standards under review by the MSCHE within the first 15 months of the 24–month period prescribed for probationary actions.

2. No events impacting continuity of UPR-Utuado’s mission have been experienced since the deployment of the UPR-Utuado Action Plan, which significantly contributed to MSCHE affirmation of compliance.

3. Improved communication between the Central Administration and the institution, including campus visits by the President and the Board of Trustees.

4. Improved communication with campus community, including Chancellor’s formal and informal meetings with student, faculty, and non-faculty employees. The flow and exchange of timely and accurate information has been optimized to foster productive communication and input to all sectors of the University Community, to stimulate a climate of trust, collaboration, commitment, and identification with the institution’s mission, goals, and challenges.

5. Ongoing self-assessment by the UPR-Utuado Accreditation, Planning, and Budget Committee has resulted in institutional improvements such as:

   a. Continued and effective accomplishment of the institutional mission and goals with the available resources by developing and implementing the appropriate financial measures. In collaboration with the UPR Central Administration, the UPR-Utuado’s Accreditation, Planning, and Budget Committee developed a 5-year budget projection that is being used in the development process of the new strategic plan according to the current and future economic scenarios. The on-developing new strategic plan is incorporating: (1) broad participation of representatives of various campus community members including faculty and students in priority setting Project, (2) cost-cutting measures and program changes necessary to meet a continued budget reduction over a three to five-year period, and (3) a demographic analysis of the pool of college-qualified students who could be potential applicants to the institution. (see Monitoring Report—September 2011, page 21)

   b. The reevaluation of the roles and responsibilities of UPR-Utuado’s leadership and governance to promote an environment that stimulates and enforces compliance with the best practices in University rules and regulations, leadership, governance, and institutional integrity accreditation standards.
Commission Requirement No. 2
Evidence that steps have been taken to assure continuity and stability of institutional leadership, particularly in times of governmental transitions (Standard 5)

The University of Puerto Rico at Utuado began a transition process on January 2011, since the resignation of former Chancellor, Dr. Iris Mercado for health reasons. In compliance with UPR Bylaws, the President named Prof. Eladio González as acting Chancellor and set the agenda for a mandated consultation process for the designation of a new chancellor. From September to November 2011, President Muñoz conducted the consultation process that concluded on December 2011 with the designation of Dr. Yanaira Vázquez-Cruz as Chancellor by the Board of Trustees. During this time of leadership transition steps have been taken to maintain the necessary level of continuity and stability in key areas to carry on with its mission.

The UPR System Strategic Plan (Ten for the Decade), the institutional effectiveness assessment process, the UPR-Utuado strategic planning process and budget projections, guarantee the continuity of critical administrative and academic functions in the event of retirement or resignation of key personnel in the institution. As an institutional practice, before leaving the office, each officer with administrative responsibility and leadership, prepares a transition report and meets with the newly appointed person.

It’s also important to point out that middle-management in the administrative and academic offices remain in their position, which maintains experience and stability during the transition process. UPR-Utuado offers training opportunities and workshops on and off campus to further develop and enhance the skills of academic and administrative personnel. Table 1 presents the composition of current executive staff at UPR-Utuado with their background and years of experience:

<table>
<thead>
<tr>
<th>Name/Deanship</th>
<th>Current Position</th>
<th>Year of Appointment</th>
<th>Previous position</th>
<th>Years in UPR System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chancellor's Office</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yanaira Vázquez</td>
<td>Chancellor</td>
<td>2011</td>
<td>UPR President’s Assistant</td>
<td>4</td>
</tr>
<tr>
<td>Javier Lugo</td>
<td>Planning and Institutional Research Director</td>
<td>2012</td>
<td>Institutional Assessment Coordinator</td>
<td>3</td>
</tr>
<tr>
<td>Gonzalo Colón</td>
<td>Budget Director</td>
<td>2012</td>
<td>Budget Director UPR-Cayey</td>
<td>23</td>
</tr>
<tr>
<td>Ángel Custodio</td>
<td>Sponsored Projects Coordinator</td>
<td>2009</td>
<td>Assistant Professor Agricultural</td>
<td>4</td>
</tr>
<tr>
<td>Maricelis Rivera</td>
<td>Information Systems Director</td>
<td>2009</td>
<td>Information Technician Specialist</td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Affairs Deanship</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Carlos Casanova</td>
<td>Academic Affairs Dean</td>
<td>2012</td>
<td>Associate Dean of Academic Affairs UPR-Cayey</td>
<td>17</td>
</tr>
<tr>
<td>Vivian Vélez</td>
<td>Business Administration and Office Systems Department Director</td>
<td>2012</td>
<td>Instructor</td>
<td>9</td>
</tr>
</tbody>
</table>
The Chancellor will initiate the consultation processes for the UPR-Utuado executive staff, including the Deans, in March 2012 in compliance with the UPR General Bylaws (see Article 20, section 20.1.1, page 17).

UPR-Utuado has effectively assured continuity and stability in the accomplishment of its mission during leadership transitions as evidenced by the successful reaffirmation of accreditation in November 2011.

On February 11, 2011, President de la Torre presented his resignation for family reasons. To support the necessary institutional continuity and stability, critical at its present juncture, on February 14, 2011, the Board of Trustees appointed Dr. Miguel A. Muñoz as Acting President. Dr. Muñoz’s credentials, experience as former Acting President, and Chancellor of the Mayagüez Campus, rendered a transition period unnecessary thanks to his full command of current issues and challenges faced by the Institution. For the same reasons, the Acting Chancellor of the Mayagüez Campus, until Muñoz’s appointment as Chancellor, was appointed again to the post.

At System level on June 22, 2011, following the appropriate consultation process, the Board of Trustees appointed Dr. Miguel Muñoz President of the University of Puerto Rico. His appointment
supported continuity and stability in leadership provided that he served previously as Acting President and as the Chancellor of the Mayaguez Campus. As documented in previous reports, both former President de la Torre as well as President Muñoz maintained a significant number of key leadership and filled most vacant positions with personnel of vast experience in the same post or office, to warrant the adequate expertise and historic memory to assure continuity and stability.

From September to November 2011, President Muñoz conducted the mandated consultation process for appointment of Chancellors of UPR in Utuado and Mayagüez Campus, the only two units in the system with Acting Chancellors when he was appointed. On December 2011 the Board of Trustees appointed the Chancellors recommended by the President to both units. On December 21, 2011, the Vice President for Academic Affairs notified the appointments to the MSCHE and the Puerto Rico Council on Education. The President has instructed the newly appointed Chancellors to promptly set forth the consultation processes for the appointments of pending positions at their respective campuses.

Informal transition processes have traditionally existed in the UPR System. Nonetheless, the Board of Trustees is committed with developing a formal systemic transition or succession policy, based on the evaluation of the effectiveness of the search, consulting and transition processes in the University and best practices in other institutions (UPR Action Plan I.C.8)
Commission Requirement No. 3

Evidence that communication between the Central Administration and the institution, is clear, timely, accurate, and made available to all constituents (Standard 4).

The UPR Central Administration has demonstrated and reaffirmed its commitment to foster timely, accurate communication with UPR-Utuado administration, and their community promoting open and clear conversations available to all campus community. Relevant systemic announcements, events and issues are communicated from Central Administration to all Utuado’s campus community directly with periodic postings by Cartero AC (Central Administration’s Electronic Mailman) through UPR System network, with communications, announcements, press releases, TV, radio, and press interventions. At the unit level, several on-site visits from UPR President and its senior staff have taken place at Utuado to meet with the campus community. Specifically, President Muñoz has visited Utuado's campus to (see Summary of Workshops/Meetings held at UPR-Utuado from President's Office):

1. attend meetings of the Academic Senate to initiate the consultation process and to listen and consider their ideas and concerns and keep them informed on institutional matters.
2. introduce Dr. Tito Guerrero III as new MSCHE’s Liaison and to exchange ideas with staff, faculty, and students in preparation for the September 2011 Monitoring Report.
3. offer the Conference/Workshop on Leadership and Governance of the University System.

Likewise, the Vice Presidency for Academic Affairs and their senior staff have also conducted regular meetings, in campus and at the Central Administration, especially to support and advance the institutional professional and specialized accreditation agenda through guidance, planning, and preparatory meetings with unit accreditation committees (see Summary of Workshops/Meetings held at UPR-Utuado from President’s Office). Continuous communication has also occurred between President and Chancellor, and Vice President of Academic Affairs with Deans of Academic Affairs through regular meetings at the Central Administration.

Periodic Forums with Elected Student Leadership

The General Student Council (GSC), duly elected at each institutional unit, is the only entity recognized by Law and University Bylaws with the role and responsibility of channeling student input to the University administration. In order to promote active participation in leadership of students that model best academic practices and accomplishment of the institution’s mission and goals toward its student body, as contemplated in the Action Plan, in compliance with Certification No. 154 (2010-2011) of the Board of Trustees, all elected student leaders are required to maintain eligibility criteria established in Student Bylaws during the length of their terms. These criteria include, among others, being a full time student and maintaining a minimum GPA of 2.5.
The UPR administration at all levels have demonstrated and reaffirms its commitment with actively promoting an open and transparent dialogue with the Presidents of the GSC’s, to listen and consider their concerns, share developments regarding issues that affect them, and jointly seek new ideas and explore viable solutions to face the institution’s current challenges, within the framework of an open and functioning University. As intended in the UPR Action Plan (UPR Action Plan I.A.2) and evidenced in previous reports, periodic meetings of the President with unit Student Council Presidents have been institutionalized, to keep them abreast and receive their input on institutional issues that affect them.

Upon certification of the eleven (11) Student Council Presidents by their respective Deans for Academic Affairs, the first meeting of academic year (AY) 2010–2011 was held on November 4, 2011. In said meeting, Student Council Presidents brought to the attention of the UPR President observations, questions and concerns on several issues, particularly, the Extended University, the Special Scholarship Fund, faculty promotions, and campus security. The President and staff provided them with current information on these issues and took their concerns under advice. Responding to their input: (1) clear directives regarding the programming of traditional courses and of courses in the Extended University format, as well as eligibility requirements for student aid both for traditional and Extended University courses have been issued; (2) measures have been implemented, and procedures and policies are being developed to further expedite the disbursement of the Special Scholarship Fund; (3) promotions are being granted to the first group of eligible pending faculty, and; (4) measures and plans are being developed and implemented to improve campus security, especially in the Río Piedras Campus, with the full support of the President.

The President will convene the Student Council Presidents during the current semester to personally update them on these matters and to continue to listen and consider their ideas.

**Informational and Listening Sessions by Senior Leaders**

To reinforce an institutional climate of mutual trust and respect, President Muñoz established as a top priority in his agenda to conduct campus visits for face to face dialogues with constituents on major institutional issues and concerns.

1. During his one year tenure (from February 2011 to present), the President and senior staff have visited all units in the System, more than once. For example, the President actively participated in AY 2011-2012 freshman student orientation proceedings at Río Piedras and Mayaguez Campus, UPR Humacao, Cayey, Carolina and Utuado, and has attended meetings of the Academic Senates of the Río Piedras and Mayaguez Campus, and UPR Utuado, to listen and consider their ideas and concerns and keep them informed on institutional matters.

2. The President and senior staff also: (1) visited the Río Piedras Campus, UPR Cayey and UPR Utuado in August 2011 with Dr. Tito Guerrero III, Vice President of the MSCHE, to introduce him as new Liaison and exchange ideas with staff, faculty and students in preparation for the September 2011 Monitoring Reports and site visits to these units; (2) offered the
3. Likewise, the Board of Trustees continue conducting campus visits to hold listening sessions with Academic Senates, staff, faculty and students to gain firsthand knowledge of their planning and progress, main issues and needs, and the state of physical facilities ([UPR Action Plan I.A.2]). During AY 2011-2012 the Board visited with UPR Arecibo and Humacao (October 2011), UPR and Río Piedras Campus (November 2011) and UPR Aguadilla (January 2012).

4. The Vice President for Academic Affairs and staff also routinely conduct campus visits, especially to articulate advance the institutional, professional and specialized accreditation agenda, through guidance, planning and preparatory meetings with unit accreditation committees. Examples during the current academic year include:

   - August 16, 2011 – Meeting of Dr. Guerrero with the UPR President and Staff, President of the Board of Trustees, and Chancellors.
   - August 17-19, 2011 – Meeting of Dr. Guerrero with institutional leadership and institutional accreditation committee members at UPR Utuado, Cayey and the Río Piedras Campus, respectively.
   - September 6, 2011 – UPR Utuado preparatory meeting for MSCHE site visit.
   - August 16 and 25, September 13, 2011 - Series of workshops on Strategic Planning and Budgeting offered at UPR Utuado.

5. The Vice Presidency for Academic Affairs also coordinates systemic-collaborative peer review evaluations for programs and services seeking professional and specialized accreditation respectively, through mentoring and mock visits by volunteer faculty from programs and services successfully accredited, that provide valuable feedback to ensure compliance in the formal evaluation process.

Periodic Surveys

In collaboration with institutional research of the Planning and Institutional Research Offices throughout the system, the Vice President of Academic Affairs is coordinating the design and administration of studies and surveys about situations and issues that concern and affect the University Community, to use results to improve the institution ([UPR Action Plan I.A.2]).

Among other activities, on May 2011 a survey was designed and administered on several UPR feeder high schools that reflected a reduction of 17% or more in applicants in the 2011 freshman admission, to assess their priorities and perceptions. For triangulation purposes, on November 2011 a similar survey was administered to public and private School Counselors, Counselors of High School Teachers Facilitators, and University Counselors Liaisons during the Primer Circuito de Consejeros Escolares – Sistema UPR (First Circuit of School Counselors – UPR System), and to Public School Directors during a series of workshops offered in collaboration with the Puerto Rico Department of Education. Results of these surveys were crucial in the development and implementation of the UPR System Communication and Recruitment Plan.
A pilot survey around the prongs and goals that guide Section I of the Action Plan is currently being developed and validated, to be administered to faculty, students and staff during the current academic year.

**New Tuition Exemption Policy**

The President and the Board of Trustees have fully honored the institutional commitment in Board of Trustees Certification No. 128 (2009-2010), of promoting broad participation in the formulation of a new Tuition Exemption Policy, within the Calendar set forth in Board of Trustees Certification No. 131 (2009-2010). The development of said Policy from January 2012 to present included two rounds of posting the Policy Draft for feedback from the Community, the suggestions and recommendations of the University Board, the President, and the Board of Trustees.

On August 8, 2011, the Board of Trustees approved the President’s proposal for the Tuition Exemption Policy. The new Policy embraces most recommendations in Certification No. 19 (2010-2011) of the University Board, and fully complies with the recommendations by the Internal Auditors Office of the Board of Trustees. Its formal emission was left pending the President's recommendations to the Board regarding establishing a deadline for granting of tuition exemptions for each academic session, and the method to determine the top 5% for Honor Roll.

On January 21, 2012, the President presented his recommendations on the remaining issues, supported by results from a series of tests performed with historical student data. The Board embraced his recommendations and approved the new Tuition Exemption Policy, effective on the first session of AY 2012-2013, through their Certification No. 50 (2011-2012).

Currently, the Vice Presidency of Academic and Student Affairs coordinate the Policy implementation, through rounds of working meetings with an Implementation Committee at central level, all responsible officers at unit level, and a focal group with representation of all players in the process of granting, processing and reporting tuition exemptions (Figure 1), to prompt the necessary agreements on programming and procedures to ensure its equitable implementation throughout the System.

**Figure 1**

Tuition Exemption Implementation Workgroups
New Summer Offering Policy

The University Board approved Certification No. 34 (2009-2010), to draft a proposal for a new Summer Offering Policy to support continuity of summer offerings with available resources, taking into account related recommendations in Board of Trustees Certification No. 131 (2009-2010) and feedback from the Academic Senates (UPR Action Plan I.C.1). The charge was referred to the Academic Affairs Committee of the University Board, composed of student, faculty and administration representatives, who formally set a schedule to complete the task.

Considering the fiscal situation, the Committee focused on identifying possible scenarios for a feasible summer 2011 offering framed on: (1) promoting a financing model where students, faculty and the institution proportionately contribute to that end; (2) supporting a uniform scale throughout the system both for course charges and faculty compensation. The Policy draft prepared by the Academic Affairs Committee—which proposed several scenarios or combinations of carrying capacity per course, charge per course, and faculty compensation, balancing as much as possible percentage reductions in summer compensation with the resulting percentage increase in the charge per summer course, with the institution covering indirect costs—was considered by the Budget Committee of the University Board with input from the Academic Senates.

Through their Certification No. 17 (2010-2011), on May 2011 the University Board approved the proposal for the 2011 Summer Offer Policy presented by its Academic Affairs and Budget committees, which entailed the self-financing of courses through one of the several scenarios considered, to warrant the viability of a summer offering. The proposal embodied the consensus reached by all the sectors of the University Community represented in the University Board, with the input from unit Academic Senates.

Through their Certification No. 130 (2010-2011), the Board of Trustees issued the 2011 Summer Session Policy, as proposed by the President and the University Board. All units were able to offer the 2011 summer session.

In collaboration with the Academic Deans, the Vice Presidency for Academic Affairs recently completed the evaluation of the implementation of Certification 130 and will inform the University Board and the Board of Trustees in their respective March meetings, with the corresponding recommendations for the next summer session.

Chancellors and other Key Campus Leadership Role in Policy Development and Decision Making

The University of Puerto Rico Law and Regulations clearly define the institution's governing, executive, and advisory structure and respective roles and responsibilities in the development of policies and decision making processes. Decision making at the System and unit levels are regulated by applicable laws, University rules and regulations, complimentary bylaws, resolutions by the
Board of Trustees, President’s and Chancellors’ directives, and rules and regulations adopted by each advisory body within their roles and responsibilities (http://sindicous.upr.edu/)

Specific activities have been developed and implemented to advise and enforce clear institutional policies in place in the UPR, specifying the respective authority, roles and responsibilities in shared governance of the governing, executive, and advisory entities at campus and System levels:

1. The President developed a Conference/Workshop bestowing a thorough review of the prevailing laws and regulations regarding the roles and responsibilities of all University officials, bodies, leaders and entities that constitute the Leadership and Governance of the University System, in alignment with applicable MSCHE Standards of Excellence, requirements, guidelines and expectations. Its objective is to enhance understanding and appropriate exercise of the roles and responsibilities of all constituents of the University Community, leading to an institutional climate of trust and respect that guarantees the effectiveness and continuity of the accomplishment of institutional mission and goals.

2. The Conference/Workshop has been offered to the UPR Utuado (August 2011) and UPR Arecibo (October 2011), and to the Board of Trustees during their February 17-18, 2012 retreat, and will continue to be offered at different levels of the institution, including Chancellors, Academic and Student Deans.

3. Workshops on Parliamentary Processes have been offered to Chancellors and President’s senior staff, student and faculty members of the University Board and Academic Senates: (1) August, 2011, Academic Senates of Rio Piedras and Medical Sciences Campus; (2) September, 2011, Academic Senate and Administrative Board of UPR Cayey; (3) October, 2011, General Student Council of the Medical Sciences Campus, and faculty and students of the University Board; (4) September, 2011 Academic Senate of the UPR Arecibo. Workshops for Academic Senates of UPR Arecibo, Aguadilla and Utuado, and for Chancellors and President Staff are being scheduled to be offered during the current semester.

4. All Chancellors and one member of the Board of Trustees, attended the National Summit for College and University Presidents on Campus Safety, hosted by the United States Department of Justice Office on Violence Against Women in collaboration with the United States Department of Education, held on October 3-4, 2011 in Washington, DC. In the Summit, key issues concerning campus safety were addressed, including domestic violence, dating violence, sexual assault, and stalking, as well as how to develop a model Campus Safety Plan.

5. On February 17-18, 2012 the Board of Trustees, with the participation of the President and senior staff, the Board’s External Consultant and a Guest Speaker from the Association of Governing Boards, held a retreat to continue the self-assessment of the Board and the development and implementation of the resulting action plan, provide orientation to new members, and address key issues for the Board and the institution. The goal is to promote an integrated vision of the University System and its Board for the effective accomplishment of its mission and goals, in compliance with institutional accreditation applicable standards of excellence and expectations.

6. The Vice Presidency for Academic Affairs is coordinating a workshop on Conflict Prevention and Resolution to be offered to the President’s key staff, Chancellors and Deans during the current academic year.
The President, Chancellors and key campus leadership are crucial to support coherence and articulation of the University as a system. Chancellors, Deans, Department and Office Directors and other campus officers and leadership participate actively in policy development and decision making at System level (UPR Action Plan I.C.7). The following are evidenced examples of sustained active participation of Chancellors and other key campus leaders on policy development and implementation and decision making (UPR Action Plan I.C.7).

1. The President and Central Administration senior staff meet with the corresponding officers with common functions and charge in the units once or twice a month, of more often when necessary, to articulate advance institutional agenda; exchange updates on systemic and unit issues; the enforcement, review, development, implementation and assessment of procedures, policies and practices; and joint decision making. Among others, the President with Chancellors; the Vice President for Academic Affairs with Deans for Academic Affairs, Deans for Student Affairs, Registrars, Directors of the Divisions of Continuing Education and Institutional Studies, Directors of Institutional Planning and Institutional Research, Directors of the Offices of Quality of Life, institutional, professional and specialized Accreditation Coordinators; the Vice President for Research and Technology with Deans of Graduate Studies and Research of the three main campuses, researchers and principal investigators, and Directors of the Office of Information Systems; the Budget Office and Finance Office with Deans of Administrative Affairs, unit Budget Directors, and unit Finance Directors; the Special Assistant to the President for Press and Communications with unit Communication Directors, and so forth. Extensive evidence is available of these sustained systemic communication and coordination.

2. The Think Tank, constituted by the Vice Presidency for Academic Affairs following the Commission’s June 2010 probationary actions, are key players in the Mid-Term review of the UPR Strategic Plan, Ten for the Decade. The Think Tank is composed of representatives of the Chancellors and President key staff for ongoing critical self-assessment of internal and external factors that impact the achievement of institutional priorities and mission.

3. The Task Force appointed by the President in 2010 with accreditation coordinators from all units recommended by their Chancellors, work in close communication with the Vice Presidency for Academic Affairs to guarantee systemic input throughout institutional evaluation processes, and to monitor full execution of the current UPR Action Plan providing feedback and recommendations for better accomplishment of its goals.

4. Multiple meetings were held with the Think Tank, Task Force, President Staff, Chancellors, the University Board and the Board of Trustees for ongoing review of the prongs, goals, actions and activities in the UPR Action Plan. The implementation and assessment process of the Plan integrates the input and participation of all sectors of the University Community and stakeholders in a manner appropriate to their charge, roles and responsibilities. To that end, drafts and final accreditation reports and assessment reports on the implementation of the Action Plan are posted and continuously updated at the System and unit level to inform the University Community at large and receive their input.

5. Capitalizing on the expertise on institutional research of the Planning and Institutional Research Offices throughout the system, the Vice President of Academic Affairs is coordinating the design and administration of studies and periodic surveys about situations and issues that concern and affect the University Community, to use results to improve the institution (UPR Action Plan I.A.2).
6. President and Chancellors together developed and fully implemented a Continuity and Security Plan which demonstrated to be effective allowing all campus to remain open and operational following the Commission’s actions to present. The Plan defines, among other elements, the internal/external channels and levels of communication, strategies and means to guarantee the continuity of operations and safeguard the integrity of the institution both under normal and extraordinary circumstances (UPR Action Plan, III.A.5).

7. System-wide initiatives in collaboration with the Puerto Rico Department of Consumers Affairs (DACO by its Spanish acronym) are in place, to: (1) Provide student orientations on the adequate use of information and communication technologies, risks and responsibilities related to the production, possession and distribution of child pornography, cyberbullying, sexting, grooming, and the like; (2) deployment of the project Ruta Segura, which provides information on housing and dormitories in compliance with DACO requirements, and safe pedestrian routes in campus and surroundings.

8. Together with Budget and Finance Directors at system and unit levels, the President and Chancellors developed and periodically update the long term financial plan, and assess the effectiveness of structures and processes to integrate more efficient practices.

9. Deans for Students Affairs provided substantive input for the implementation of the UPR Special Scholarship Fund Bylaws, as well as the improvement of students’ services, tuition process, programmatic offerings, and the implementation of the electronic vote.

10. University President and staff, Chancellors, Deans for Students Affairs and Financial Aid Directors actively worked together and developed a uniform implementation procedure throughout the UPR System of the Bylaws of the Special Scholarship Fund of the UPR in Board of Trustees Certification No. 70 (2010-2011).

11. University President and staff, Chancellors and Directors of the Divisions of Continuing Education and Professional Studies (DCEPS) develop systemic proposals for external funding to advance the institution’s education and service strategic agenda at each unit.

12. Deans for Students Affairs collaborated with the Vice Presidency for Academic and Student Affairs in the development and full implementations of Student’s Code of Conduct and are charged with its dissemination in their respective units.

13. Following Certification No. 154 (2010-2011) of the Board of Trustees, Deans for Student Affairs certify each academic session that elected student leadership fully complies with eligibility requirements for their posts. An Ad-Hoc Committee with representatives from units Information Systems Offices and the Central Administration Information Systems Office (ISO) is collaborating with the Vice Presidency for Academic Affairs to develop a program to periodically confirm compliance with eligibility requirements. The programming elements were discussed and agreed upon after various meetings of the Vice Presidency with the Deans of Students Affairs. The ISO has scheduled System-wide trials of the programming for spring 2012.

14. Deans of Student Affairs collaborated with the Vice Presidency for Academic and Student Affairs in the development of guidelines and procedures for the direct and secret (electronic) vote of binding motions approved in student assemblies, in accordance with Law No. 128 of 2010. Official guidelines for its implementation will be issued by the President no later than March 2012.

15. A systemic committee with members recommended by the Deans for Academic Affairs designated by the Vice Presidency for Academic Affairs, addressed the University Board referral
of Certification No. 09-06 of the Academic Senate of the Mayagüez Campus, which objects the policy established in Certification No. 130 (1999-2000) of the Board of Trustees for the design, revision and registration of courses, and syllabi structure. Committee members completed a comprehensive policy review process, evaluated their implementation, identified strengths and best practices, and recommendations for improvement. On November, 2011 a report was presented to the Vice President of Academic Affairs with proposed actions to ensure a uniform and nimble system-wide process for course creation and revision, safeguarding compliance with programs’ mission, and applicable licensing and institutional and professional accreditation applicable requirements. On March 2012 the systemic committee recommendations will be further discussed and validated with focal groups composed of unit’s stakeholders during the current semester. Upon receipt, the Vice President for Academic Affairs will bring the Committee’s recommendations to the Academic Affairs Committee of the University Board.

16. The Vice Presidency for Academic and Student Affairs, in consultation with unit Deans for Academic and Student Affairs developed and implemented a new UPR System Communication and Recruitment Plan, based on the evaluation and assessment of traditional practices, focal groups, and surveys, analysis of data, trends and information, under the slogan La Universidad de Puerto Rico: ¡Acepta el reto! ¡Sé uno de los mejores! (The University of Puerto Rico: Accept the Challenge! Be one of the Best!). The Plan has been successfully executed with the available resources for freshman admission and promotion at the Vice Presidency, without external consultants or contracts.

17. Policy letter issued on January, 2012 by the Vice President for Academic Affairs in consultation with the Deans of Academic Affairs to respond to concerns regarding the approval and implementation procedures of curricular sequences, special permits, and teacher recertification initiatives in coordination with the Puerto Rico Department of Education, and the Division of Continuing Education and Professional Studies of the University of Puerto Rico.

The University Board and the Board of Trustees

Advisory and governing bodies at all levels, each with its own formal structure, rules, regulations, roles and responsibilities, include faculty and student participation: Academic Senates and Administrative Boards at campus level, and the University Board and Board of Trustees at system level.

The following are evidenced examples of sustained active participation of faculty and student representatives in institutional affairs within their respective roles and responsibilities in the formal University structure:

1. The Chancellors and the Vice Presidency for Academic Affairs keep both the Board of Trustees and the University Board continuously informed on the need for ongoing and sustainable compliance with accreditation and licensing standards to advance the institution’s mission.

2. Faculty and student representatives are responsible for keeping their peers informed of proceedings as well as to relay their input to forums, to ensure back and forth flow of timely and accurate information within each unit as well as from Central Administration to campuses. Evidence of proceedings is available at the Executive Secretaries Offices of the Academic Senate and Administrative Board of each unit, as well as the Executive Secretaries Offices of the University Board and the Board of Trustees at the Central level.
3. As established in Certification No. 100 (2005-2006) of the Board of Trustees, the President and Chancellors together with the Central Administration Budget Director, use assessment results of cost control measures and other corrective actions in place for decision making of institutional planning, and to assure balanced budgets with sufficient financial resources to carry out UPR mission and execute its plans. In continuous communication with unit Budget Directors, the Central Administration Budget Office has enforced compliance with institutional directives regarding strategic planning, budget allocation, and cost control measures at central and unit levels. It also individually assists units in thoroughly reviewing budget processes and implementing timely corrective measures.

4. The President and the Board of Trustees honored the institutional commitment in Board of Trustees Certification No. 128 (2009-2010), of promoting broad participation in the formulation of a new tuition Exemption Policy, within the Calendar set forth in Board of Trustees Certification No. 131 (2009-2010). Its development included two rounds of posting the Policy Draft for feedback from the Community, the suggestions and recommendations of the University Board, the President, and the Board of Trustees.

5. In compliance with January 2011 Certification No. 12 (2010-2011) of the University Board, a Committee composed of one student representative and one faculty representative, one Chancellor and two members of the President’s staff, was appointed to evaluate candidates to the 7 Committees of 7 and make recommendations to the President. The Committee submitted their report to the Vice Presidency for Academic Affairs on July 7, 2011.

6. Through their Certification No. 17 (2010-2011), on May 2011 the University Board approved its proposal for the 2011 Summer Offer Policy to be submitted to the Board of Trustees, which entailed the self-financing of courses to warrant the viability of a summer offering. The Policy represents the consensus reached by all the sectors of the University Community represented in the University Board, with the input from unit Academic Senates. Through their Certification No. 130 (2010-2011), the Board of Trustees issued the 2011 Summer Session Policy, as proposed by the President and the University Board. All units were able to offer the 2011 summer session.

7. As established by Certification No. 53 (2010-2011) of the Board of Trustees on November 2010, the President and Chancellors continue implementing and assessing the UPR Action Plan, analyzing data and information of practices being developed and strengthened for the continuous improvement of the institution. The President, the Vice President for Academic Affairs and Budget Director maintain the Board of Trustees informed on the progress of the Action Plan.

8. As contemplated in the Action Plan, through their Certification No. 154 (2010-2011) the Board of Trustees amended the Student General Bylaws to require elected student leadership to maintain eligibility criteria established in Student Bylaws during the length, including being a full time student with minimum GPA of 2.5 to remain eligible to their posts. In collaboration with the Deans of Student Affairs, and the Central Administration Information Systems Office, a procedure to monitor compliance with eligibility requirements is being implemented.

9. Following the April 2011 agreement with the University Board, on September 2011, the Vice Presidency for Academic Affairs issued revised Guidelines for the Discontinuation and Reactivation of Academic Offerings, formally incorporating the alternative of pausing programs in the original 2006 Guidelines.

10. On December 2011, a Special Committee charged by the Governor of Puerto Rico with assessing and making recommendations about the future of Higher Education in Puerto Rico,
with particular emphasis on the UPR as the only State supported higher education institution, submitted their report to the Governor. Through Certification No. 10 (2011-2012) and Certification No. 11 (2011-2012), the University Board suggested the President to solicit input from the Academic Senates regarding the report, to be discussed in the University Board. Embracing said recommendation, the President requested the Chancellors to call for all academic units in their campus (Department, School, College) to send their reactions to the Academic Senates, to integrate campus input and relay it to the University Board. The reports from the Senates are scheduled to be considered in the May meeting of the University Board.

The above activities have strengthened communication between the campuses and the system and have resulted in an improved institutional climate.

Communication Strategies at Unit Level

Strategies for timely and accurate delivery of institutional information to the campus community have been also developed and implemented. Some examples of the strategies utilized include:

1. Regular meetings between the Chancellor and Deans, to discuss concerns and issues considered during meetings with the University Board (see Evidence of Communication/Information between UPR Central Administration and UPR-Utuado; link 1 and link 2)

2. Regular meetings among the Deans and their staff directors to discuss ordinary matters and issues reviewed during meetings with the Vice President (see Evidence of Communication/Information between Chancellor and Deans with their Staff)

3. Regular meetings between the Academic Department Directors and their faculty to listen and consider their observations, questions, and concerns, to share relevant issues that affect them, and to jointly explore viable solutions to face the institution’s current challenges. (see Evidence of Communication/Information between Academic Department Directors and their Faculty)

4. Regular formal and informal meetings of the Chancellor and Deans with students, faculty, and non-faculty personnel, to listen and consider their observations, questions, and concerns, to share relevant issues that affect them, and together explore viable solutions to face the institution’s current challenges. (see Evidence of Formal and Informal Meetings of Chancellor and Deans with Students, Faculty, and Non-Teaching Personnel)

5. Periodic communications, announcements, and press releases are available through, hard copy, radio, and electronic postings by Cartero.upru (UPR-Utuado Administration's Electronic Mailman) to keep campus’ community continuously informed and updated on relevant announcements, events, and issues. (see Evidence of UPR-Utuado Electronic Mail, Cartero UPRU)

6. Renovation of the UPR-Utuado and library webpages to make it more appealing and user-friendly, and to keep the community informed on news and events. (http://www.uprutuado.edu/UPRU/; http://uprutuadobib.info)
Commission’s Requirement No. 4

Evidence of the development and implementation of an enrollment management plan and the utilization of those results in program planning and budgeting (Standard 8).

In the UPR System operating revenues are correlative with enrollment. As of the first session of AY 2011-2012, the UPR has an enrollment of 56,733 students. Enrollment forecasting based on institutional historical trends and other empirical data accurately helped project AY 2011-2012 enrollment for appropriate planning and resource allocation.

Granted that tuition in UPR is among the lowest in the Nation, accounting for less than 10% of its revenues, traditionally, enrollment was not considered a major factor, and planning was carried out on a yearly basis. However, ensuing the lessons learned and actions taken by the institution to address financial constraints in recent years; its commitment with maintaining the maximum enrollment that available resources allow; plus the intelligence gathered from the thorough study that gave way to the Communication and Recruitment Plan, which included demographic trends; higher education institutions (in the Island and abroad); institutional data, trends, and practices; surveys and focal groups, among other forms of assessment, the University of Puerto Rico is approaching enrollment planning in new ways.

The University is in the midst of developing and institutionalizing a Systemic Enrollment Management Plan (SEMP) aligned with institutional planning initiatives already in place, as a means to further strengthening institutional planning and effectiveness, as well as fostering student success. The model being developed responds to an integrated approach where assessment, recruitment, retention, and academic data tied to budgeting factors are analyzed as the basis for educated enrollment projections.

Among the goals tied to the UPR mission driven planning are the following:

1. Link enrollment management to academic planning
2. Stabilize enrollment
3. Foster financial sustainability
4. Student success: strengthen retention, persistence, and graduation
5. Reduce vulnerability to demographic changes and other external factors

On April 12-13, 2012 an external enrollment management specialist will be offering a workshop to UPR leadership to further develop the SEMP. The expected outcome of the development and implementation of the SEMP is for the UPR system to reach its optimal enrollment target of 60,000,
set through the analysis of enrollment trends and budget allocation in the past five years, and to stabilize enrollment thereafter for the next five years.

The UPR-Utuado is engaged in the System-wide effort to develop and sustain an Enrollment Management Plan (EMP) that is based on the university’s mission, vision, strategic, and academic plans. UPR-Utuado is a campus of social change serving a significant population of first generation college students (approximately 30%) with limited financial resources. Furthermore, UPR-Utuado is recognized by the internal and external community as the primary leader institution of higher education in the central rural region of the Island. Assessment results have identified external and internal challenges affecting recent years enrollment at Utuado and at System level.

The ultimate goal of UPR-Utuado’s EMP is to assure the successful recruitment, persistence, and graduation of the students, guaranteeing financial sustainability of the institution’s academic programs for continued achievement of its mission. The UPR-Utuado EMP will contemplate:

1. analysis of student persistence and attrition college-wide, as well as by academic program.
2. periodic review of retention data and development of short and long term action plans per program.
3. ongoing institutional activities and decisions regarding programs, services, and resource allocation based on assessment data.

As a fundamental component of the development of the UPR-Utuado’s EMP, enrollment is the goal to increase from 1,269 students in 2011-2012 to 1,427 students by 2015-2016 (Figure 2 and Table 2). This represents an annual increment of 3% in the following five years. This goal is backed by historical tendencies and takes into account projected financial resources to assure the accomplishment of UPR-Utuado’s mission (Figure 2).
Table 2 presents detailed budget distributions to Instruction, Academic Support, and Student Services. Consistent Enrollment/Academic Budget ratio of 0.01% throughout the years indicates that projected budget increase from $9,201,367 to $9,764,564 will provide financial stability to meet the expected increase in enrollment for the following five years.

Table 2
UPR-Utuafo Current Academic Budget and Enrollment for AY 2011-12 and Projection for AY 2012-13 to 2015-16

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>6,223,895</td>
<td>6,348,373</td>
<td>6,475,340</td>
<td>6,604,847</td>
<td>6,736,944</td>
</tr>
<tr>
<td>Academic Support</td>
<td>1,340,010</td>
<td>1,366,810</td>
<td>1,394,146</td>
<td>1,422,029</td>
<td>1,450,470</td>
</tr>
<tr>
<td>Student Services</td>
<td>1,457,043</td>
<td>1,486,184</td>
<td>1,515,908</td>
<td>1,546,226</td>
<td>1,577,150</td>
</tr>
<tr>
<td>TOTAL</td>
<td>9,020,948</td>
<td>9,201,367</td>
<td>9,385,394</td>
<td>9,573,102</td>
<td>9,764,564</td>
</tr>
<tr>
<td>Enrollment</td>
<td>1,269</td>
<td>1,306</td>
<td>1,345</td>
<td>1,386</td>
<td>1,427</td>
</tr>
<tr>
<td>Enrollment/Academic Budget (%)</td>
<td>0.01%</td>
<td>0.01%</td>
<td>0.01%</td>
<td>0.01%</td>
<td>0.01%</td>
</tr>
</tbody>
</table>

Source: Budget Office Central Administration and UPR-Utuafo

Data driven from assessment of strategies incorporated in the 2006-2011 Strategic Plan has been used to reinforce already existing strategies and develop new activities dedicated to increase persistence and enrollment. Examples of the reinforced strategies include school visits, and the UPR-Utuafo Open House. Recurrent community service activities such as the Agricultural Festival “Tierra Adentro” and the Counselor’s Encounter are also being used as advertising methods for recruitment (see UPR-Utuafo Promotion, Recruitment, and Diverse Community Service Activities). A positive indicator of these ongoing-implemented actions includes the increase of about 10% on first-to-second-semester persistence compared to previous year.

Although the EMP is still under development, UPR is already addressing noticed enrollment reduction from the previous year. For example, under the leadership of the Vice Presidency for Academic Affairs, in October 2011 began the implementation of the UPR Communication and Recruitment Plan under the slogan, La Universidad de Puerto Rico: ¡Acepta el Reto! ¡Sé uno de los mejores! (The University of Puerto Rico: Accept the Challenge! Be one of the Best!). Some of the plan activities developed and in progress include:

1. Organization and training of the UPR System-wide Recruitment Network.

2. UPR System-wide Open Houses for potential applicants, from October 25 to December 2, 2011 sponsored by the College Access Challenge Grant Program.

4. Series of ads and articles in major circulation newspapers.

5. Postcards mailed to 5,000 high school students that took the College Entrance Examination Board.

6. Billboard ads strategically located throughout the Island main roads.

7. Workshops offered to School Directors, Teachers, and Counselors about the new electronic transcript migration system between the UPR and the Department of Education (UPR – PES) and the electronic freshman application.

8. Service Booths at Plaza Las Américas Mall in San Juan and Plaza del Caribe Mall in Ponce on December 19–23, 2011 and January 16–22, 2012, where UPR students assisted high school students submit their freshman application and apply for student aid. This activity was co-sponsored by Empresas Fonalledas, Inc. (owners of the malls) and the College Access Challenge Grant Program, in collaboration with the UPR Central Administration Development and Alumni Office.

The UPR-Utuado is considering the effect of all activities developed at unit level and in collaboration with UPR System on recruitment for AY 2012-2013.

**Figure 3** illustrates the type of data that is currently being assessed to further analyze enrollment trends and develop the UPR-Utuado Enrollment Plan in alignment with the System plan being developed:

**Figure 3**
Conceptual Model of Enrollment Influencing Elements
Conclusion

The UPR-Utuado addresses in this report the Commission’s requirements: (1) further implementation of UPR-Utuado’s Action Plan, (2) continuity and stability of institutional leadership, (3) effective communication strategies, and (4) the developing Enrollment Management Plan.

UPR-Utuado has experienced an enriching journey since the development of its Action Plan in 2010. Today, this report presents evidence that UPR-Utuado’s Action Plan continues to be implemented successfully. The implementation of the Action Plan has helped to reaffirm its accreditation status, and to improve the communication among all campus community without impacting the continuity of UPR-Utuado’s mission. Ongoing self-assessment of the Plan by the UPR-Utuado Accreditation, Planning, and Budget Committee as well as at System level, has resulted in institutional improvements such as the developing of a 5-year plan that details how the unit will continue fulfilling its institutional mission and goals according to the current and future economic scenarios.

UPR-Utuado has effectively assured continuity and stability in the accomplishment of its mission during leadership transitions as evidenced by the successful reaffirmation of accreditation in November 2011.

As evidenced, communication between UPR Central Administration and UPR-Utuado, and within UPR-Utuado constituents is continuous and effective. The flow and exchange of information have fostered productive communication and input to all sectors of the academic community. Technology has played an important role enhancing the accessibility of communication to all the involved. However, alternative approaches such as roundtables and informal dynamics of dialogue, has helped in acquiring valuable information for incorporation into the assessment process.

UPR-Utuado has set out to develop and sustain a campus-wide enrollment management effort that is based on the university’s mission, vision, strategic, and academic planning and budgeting. Projections of enrollment considering current and future budget scenarios reaffirms the institution’s commitment to embrace current and future challenges while fulfilling our academic and social mission, and maintaining its standing as a leading institution of Higher Education in the region.

We believe that we have carefully addressed the Commission’s concerns and that this Monitoring Report provides thorough evidence that UPR-Utuado has made noteworthy progress in achieving continued compliance the MSCHE Characteristics of Excellence. The UPR-Utuado is ready to advance as an institution that maintains the stability of the institutional leadership, communicates effectively, and is effectively addressing fundamental issues such as student enrollment. While challenges still lay ahead, UPR-Utuado’s numerous strengths will allow it to maintain the prominent place in higher education it has earned since its establishment in 1979.
Appendix 1

Action Plan for Sustained Compliance with the Standards of Excellence of the Middle States Commission on Higher Education

Implementation and Assessment Report
UNIVERSITY OF PUERTO RICO AT UTUADO

Action Plan for Sustained Compliance with the Standards of Excellence of the Middle States Commission on Higher Education

Implementation and Assessment Report

As a result of a critical self-assessment of the events and circumstances that surrounded the student conflict in context with the concerns and expectations contained in the Commission’s Action, the related action by the US Department of Education, the internal and external environmental factors, and the relevant elements of Standards 4, 11 and 3, the following action plan is structured as follow:

I. Standard 4, Leadership and Governance: The institution 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.

Institutional Action Plan along Standard 4 is organized in three prongs: **Foster an Enhanced Institutional Climate and Identity, Cultivate an Open University Culture, and Revisit and Empower Leadership and Governance at All Levels**

I-A. Foster an Enhanced Institutional Climate and Identity

**Goal:** Optimize the flow and exchange of timely and accurate information and broaden opportunities for productive communication and input to all sectors of the University Community, to stimulate a climate of trust, collaboration, commitment and identification with the institution’s mission, goals, and challenges.

<table>
<thead>
<tr>
<th>ACTIONS</th>
<th>ACTIVITIES</th>
<th>ASSESSMENT</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish communication structure between university and government authorities in order to fulfill its mission.</td>
<td>Acting Chancellor and Deans meet with UPR President and staff</td>
<td>X</td>
<td>Culture of mutual support between the community in order to fulfill systemic and institutional missions. UPR-Utuado immediately implements UPR guidelines. Acting Chancellor’s Certification of Meetings</td>
</tr>
<tr>
<td>ACTIONS</td>
<td>ACTIVITIES</td>
<td>ASSESSMENT</td>
<td>OUTCOMES</td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>Initiated</td>
<td>In Progress</td>
<td>In Compliance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

- Deans hold meetings with their staff to establish the fulfillment of institutional duties before/during and after closure.
- Develop a form to evidence meetings and decisions during conflict crisis.
- Acting Chancellor and Deans hold mediation meetings with Student Council and Labor Unions.
- Designated Committee develops and includes a section on "Mediation for Student Conflicts" in the Student Manual.
- Offer workshops and conferences on "Conflict Management" for campus community.
- Acting Chancellor and UPR-Utuado Press Representative keep the internal/external community informed on the student strike and other institutional issues:
  - Blog
  - E-mail
  - Radio
<table>
<thead>
<tr>
<th>ACTIONS</th>
<th>ACTIVITIES</th>
<th>ASSESSMENT</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Acting Chancellor and Deans meet with Academic Senate, Administrative Board, and Deanships’ personnel.</td>
<td><img src="x" alt="" /></td>
<td>Meetings held, minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Administrative personnel and academic community understand conflict issues.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Institutional commitment is strengthened.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Academic calendar is updated.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Faculty/personnel return to renew campus endeavors.</td>
</tr>
<tr>
<td></td>
<td>Offer orientation on “Campus Community Rights and Duties ” for campus community.</td>
<td><img src="x" alt="" /></td>
<td>Orientation offered to the campus community.</td>
</tr>
<tr>
<td>4.</td>
<td>Explain institutional and external accountability (MSCHE, DE, HEA and licensing agencies)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Acting Chancellor keeps the internal/external community informed on institutional/external accountability after the student strike and other institutional issues:</td>
<td><img src="x" alt="" /></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• E-mail</td>
<td></td>
<td>Internal/external community knows about the impact of the strike on institutional eligibility and accreditation</td>
</tr>
<tr>
<td></td>
<td>• Letters</td>
<td></td>
<td>Appointment of an institutional liaison and committee to respond to MSCHE and prepare Monitoring Report.</td>
</tr>
<tr>
<td></td>
<td>• Meetings</td>
<td></td>
<td>Communication medias posted and periodically updated on these issues.</td>
</tr>
</tbody>
</table>
I-B. Cultivate an Open University culture

**Goal:** Support an Open University Culture that values diversity of ideas, guarantees and encourages freedom of speech and the right to dissent, while safeguarding the rights and responsibilities of all members of the University community with the continuity of the institutional education, research and service mission.

<table>
<thead>
<tr>
<th>ACTIONS</th>
<th>ACTIVITIES</th>
<th>ASSESSMENT</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ensure the continuity, fiscal, and academic integrity of the institution.</td>
<td>Acting Chancellor and Deanships establish a no-violence strategy.</td>
<td>Initiated</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Deanships' reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Acting Chancellor and Deanships keep personnel active in procedures that ensure institutional integrity and continuity.</td>
<td>In progress</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Deanships' tasks fulfilled.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Actions fulfill institutional continuity and integrity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Guarantee the institution's openness during future conflicts.</td>
<td>UPR President offers Open University guidelines to be implemented by the Chancellor.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>UPR-Utuado implements UPR's guidelines.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I-C. Revisit and empower Leadership and Governance at all levels

**Goal:** Revisit the roles and responsibilities of all community of the institution’s leadership and governance to foster an environment that stimulates and enforces compliance with the best practices in University rules and regulations, leadership, governance and institutional integrity accreditation standards, to ensure an empowered and committed leadership effectively supporting the accomplishment of the institution’s mission in a manner appropriate to their charge.

<table>
<thead>
<tr>
<th>ACTIONS</th>
<th>ACTIVITIES</th>
<th>ASSESSMENT</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Revise systemic and institutional policy structures.</td>
<td>UPR President’s Office begins the revision of Systemic policy structures.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Revision of Systemic policy structure continues under development with the participation of Chancellors and key campus leadership. Recent revised policies already implemented at UPR-Utuado: 1) New 2011 Summer Policy to support continuity of Summer Offerings with the available resources, taking into account related recommendations in Certification 131 and feedback from the Academic Senates. 2) Approval of the new Exemption Policy embracing most recommendations in Certification No. 19 (2010-2011) of the University Board, and in full compliance with recommendations by the Internal Auditors Office of the Board of Trustees. 3) Certification No. 154 (2010-2011) of the Board of Trustees amended the Student General Bylaws to require elected student leadership a minimum GPA of 2.5 to be eligible and maintain their posts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offer orientation on “Systemic Policy Revision” for campus community.</td>
<td>X</td>
<td>Orientation offered to the campus community.</td>
</tr>
<tr>
<td>ACTIONS</td>
<td>ACTIVITIES</td>
<td>ASSESSMENT</td>
<td>OUTCOMES</td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
<td>------------</td>
<td>----------</td>
</tr>
</tbody>
</table>
| 2. Strengthen governing bodies’ decision-making in order to assist UPR-Utuado’s executive officers and fulfill institutional autonomy. | Fulfillment of UPR-Utuado’s boards and committees’ meetings, certifications, and reports. | X | Governing bodies (e.g. Academic Senate, Administrative Board, etc.) and Institutional committees fulfill their agenda at external facilities.  
- Calendar amended  
- Meetings held  
- Reports handed-in  
- BA Program’s accredited  
Accreditation letters, reports & meeting minutes |
| 3. Define or clarify roles/responsibilities of governing bodies. | Acting Chancellor meets with campus community (e.g. Academic Senate, Administrative Boards, academic committees, etc.) | X | Meetings held  
Meeting minutes |
II. **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.

Institutional Action Plan along Standard 11 is organized in one main strategy: **Guaranty sustained length, rigor, and depth of the academic offerings.**

**II-A. Guaranty sustained length, rigor, and depth of the academic offerings**

**Goal:** Guarantee the continuity and the appropriate content, rigor, coherence and length of the institution's academic and research endeavors at all times, to support an effective and seamless student learning process and advance toward their degrees in harmony with the Open University Culture.

<table>
<thead>
<tr>
<th>ACTION</th>
<th>ACTIVITIES</th>
<th>ASSESSMENT</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Implement institutional policies in alignment with licensing and accreditation requirements to ensure content, rigor, depth, and length of undergraduate and graduate courses, in order to comply with their specific learning goals and objectives.</td>
<td>President's statement to the institutional community to inform and require compliance with licensing and accreditation requirements related to academic program length and instruction contact hours to assure institutional mission.</td>
<td>X</td>
<td>President's statement to inform academic community</td>
</tr>
<tr>
<td></td>
<td>Acting Chancellor’s statement to the academic community to reaffirm and require compliance of institutional policies.</td>
<td>X</td>
<td>Policy informed via meetings and implemented.</td>
</tr>
<tr>
<td></td>
<td>Amended academic calendar to ensure required instruction contact hours, in compliance with courses learning goals and objectives, rigor, and depth.</td>
<td>X</td>
<td>Amended academic calendar</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Final exams’ calendar adjusted</td>
</tr>
<tr>
<td>ACTION</td>
<td>ACTIVITIES</td>
<td>ASSESSMENT</td>
<td>OUTCOMES</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>Amended contracts of faculty and teaching assistants or implementation of any other acceptable mechanism to assure completion of required instruction contact hours and other related institutional obligations.</td>
<td>Initiated</td>
<td>In progress</td>
</tr>
<tr>
<td>2. Define strategies and actions taken and in progress to ensure content, rigor, depth, and length of undergraduate and graduate courses, internships, dissertations, thesis, research projects, and other academic activities.</td>
<td>Departmental and faculty meetings to implement class commencement protocols and ensure academic rigor, length and continuity. Establish orientation on class commencement protocol with strategies to ensure the fulfillment of students’ duties during unexpected events</td>
<td>Initiated</td>
<td>In progress</td>
</tr>
<tr>
<td></td>
<td>Chancellor’s communication to the deans and directors of academic departments requiring departmental reports of strategies and actions taken and in progress. Development of protocols for the implementation and evaluation of best practices.</td>
<td>Initiated</td>
<td>In progress</td>
</tr>
<tr>
<td>3. Achieve institutional student learning outcomes as defined for academic programs and courses.</td>
<td>Comparative analysis of student learning assessment data (i.e. grades distribution, total and partial withdrawals, incompletes, and academic degrees granted) second semesters: 2008-09 and 2009-10</td>
<td>Initiated</td>
<td>In progress</td>
</tr>
<tr>
<td>ACTION</td>
<td>ACTIVITIES</td>
<td>ASSESSMENT</td>
<td>OUTCOMES</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>Established periodical University life workshops to strengthen students’ critical thinking skills and retention.</td>
<td>X</td>
<td>Periodically workshops established and offered.</td>
</tr>
</tbody>
</table>
|        | Deanship’s analysis on academic courses:  
|        | - Conversion of courses to hybrid courses  
|        | - Identify core/sequential courses that can be hindered by unexpected events. | X | Analysis in progress to establish possible course conversions and strengthening of core/sequential courses. |
| 4. Implement measures to assure access to the learning and research resources, and availability of other essential student services. | Departmental analysis and survey to determine:  
| | - Faculty’s academic compliance  
| | - Students’ satisfaction of institutional services during closure and current needs. | X | Faculty/Student Survey Report completed |
| | Extend service hours, as appropriate. | X | Measures implemented  
<p>| | Services offered | |
| | Establish academic/student services’ emergency plan for unexpected events. | X | Plan in progress |
| | Increase the digitalization of course materials for electronic access and usage. | X | The digitalization of necessary course material |</p>
<table>
<thead>
<tr>
<th><strong>ACTION</strong></th>
<th><strong>ACTIVITIES</strong></th>
<th><strong>ASSESSMENT</strong></th>
<th><strong>OUTCOMES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Implement strategies and measures for guaranteed continuity of processes such as: admission, registration, financial assistant programs, and other essential student services.</td>
<td>Coordination of beginning and completion dates of the academic session between the units of the system and admission processes to allow transfer of students from one unit to another and fulfillment of course and program requirements.</td>
<td>X</td>
<td>Transfer students identified and assisted to accomplish transitions. Report submitted</td>
</tr>
<tr>
<td></td>
<td>Agreements of collaboration for the use of external facilities for academic and administrative activities under extraordinary situations.</td>
<td>X</td>
<td>Collaboration Agreements</td>
</tr>
<tr>
<td></td>
<td>Alternatives for students who have been admitted to graduate schools, abroad or in Puerto Rico, and must comply with admission requirements, including the degree completion in very exceptional cases.</td>
<td>X</td>
<td>Graduate students identified and assisted to accomplish graduation. Degrees conferred</td>
</tr>
</tbody>
</table>
III. 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.

Institutional Action Plan along Standard 3 is organized in two strategies: Secure continuity and institutional effectiveness with available resources and, Maintain and nurture additional sources of funding to continue advancing institutional education, research and research priorities.

III-A. Secure continuity and institutional effectiveness with available resources

Goal: Secure continuity and effective accomplishment of the institutional mission and goals with the available resources by developing and implementing the appropriate financial measures.

<table>
<thead>
<tr>
<th>ACTIONS</th>
<th>ACTIVITIES</th>
<th>ASSESSMENT</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ensure institutional operation beyond the current financial constraints.</td>
<td>UPR President statement to campus community to inform on budget crisis and require compliance with budget reductions.</td>
<td>Initiated</td>
<td>X UPR Presidents’ statements to the UPR community informing on budget crisis.</td>
</tr>
<tr>
<td></td>
<td>Board of Trustees’ emits Certifications #81 and #135 (2009-10) on Budget reductions to UPR units.</td>
<td>In progress</td>
<td>X UPR-Utuado implements budget reduction to the current budget.</td>
</tr>
<tr>
<td></td>
<td>Acting Chancellor and Administrative Dean develop UPR-Utuado’s Budget Crisis plan: Reinforce academic services Reduce administrative costs Internal/external auditing compliance</td>
<td>In Compliance</td>
<td>X Reduction of institutional expenses. Plan and measures implemented: Traditional course student capacity maximized Photocopying machines usage maximized Electronic mailing for paper cost reduction institutionalized Purchase of equipment/services fulfilled to suit institutional priorities Institutional travel, gasoline/electricity usage reduced Retirement of 30-year employees</td>
</tr>
</tbody>
</table>
### III-B. Maintain and nurture additional sources of funding to continue advancing institutional education, research, and research priorities.

**Goal:** Continue and develop initiatives to increase and diversify sources of funding to support the accomplishment of the institutional mission and goals.

<table>
<thead>
<tr>
<th>ACTIONS</th>
<th>ACTIVITIES</th>
<th>ASSESSMENT</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reinforce external funding sources.</td>
<td>UPR-Utuado searches for new external funding to ameliorate the impact of current budget crisis. Offer workshops and conference on: &quot;Intramural Practices&quot; and &quot;Green College&quot; for campus community.</td>
<td>Initiated</td>
<td>In progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## UPR-Utuado Action Plan Outcomes Assessment

<table>
<thead>
<tr>
<th>Actions</th>
<th>Number of Activities under Action</th>
<th>Activities Initiated</th>
<th>Activities in Progress</th>
<th>Activities in Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-A-1</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>I-A-2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>I-A-3</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>I-A-4</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>I-B-1</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>I-B-2</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>I-C-1</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>I-C-2</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>I-C-3</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>II-A-1</td>
<td>4</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>II-A-2</td>
<td>4</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>II-A-3</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>II-A-4</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>II-A-5</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>III-A-1</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>III-A-2</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>III-A-3</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>III-B-1</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>42</strong></td>
<td><strong>1 (2%)</strong></td>
<td><strong>5 (12%)</strong></td>
<td><strong>36 (86%)</strong></td>
</tr>
</tbody>
</table>