Introduction

Puerto Rico, officially the Commonwealth of Puerto Rico, is an unincorporated territory of the United States, located in the northeastern Caribbean Sea, east of the Dominican Republic and west of the Virgin Islands. Operates under U.S. legal, monetary, security and tariff systems dominated by agriculture until the mid 20th century, Puerto Rico's economy is now largely based on services and manufacturing segments. The Island's mountainous terrain limits agricultural activity, and cattle rearing and dairy farming have replaced sugar production as the major contributors to its agriculture sector.

Puerto Rico's Economic Outlook

Economic growth has steadily declined since the 1970s, mainly due to the high welfare expenditure of the government and the consequent increase in its fiscal deficit. Puerto Rico's five-year recession continues to affect some of the island's traditional businesses, but there are a few positive trends in line with supportive global and US conditions. The number of businesses filing for bankruptcy remains historically high, at 1,131 in May (compared with 667 in December, 2009) especially in the construction and retail industries high unemployment levels also remain a major area of concern. The country's GDP growth has turned negative in recent years, mainly due to the global economic crisis and the Island nation's close relation with the United States. The Island's real Gross Domestic Product or GDP growth rate has declined from 0.5% in 2006 to -1.8% in 2007, -2.5% in 2008 and -4.5% in 2009 and -3.6% in 2010. The country's manufacturing segment is highly efficient, since it employs only 19% of the population while contributing nearly 45% of its GDP. Puerto Rico's high tech manufacturing technology comprises of pharmaceuticals, electronics, and scientific and precision instrument units. Puerto Rico's agriculture segment constitutes only 1%-2% of the country's economic activity.

Tourism and the funds remitted by nearly 2.7 million Puerto Ricans living in the United States are the major source of revenue for this Caribbean territory. Although supportive

external conditions have provided some relief to the economy, high unemployment and the exodus of manufacturing companies have hindered the uplift in economic activity—in the first ten months of 2009-10 fiscal year the monthly index of economic activity fell by an average of 5.9% year on year. The Island's performance was one of the worst in the region, second only to Haiti's (8.5%), and slightly ahead of Venezuela's (5.5%), reflecting the dire state of the economy.

Several key data related to Puerto Rico's economy are presented below:

- GDP (real growth rate): -3.6% in 2010
- Unemployment rate: 16.3% (2010)
- Employment: 1,089.5
- Consumer Price inflation : 6.5% (2010)
- Public Deficit: 3.5 billion in 2010

Education

According to the U.S. Census Bureau, 2009 American Community Survey, 25.4% of the population 25 years and over obtained a high school diploma (includes equivalency) but did not continue a postsecondary education. In addition, 13.0% have some college, while 8.6% have an Associate Degree, 16.1% have a Bachelor's Degree and only 5.3% hold a graduate or professional degree. Table i shows the distribution of educational attainment among the Puerto Rican population:

Table i: Distribution of Educational Attainment among the Puerto Rican Population

EDUCATIONAL ATTAINMENT		
Population 25 years and over	**2,595,507**	**2,595,507**
Less than 9th grade	546,525	21.1%
9th to 12th grade, no diploma	271,320	10.5%
High school graduate (includes equivalency)	659,863	25.4%
Some college, no degree	338,465	13.0%
Associate's Degree	222,600	8.6%
Bachelor's Degree	419,040	16.1%
Graduate or professional degree	137,694	5.3%
Percent high school graduate or higher	68.5%	-
Percent Bachelor's Degree or higher	21.4%	-

Source: U.S. Census Bureau, 2009 American Community Survey

Higher Education

During decades from 1950 to 2010, Puerto Rico made significant advances in the field of education, particularly at the college and graduate school level. The transformation of Puerto Rico during the 1950s and 1960s from an agricultural economy to an industrial economy brought about an increased demand for educational services at all levels. During the 1970s and 2010s, certain higher wage, higher technology industries became

more prominent in Puerto Rico. More recently, employment in the services sector has increased significantly. This has resulted in an increased demand for workers having a higher level of education and greater expertise in various technical fields. During the same time period, enrollments in institutions of higher learning rose very rapidly due to growth in the college-age population, and the increasing proportion of college attendance by such population. Table i.1 presents comparative trend data for Puerto Rico and the United States with respect to college age population and the percentage of such population attending institutions of higher learning.

Table i.1: Trends in College Enrollment

Academic Year	Commonwealth of Puerto Rico			Mainland United States		
	Population 18-24 years of age	Higher Education Enrollment	Percent(1)	Population 18-24 years of age	Higher Education Enrollment	Percent(1)
1970	341,448(2)	57,340	16.8%	23,714,000(2)	8,580,887	36.2%
1980	397,839(2)	130,105	32.7	30,022,000(2)	12,096,895	40.3
1990	417,636(2)	156,147	37.4	26,961,000(2)	13,621,000	50.5
2000	428,892(2)	176,015	41.0	27,143,455(2)	15,312,000	56.4
2001	425,519(3)	185,015	43.5	27,831,000(3)	15,873,000	57.0
2002	422,549(3)	190,776	45.1	28,342,000(3)	15,608,000	55.1
2003	418,390(3)	199,842	47.8	28,899,571(4)	15,756,000(4)	54.5
2007	396,057	208,814	52.7	29,492,415	17,897,364	60.6

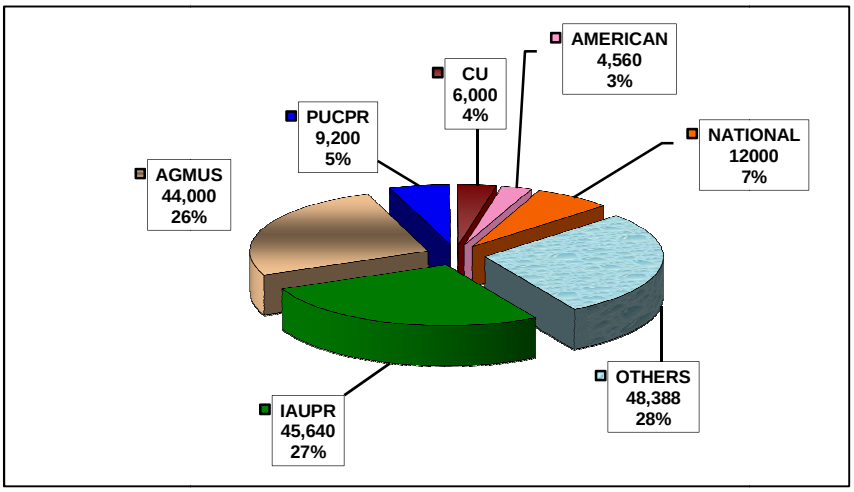
Sources: United States Census Bureau (Mainland United States Population), United States National Center for Education Statistics, Planning Board (Puerto Rico Population) and Council on Higher Education of Puerto Rico. (1)Number of persons of all ages enrolled in institutions of higher education as percent of population 18-24 years of age; NCES, IPEDS Enrollment Survey; US Census Bureau Population Estimates.

The largest and oldest university system in Puerto Rico is the public University of Puerto Rico (UPR). The largest private university systems are: Ana G. Mendez University System (AGMUS) which operates the Universidad del Turabo, Metropolitan University and Universidad del Este; Inter American University (IAUPR); and Pontifical Catholic University (PUCPR).

According to 2009 – 2010 statistics, there are 106 institutions of Higher Education in Puerto Rico with a total of 238,677 students (169,788 from private institutions and 68,889 from public institutions).

Currently, the college market share consists of: 46 institutions, 6 public, 14 private for-profit, and 32 private non-profit. Among these institutions, 50% are accredited by the Middle States Commission on Higher Education. Figure 1 presents an overview of the private Higher Education Enrollment distribution in Puerto Rico.

Figure i: Puerto Rico Higher Education Enrollment Private Sector Market Share for 2009-10



Source: Planning Office

Puerto Rico Demographics

On April 1, 2010, Puerto Rico's population was 3,725,789, or 82,821 less than in April 2000. This is the first time since the Federal Census has been conducted in Puerto Rico in which the population decreased from one decade to another. Only the state of Michigan, which has one of the three (3) highest unemployment rates in the U.S. (12.4%), had a decline in their population during the last decade. This massive emigration to the United States; and, the decrease in birth rate have caused a drop of 2.2% in the population of Puerto Rico during the last decade, according to the new 2010 Federal Census.

The Island ranks high for its poverty rate, percentage of impoverished school children, unemployment rate, and share of adults lacking a high-school diploma. The 2009 American Community Survey 1-Year Estimate indicates that 41.3% of all families residing in the Island live below the poverty level (Table i.2). This rate increases even more for families with children under 18 years (51.3%) and families with female householder with related children under 18 years (58.8%). In addition, the per capita income in the target area is $11,746 much lower than that of the State of Mississippi of $19,232 and the Nation of $26,409. One of the most startling economic indicators in the target area is the high rate of unemployment. According to the U. S. Department of Labor Statistics (December, 2010), the unemployment rate for the Island is 15.7% as compared to Nevada (14.1%) and the Nation (9.4%) This economic condition continues to worsen due to the current recession that the economy in both Puerto Rico and the Nation are experiencing.

Table i.2: Percentage of Families Living Below the Poverty Level and Per Capita Income

Descriptions	Puerto Rico	Mississippi	Nation
All families	41.3%	17.3%	10.5%
With related children under 18 years	51.3%	25.9%	16.6%
Married couple families	30.3%	6.9%	5.1%
With related children under 18 years	34.9%	9.0%	7.5%
Families with female householder	58.4%	42.6%	29.4%
With related children under 18 years	68.5%	51.5%	38.2%
Per Capita Income	$9,811	$19,232	$26,409
Unemployment Rate	16.3%	10.1%	9.4%

Source: U. S. Census data, 2009 American Community Survey

Institutional Profile

Caribbean University is a private, co-educational, non-profit Hispanic-Serving Institution that evolved from the transformation of Caribbean Junior College, founded in 1969. It provides postsecondary education to numerous college bound students not admitted to the state university. Caribbean University's stable growth from a junior college to a full university campus offering undergraduate and graduate degrees has been quite admirable among its student population. For 41 years, the Institution has primarily served an educational and economically underprivileged student population. Throughout this time period, the University has managed to sustain its fiscal stability and academic program development.

Statement of Philosophy

Caribbean University visualizes mankind as the means of all things within a humanistic setting. Man is perceived as motivated by the need to achieve and the desires to behave with responsibility. Therefore, the Institution is committed to the enhancement of the intellectual and ethical development of the University community. It accepts the responsibility to encourage respect for human dignity and the desire to compromise for the improvement of society. To better serve Puerto Rico, Caribbean University considers that higher education is not an economic or an intellectual privilege; its open doors policy is available to any responsible individual who aims to continue intellectual development. Accessibility to the University is an essential element in our Mission to reduce socio-economic disparity and fatigue. In addition, the Institution visualizes education as a fundamental right through which people develop and achieve the highest possible level, dignity, freedom, creativity, critical rational thinking, and responsibility. So, Caribbean University affirms the constitutional provision that every person has the right to access higher education and develop a stronger highly mature personality that holds respect for the fundamental rights of humankind.

Statement of Purpose

Caribbean University is committed to the principle that higher education is not an intellectual or economic privilege. All individuals have the indisputable right to develop to the highest potential. Thus, as an institution of higher learning, it strives to exercise direction and leadership by providing programs that meet the educational needs of the community. The University endeavors in developing in each student respect for the dignity of the individual; a continuous desire for learning; capacity for critical-independent reasoning; the ability to be self-sufficient; and an understanding of the need to exercise one's creative abilities and talents to the highest degree of proficiency. Basically, the University seeks to assist individuals of all ages in discovering and fulfilling their potential and become learning people rather than just learned people. Enrollment is open without consideration of race, color, sex, age, religion, nationality, ethnic origin, or physical impediment.

The Institution welcomes students who are highly motivated to seek a post-secondary education. Student's opinions, feelings, and judgment are respected. Students are expected to respect the rights of other member of the academic community. The University upholds the concept of a free, democratic spirit of inquiry and discussion on campus. Firm student-faculty contact is encouraged to insure adequate academic progress. Students may pursue programs of study leading to an associate degree, a baccalaureate degree, graduate studies and professional studies. The curriculum is generally conceived as a group of courses and planned activities within a major field and degree common course component degree: general educations, core, concentration, electives and practice; thus facilitating the associate degree graduates to transfer to baccalaureate programs. Students may continue graduate studies and professional education once they have completed their baccalaureate degree and complied with the entrance requirements of these programs. The Graduate Catalog provides more information concerning graduate studies.

Statement of Vision, Mission, and Goals

Vision

Caribbean University will encourage economic and social changes that aim at raising the level of intellectual and personal maturity of the society by means of an excellent higher educational service.

Mission

Caribbean University commits itself with the offering of a higher education based on the principle of accessibility, comprehensiveness and adaptability to meet the needs of the community. It accepts the responsibility of encouraging in its students the respect for human dignity through ethical and intellectual enlightenment and personal commitment to improve society.

Caribbean University adheres to the following goals according to its Vision and Mission statements:

1. Providing and maintaining quality education while adhering to its principle of accessibility, adaptability and comprehensiveness.
2. Enhance the Institution's decision making process through the development of an administrative system.
3. Provide new and creative support service alternatives for our students.
4. Reaffirm Caribbean University's leadership within the Puerto Rican and nearby nations' academic community, manufacturing and service business populations, local and federal government, and society in general.

Responding to the Vision and Mission, the Strategic Plan presents the following goals:

Related to Academic Affairs and Learning

Goal I: To promote and keep quality education that adheres to the principles of accessibility, comprehensiveness and adaptability.

Enrollment and Student Services

Goal II: To ensure students' success through programs and services that supports the attainment of institutional vision and mission.

Internationalization, Society Openness and Orientation

Goal III: To reaffirm Caribbean University's leadership among the academic community to project itself as a vanguard institution that generates progress, solutions and support to diverse groups in Puerto Rico, and abroad.

Physical Infrastructure, Technology and Information

Goal IV: To develop a modern technology and physical infrastructure that responds to the needs of the teaching learning process, supports learning and students' goals, and supports administrative endeavors.

Goal V: To maintain, update and replace technological infrastructure.

Financial Resources and Institutional Management

Goal VI: To maintain, broaden and increment the university financial resources needed to assure the institutional stability, and to support its growth and development at a short and long term.

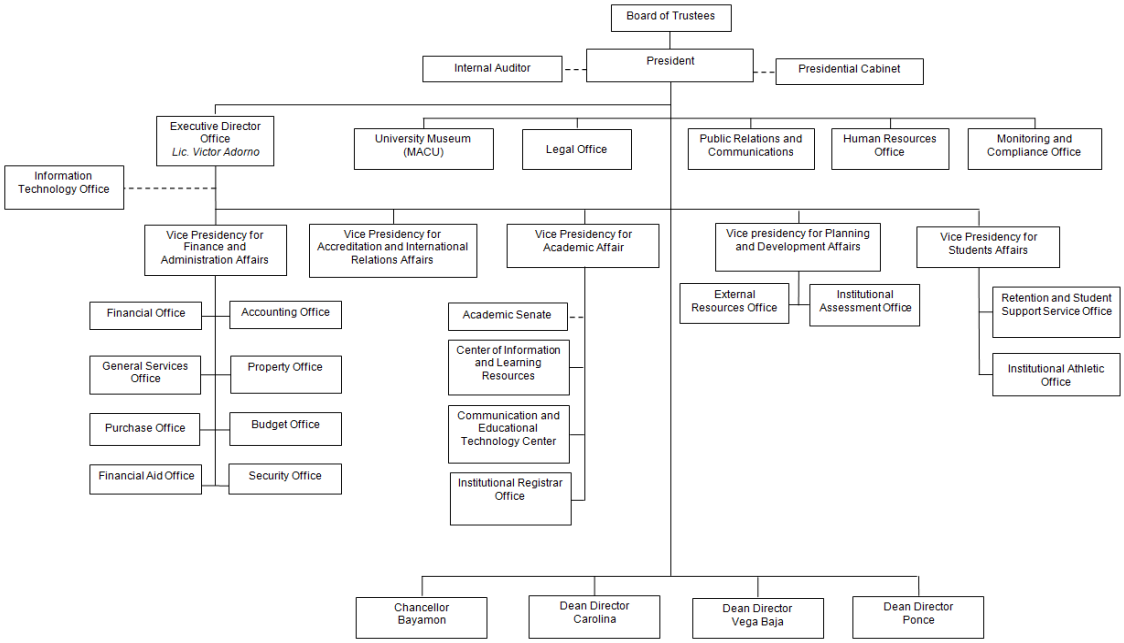
Goal VII: To develop a management and administrative system that provides the necessary information for the institutional decision making process.

Quality, Planning & Research, and Institutional Innovation

Goal VIII: To develop a structured assessment process that integrates activities aimed to evaluate all institutional components effectiveness.

The Institution is governed by a Board of Trustees whose members are representative of diverse service sectors and the broader Puerto Rican community. The President is the institution's Chief Executive Officer. Bayamón main campus is led by a Chancellor as Chief Operating Officer reporting directly to the President. Each additional location is administered by a Dean-Director who reports to the President (Figure i.1). The President's office provides general support services to the main campus and additional locations (Carolina, Vega Baja and Ponce) through its Vice Presidencies of Academic Affairs, Student Affairs, Planning and Development, and Accreditation and International Affairs.

Figure i.1: Organizational Chart



Source: Planning Office

Currently, Caribbean University offers Academic programs in Bayamón, Carolina, Vega Baja and Ponce. The academic offerings include Technical Vocational Certificates/Diploma, Associate, Baccalaureate and Master's Degree Programs. In addition, the Institution is in the process of being authorized by the Puerto Rico Council of Higher Education to offer a Doctoral Degree in Education. As of Fall 2010, Caribbean University enrollment was 5,928 composed of traditional and non-traditional students with the following profile: 99% Hispanic, 56% female, 79% undergraduate, 64% full-time and 98% low-income. The average student age for undergraduates was 25 and 39 for graduate students. The distribution of enrollment is almost equally distributed between day and evening sessions. With few exceptions, all of the students are native Puerto Ricans or of Puerto Rican descent and the majority come from the public school system. As presented in Table i.3, the student population at Caribbean University has continuously increased.

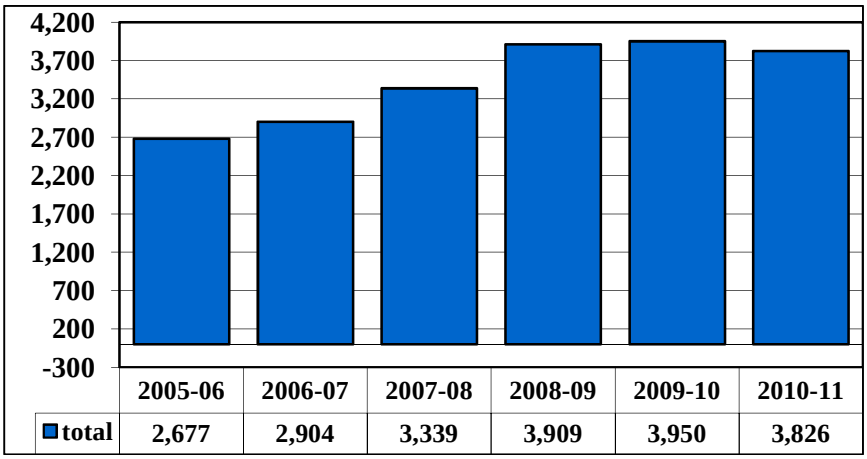
Table i.3: Caribbean University Enrollment Fall 2001-Fall 2010

Enrollment	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Undergraduate	2839	2981	3169	3700	3455	3773	3945	4386	4546	4908
Graduate	512	737	1450	1723	1708	1690	1443	1472	1141	1020
Total	3351	3718	4619	5423	5163	5463	5388	5858	5687	5928

Source: Planning Office

Figure i.2 shows the trend in Full-Time Equivalent enrollment of 2005-06 to 2010-11.

Figure i.2: Caribbean University "Full-Time Equivalent" Undergraduate 2005-06 to 2010-11



	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
total	2,677	2,904	3,339	3,909	3,950	3,826

Source: Planning Office

Table i.4 shows Caribbean University's Freshman Profile which includes distribution by GPA, Type of School and Gender. There has been a 32% increase in students GPA from 2001 to 2011.

Table i.4: Total Freshman Profile by Academic Year Fall 2001 to Fall 2010

Freshman		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
	Total	509	630	431	412	593	790	1,097	942	804	922
GPA	3.50 - 4.00	13 (2.6%)	34	41	55	58 (9.8 %)	118	116	134	124	213 (23.1%)
	3.00 - 3.49	44 (8.6)	73	65	86	123 (20.7)	167	233	187	161	193 (20.9)
	2.50 - 2.99	6 (1.2)	13	21	57	56 (9.4)	69	120	180	200	142 (15.4)
	2.00 - 2.49	199 (39.1)	239	148	132	224 (37.8)	285	411	219	178	145 (15.7)
	1..99 or less	247 (48.5)	271	156	82	132 (22.3)	151	217	222	141	229 (24.8)
Type of School	Public	428 (84.1)	542	379	334	481 (81.1)	680	957	819	716	792 (85.9)
	Private	81 (15.9)	88	52	78	112 (18.9)	110	140	123	88	130 (14.1)
Gender	Female	265 (52.1)	334	241	235	332 (56.0)	450	603	489	464	517 (56.1)
	Male	244 (47.9)	296	190	177	261 (44.0)	340	494	453	340	405 (43.9)

Source: Registrar's Office

Table i.5 shows the increase of academic degrees conferred by Caribbean University from 2001 through 2010.

Table i.5: Degrees Conferred by Academic Level Academic Years 2001 - 2010

Enrollment	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Certificates	-	-	-	-	-	-	-	13	34
Associate's	41	57	48	84	98	65	69	53	89
Bachelor's	194	224	279	258	492	321	318	300	349
Master's	31	76	176	239	298	609	600	424	333
Total	266	357	503	581	888	995	987	790	805

Source: Registrar's Office

Caribbean University's faculty integrates scholars and professionals from different backgrounds and expertise (Appendix A) matching the Institution's academic program profile. Full-time faculty provides stability and academic depth, while part-time faculty, experts in their professional fields, contributes with their specialized knowledge to the academic preparation and professional formation of our students. At the beginning of Academic Year 2009-2010, the University employed 446 faculty members; 38% are full-time and 62% are part-time. In general, 28% of the full-time faculty holds a doctorate degree.

Self-Study Process

After consultation with the faculty, and members of the administration, the Steering Committee decided to adopt the Comprehensive Self-Study Model. The same model was used for the previous accreditation process. The Committee understood that a comprehensive study would provide the opportunity to evaluate substantial changes in physical structures, academic programs, governance, faculty and student services. The Comprehensive Model helped the Institution assess its current Strategic Plan and identify its achievements, effectiveness in advancing the University mission, and future needs. The Comprehensive Self-Study Model also provides a comprehensive and useful document for the Caribbean University community, the Commonwealth of Puerto Rico and correspondent agencies.

Purposes of the Self-Study Report

The proposed goals guide the overall structure and development of the Self-Study document:

1. Advance Institutional self understanding and self improvement

- The Self-Study process will confirm our Mission and Goals, increasing our already high level of quality education, research, and community services; thereby, helping our present society providing knowledge and educational tools for problem solving.

2. The purpose of the Self-Study is to demonstrate to internal and external audiences, such as the Middle States Commission on Higher Education, government regulatory agencies, and the public in general, that the Institution meets the standards for accreditation, as stated in the Characteristic of Excellence in Higher Education.
    - Assess all aspects of Caribbean University's program services, governance, supporting structures, resources and educational outcomes in regards to the Strategic Plan and University's Vision, Mission and Goals as a whole and unified structure in the main branch (Bayamón) and all additional locations: Carolina, Vega Baja and Ponce.

3. The Comprehensive Self-Study final report will offer meaningful and useful information to the members of the Institution and must produce evidence of compliance with accreditation standards.
    - To develop a methodology to guide the study of documents and the gathering of information.
    - To develop an institutional cooperative effort to work within the Self-Study Steering Committee and the six Work Groups.

4. To identify Caribbean University's strengths and challenges and disseminate these results throughout the academic community, and to integrate the findings into our planning and assessment process as Caribbean University strives for excellence to serve our most important asset, our students.

The approved Self-Study Design is found in Appendix B.

Organization of the Steering Committee and Work Groups

The MSCHE Self-Study Steering Committee was created with the selection of participants, which included representatives from the academic and administrative areas and students. The MSCHE Self-Study Committee was divided into six work groups, each with under the leadership of a chair person. Chairs were responsible for coordinating the work of the committee based on specific standards and working directly with the members of the Steering Committee.

Central questions developed by the Steering Committee were used by the Work Groups for analysis and Institutional assessment. They were asked to provide an inventory of supporting documents that were evaluated in congruency with the University's Vision, Mission, and Goals. Reports from the work groups were to be analytical and interpretive rather than simply descriptive. The Work Groups identified strengths and challenges, at the same time submitting recommendations. All work groups were allowed to draw upon

the resources from the Vice President for Academic Affairs, Vice President of Students Affairs, Vice President for Planning and Development, and Vice President for Accreditation and International Affairs which provided staff support during the completion of the Self-Study.

Executive Committee

The Executive Committee (EC) provided a general overview, coordinated and supported the Steering Committee (SC) in order to create the structure of the Report. The EC was composed of the following members: Dr. Ana E. Cucurella-Adorno, President; Dr. Luis Javier Delgado, Vice President of Student Affairs and Chair of the Steering Committee; Dr. Edgardo Rosaly, Vice President of Accreditation and International Affairs and Co-Chair; Dr. Carlos Bonet, Vice President for Academic Affairs; Prof. Jorge Riefkohl, Vice President of Planning and Development; and, Dr. Alberto López, Dean of Academic Affairs, Bayamón Campus.

Steering Committee

The Steering Committee recommended the members of the Work Groups and was responsible for evaluating the research self designed questions, guided and coordinated the efforts of the working groups, and collected the feedback for the final Self-Study Report. Members of the Steering Committee represent different perspectives and constituencies such as: vice presidents, office directors, deans, faculty, administrators and a student, taking into consideration their leadership, skills, knowledge, experience and expertise.

Steering Committee Members
Dr. Luis Javier Delgado, Vice President of Students Affairs, Chair
Dr. Edgardo Rosaly, Vice President of Accreditation and International Affairs, Co-Chair
Mr. Víctor Adorno, Executive Director
Dr. Carlos Bonet, Vice President for Academic Affairs
Mr. Jorge Riefkohl, Vice President of Planning and Development
Mrs. Elena García, Director of Compliance and Monitoring
Mr. Israel Rodríguez, Associate Dean of Finance and Accounting
Dr. Luis Mojica, Chancellor, Bayamón Campus
Dr. Alberto López, Academic Dean, Bayamón Campus
Prof. Lilliam Matos, Dean-Director, Vega Baja
Dr. Marta Hernández, Dean-Director, Ponce
Dr. Evaristo Santos Luna, Dean-Director, Carolina
Prof. Luis Rodríguez, IT Director
Mrs. Carmen L. Aponte, Institutional Library Director
Prof. Alvin Millán, Faculty, Bayamón
Prof. Sara González, Faculty, Ponce
Prof. Neil Torres, Faculty, Vega Baja
Prof. Sonia Pacheco, Faculty, Ponce
Prof. José Trujillo, Faculty, Carolina
Prof. Emilie Hernández, Faculty, Technical/ Vocational Program, Bayamón
Ms. Iris Lafontaine, Student

Work Groups

The Work Groups contributed to the Self-Study Design by developing the research questions, methods, and resources that guided their work; investigated their assigned area according to the approved design; revised and analyzed documents; made recommendations by which Caribbean University would enhance its strengths and meet identified challenges; and submitted rough drafts to the Steering Committee for the editing process.

Work Group Members
Chapter 1. Strategic Planning: A Process for Institutional Renewal (Standards 1, 2, 3, and 6) Jorge Riefkohl, Professor, Vice President of Planning and Development, Chair Mr. Israel Rodríguez, Associate Dean of Finance and Accounting Ms. Carmen Laura Aponte, Director Institutional Library Prof. José García Villamil, Faculty, Ponce Prof. Emilie Hernández, Faculty, Technical Vocational, Bayamón Dr. Carlos Bonet, Vice President for Academic Affairs Dr. Alberto López, Academic Dean, Bayamón Dr. Rommel Alfonseca, Institutional Planner Dr. Luis Mojica, Chancellor, Bayamón Dr. Melvin Torres, Faculty, Bayamón Dr. Ramón Vázquez, Academic Director, Ponce Mr. Andrés Renta, Budget Director Ms. Kendra Ortiz, Registrar Ms. Lourdes Luaces, Director of Human Resources Prof. Hiromi Shiba, MACU Director and Faculty, Bayamón Ms. Ayxa Vázquez, Student
Chapter 2. Leadership, Governance, and Administration (Standards 4 and 5) Dr. Edgardo Rosaly, Vice President of Accreditation and International Affairs, Chair Dr. Ana E. Cucurella, President Lic. Víctor Adorno, Executive Director Mr. Herman Pérez, Director Upward Bound, Bayamón Prof. José Trujillo, Faculty, Carolina Dr. Mildred Flores, Nursing Director, Bayamón Mr. Carlos Bermúdez, Faculty, Bayamón Dr. Marta Hernández, Dean-Director, Ponce Ms. Ana Sánchez, Director, Financial Aid Ms. Nelsaly Rodríguez, Student

Chapter 3. Institutional Assessment and Assessment of Student Learning (Standards 7 and 14) Prof. Lilliam Matos, Dean Director, Vega Baja, Chair Dr. Pedro Robles, Director, Science Department, Bayamón Dr. Orlando Cundumi, Director, Engineering and Computer Science Program, Bayamón Prof. Marie Colón, Faculty, Bayamón Prof. Santiago Lazo, Faculty, Ponce Prof. Marianita Mangual, Faculty, Vega Baja Prof. Romelis Guzmán, Faculty, Carolina Ms. Mónica Díaz, Library Director, Bayamón Dr. Carmen Beltrán, Faculty, Bayamón Dr. Luz Dary Serrano, Director, Institutional Research and Assessment Dr. Jorge Espinosa, Faculty, Bayamón Prof. Celis Román, Faculty, Bayamón Prof. Larry Mc Kinley, Faculty, Bayamón Prof. Nelson Rosa, Faculty, Bayamón Prof. Waldo Sánchez, Director, Communication and Technology Center Dr. Brenda Arroyo, Faculty, Bayamón Prof. Héctor Cotton, Faculty, Carolina Dr. Ramón Vázquez, Academic Director, Ponce Ms. Yazai Merced, Student
Chapter 4. Student Admissions and Retention, and Student Support Services (Standards 8 and 9) Dr. Ida Alvarado, Director of CIOSE, Chair Dr. Luis Javier Delgado,Vice President of Student Affairs Mr. Jaime Vázquez, Athletic Director Ms. Louise Morel, Counselor, Ponce Ms. Mariliz Aubret, Director, Student Support Services, Bayamón Mr. José Rosario, Enrollment and Student Services Director, Carolina Prof. Carlos Pastor, Faculty, Bayamón Mr. Héctor Gracia, Enrollment and Student Services Director, Vega Baja Ms. Mara Medina, Institutional Nurse, Bayamón Ms. Elena García, Compliance and Monitoring Director Ms. Kendra Ortiz, Registrar Office Director Ms. Jeannette Torres, Director, Admissions Office Prof. Gabino Pérez, Faculty, Bayamón Prof. Margarita Aponte, Faculty, Bayamón Ms. Virginia Martínez, Counselor, Ponce Prof. José Aguilera, Faculty, Bayamón Ms. Ketsia Ocasio
Chapter 5. Faculty (Standard 10) Dr. Luis Mojica, Chancellor, Bayamón Campus, Chair Dr. Olga Cruz, Director, Education Department, Bayamón Campus Prof. Ivonne Soto, Faculty, Bayamón Campus Ms. Lourdes Luaces, Director, Human Resources Dr. Carlos Bonet, Vice President for Academic Affairs Dr. Luz Dary Serrano, Director, Institutional Research and Assessment Mr. Héctor Cotton, Director of Academics, Carolina Dr. Edwin Dávila, Faculty, Carolina Prof. Sonia Pacheco, Faculty, Ponce Prof. Neil Torres, Faculty, Vega Baja Prof. José Quiñonez, Faculty, Bayamón Dr. Rafael Infante, Faculty, Ponce Dr. Jennie Torres Moró, Faculty, Ponce Dr. Carmen Robles, Faculty, Ponce

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Chapter 1

Mission and Goals, Planning, Resource Allocation, and Institutional Renewal, Institutional Resources, and Integrity (Standards 1, 2, 3, and 6)

Introduction

The degree to which Caribbean University achieves and accomplishes its Vision, Mission, and Goals of its future is an extremely important part of this assessment process. While each of the chapters in the Self-Study Report assesses how well we are meeting our stated Mission and Goals. This Chapter discusses the overall effectiveness of the University through an analysis of continuous planning procedures; examines our performance as an institution and assesses the comprehensive results of these efforts. It also assesses the degree in which the results of these procedures are linked to resource allocation, and the integrity of the Institution in conducting its business.

Standard 1: Mission and Goals

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

Overview

Vision

Caribbean University will encourage economic and social changes that aim at raising the level of intellectual and personal maturity of the society by means of an excellent higher educational service.

The Vision of our Institution states that: "Caribbean University, an institution of higher education in Puerto Rico with the necessary elements, administrative and academic aims in raising the intellectual level and personal maturity of our society by means of an excellent and accessible educational programs and service. The Institution contends that all individuals have the indisputable right to develop their highest potential. Caribbean University encourages economic and social change through fostering continuous knowledge and the use of technology. The Institution enlightens, prepares, and promotes a society able and available to cope with the quest of globalization."

Caribbean University has a Mission Statement that, clearly and directly, sets out its Mission as an Institution of higher education and defines its academic purposes and goals

as well as its role in the community. Product of a wide deliberation, the Mission is true to its underlying principles and at the same time able to respond to experiences and adapt to changing demands. The University's planning practices and its resource allocations are shaped by, and advance the Mission.

Mission

Caribbean University commits itself with the offering of a higher education based on the principle of accessibility, comprehensiveness and adaptability to meet the needs of the community. It accepts the responsibility of encouraging in its students the respect for human dignity through ethical and intellectual enlightenment and personal commitment to improve society.

In the Mission Statement, Caribbean University commits itself to the principle of **accessibility**, especially to the most underprivileged; **comprehensiveness** in its offerings; and **adaptability** to meet the needs of the community it serves. The University commits itself to the enhancement of the intellectual, ethical, and social development of all constituents. It accepts the responsibility of encouraging in its students the respect for human dignity and the desire, through intellectual enlightenment and personal commitment, to improve the society of which they belong to. Accessibility is an essential element in our quest to lessen social and economical inequalities and strains.

Caribbean University's Vision and Mission are present in many of its formal documents and publications including the Institutional Strategic Plan (Appendix C), Technical Vocational Division Catalog (Appendix D), Undergraduate Catalog (Appendix E), Graduate Catalog (Appendix F), Student Handbook (Appendix G), and Faculty Handbook (Appendix H). They are also published in all academic and administrative buildings, the Library and students meeting sites including Caribbean University's website (www.caribbean.edu). To assure consistency and continuity of the Institutional Vision and Mission, every new employee participates of induction seminars where the Vision and Mission Statements and other Institutional policies are discussed.

The examination of official documents shows that there is a clear statement of the Vision and Mission which serve as guides for curriculum development and other endeavors of the University. Caribbean University's Vision and Mission sustain the concepts of accessibility, adaptability and comprehensiveness through the open door policy; variety of academic offerings and commitment to providing access to higher education to a large number of underprivileged students. The Institution's community members agreed that vision and mission statements were not only articulated, but used as guide for curriculum and institutional development. According to the 2010 Analytical Study Survey results, 100% of the faculty agreed that norms and procedures of Caribbean University are logically derived from its mission and objectives. In addition, department chairs and administrators agreed that the atmosphere of the Institution is conducive to the achievement of the Vision, Mission, Goals and Objectives. The results indicated that 100% of faculty and 96% of students agreed that the University's academic programs comply with its Vision, Mission and Objectives (Appendix I).

Since the previous MSCHE Self Study in 2001, Caribbean University has continued its development into a stable Institution strengthening its academic program offerings, governance and fiscal affairs. Caribbean University has managed to remain financially solvent and has strategically planned and managed the Institution in a manner consistent with its Vision and Mission. The University is constantly adapting to the economic and socio-demographics changes, technological advancements, and the needs of the communities it serves. During the past years, the market for academic program offerings in Puerto Rico has been changing (Appendixes J and K). Private and public institutions of higher education are currently facing many challenges.

Caribbean University's Mission is operational throughout the established goals and objectives presented in the Institutional Strategic Plan's priority areas (Academic Affairs and Learning; Enrollment and Students Services; Internationalization, Society Openness and Orientation; Physical Infrastructure, Technology and Information; Financial Resources and Institutional Management; and, Quality Planning, Research and Institutional Innovation). The goals and objectives of Caribbean University's mission are fulfilled with the use of innovative strategies that deals with its population. Some of these strategies are the placement of new students according to their GPA; tutorial and counseling services; student academic assessment; and, faculty training seminars to work with this population, among others. Detailed information about the goals, objectives and strategies that support the Institution's Vision and Mission are presented throughout the Self Study.

Caribbean University is involved in an analysis of its academic program offerings and institutional planning as it meets the demands of the third millennium; and, most particularly, the ever-increasing demand for technology, information and alternative methods of teaching and learning. To this effect, in an effort to move forward the Institutional mission, the University has mapped out a set of goals and objectives that reflect its principles and values. In doing so, it took into account external circumstances as well as internal realities, such as campus facilities, technological infrastructure, governance plan, organizational culture and policies. It sought to capitalize on opportunities that might arise, address challenges, and embrace evidence-based planning.

The outcome, the Strategic Plan, a dynamic process is framed to facilitate implementation, ongoing assessment, feedback, and adjustment. At Caribbean University, Mission and planning:

- Guide outcomes and support academic and creative activities
- Are developed collaboratively
- Are periodically assessed, formally approved, and consistent.
- Relate to external as well as internal contexts and constituencies
- Are focused on student learning outcomes, Institutional improvement; and, Institutional effectiveness.
- Are publicized and promoted to the Institutional community members

Standard 2: Planning, Resource Allocation, and Institutional Renewal

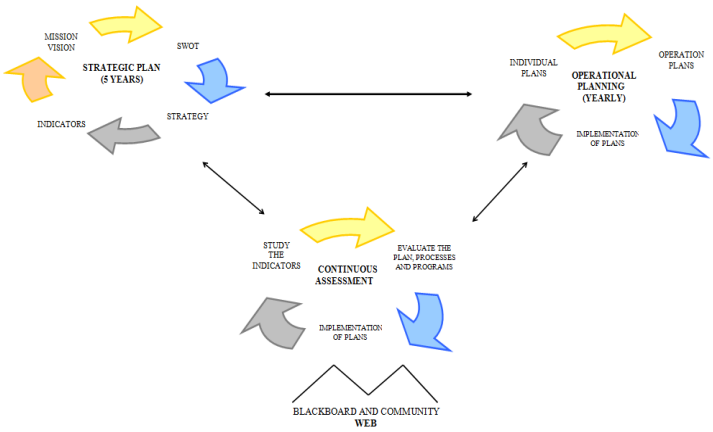
An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource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

Overview

Strategic Planning Process

Caribbean University has devoted considerable time and energy to the process of planning, budgeting, assessment, and continuous improvement since the 2001 MSCHE Visit. As shown in Figure 1, the Institution has an integrated planning and assessment process.

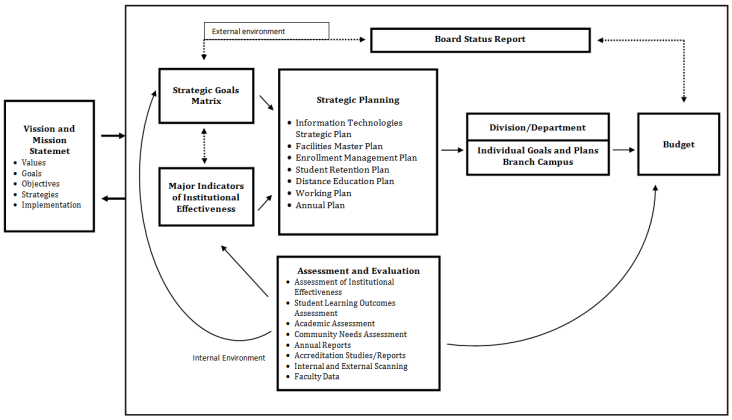
Figure 1: Institutional Planning and Assement Process



Source: Planning Office

The Institutional Development Planning Office uses the Vision, Mission, and the internal and external environment analysis of strengths, weaknesses, opportunities and threats (SWOT) as the starting point for the planning process. This analysis evaluates student support services, academic programs, institutional resources, environmental trends, and other socio-economical and educational factors that could affect institutional planning and development. As seen in Figure 1.1, both the internal and external environment analysis guides the identification of needs, the development of the strategic goals and objectives and the establishment of Institutional Effectiveness major indicators. Since this is a continuous process, assessment and evaluation outcomes influence strategic plans development and corresponding budget allocation.

Figure 1.1: Institutional Planning Process



Source: Planning Office

The Annual Plan of each academic unit is developed based on the Institutional Strategic Plan and is related to the assessment processes and reports. The planning process provides for a system-wide participation. A Comprehensive Strategic Plan was developed in 2006, assigning the responsibility for the planning process and resource allocation to the Institutional Planning and Development Office. An analysis of the University's SWOT was conducted in spring of 2005, which established the base for the development of the Strategic Plan 2006-2011. The SWOT analysis identified a variety of external factors of major importance for the University, particularly within the context of higher education, in both local and national scenarios, as well as the economical and educational issues affecting the Island. These issues included the decrease and regulation changes of local and federal funding for higher education, student recruitment competition, health care, energy and construction costs, and the worldwide economic recession.

The 2006-2011 Strategic Plan represents the dedicated and inspired work of the university community, which included: students, faculty, administrators, staff, alumni, board members and community members. The Plan was organized around the University's six (6) strategic or priority areas, with corresponding goals, objectives, assessment indicators and action plans. The priority areas covered in the Strategic Plan are: Academic Affairs and Learning; Enrollment and Student Services; Internationalization, Society Openness and Orientation; Physical Infrastructure, Technology and Information; Financial Resources and Institutional Management; and, Quality, Planning and Research, and Institutional Innovation.

Caribbean University has completed a number of curricular revisions and restructured our undergraduate program catalog to reflect the ever evolving nature of our academic programs and to successfully meet the market challenges of the new millennium. The Institution has extended its library hours and educational resources to provide a quality service to its students and faculty.

Caribbean University's five-year plan lays out the various activities that have been planned to achieve the objectives and, ultimately, the goals of the Institution. The five-year plan for the fiscal years 2006 to 2011 is in accordance with the planning process of each of the various academic, administrative and student support services units. The Institutional Development Plan measures success by the allocation of new academic programs, the acquisition of laboratory and administrative facilities and equipment; and, the expansion of Caribbean University's infrastructure and other activities aimed at improving the institutional standing.

Planning and Resource Allocation

Since 2006, Caribbean University has used a strategic plan and a budgeting process for Institutional planning and resource allocation. In addition, the President, and her cabinet, and the planning and budget personnel evaluate the success of the Strategic Plan and make necessary changes to improve and maintain quality. Furthermore, the Office of the President, in concurrence with the leadership of the Administration and Finance Office, prepares the Program Planning and Budget Guidelines. Each (academic departments, service and administrative offices prepare a budget plan and submits it through the chain of command and then to the Budget Committee. The Committee revises the budget proposals, makes adjustments, and submits documents and recommendations to the President. Approved budgets are returned to petitioners for final revision.

Strategic planning and resource allocation are accomplished in the budget planning process within a five years timeframe. The Plan is reviewed annually to make the necessary adjustments as future scenarios change; therefore, strategic planning is an integral part of the development process at Caribbean University.

Planning, Development and Finance

The Planning and Development Office is responsible, in coordination with the academic units, for the periodic evaluation and revision of the assessment and systemic plans. It is also responsible for the development of Institutional studies and surveys. Technical and financial support is provided to the academic units for the statistical reports, evaluation instruments and for the revision of planning guides. Assistance is also given in determining student enrollment projections, development of economic models, annual reports and operational plans. As previously mentioned, the Institutional leaders selected the collegiate model to appraise every aspect of the University. The strategic planning system reflects a dynamic, continuous and participatory process geared to maintain a balance between the University's financial status, the quality of the academic offering and services, and the well being of the students.

After approval by the Board of Trustees, the Strategic Plan is distributed and disseminated to the academic community through Blackboard and the University website. Also, informational meetings are held to disseminate and communicate the Strategic

Plan's priorities. Currently, Caribbean University has included the Strategic Plan in the Blackboard Outcomes System which will help the Institution evidence the alignment between mission, strategic plan goals, objectives, and academic programs and courses.

Institutional Change and Renewal

Caribbean University proactively responds to the continuous and constant changes in Puerto Rico. During the past five years, the Institution has experienced a series of changes and innovations that are in accordance with its Vision and Mission. This array of changes and renewal requires that new paradigms be established to foster the teaching/learning experience between faculty and students with the support of the administration. As a result, this process has had a positive impact on Caribbean University's academic, administrative, student, and technological components.

The most significant change, in the administrative area, was the appointment of Dr. Ana E. Cucurella-Adorno as the new President of Caribbean University. Under her leadership, a new administrative global vision was brought upon. Before 2006, Bayamón main campus operated as the central administration. In order to provide a better distribution and use of fiscal resources, Caribbean University started a decentralization process by establishing a central administration separate from Bayamón main campus. Also, a new administrative structure was created which included the Vice President of Academic Affairs, Vice President for Planning and Development Office, Vice President for Accreditation and International Affairs and Vice President for Student Affairs to provide a basic structure and to strengthen the institution. In 2007, Caribbean University created the following positions at the additional locations: Academic Director, Enrollment Management and Student Service Director, and the General Services and Maintenance Director.

In the area of student services significant changes and renewal included the integration of a Student Support Service System. It includes the creation of an institutional basic skills component lab that provides academic support and works along with the Counseling Office, *Centro Integral de Orientación y Servicios al Estudiante* (CIOSE) to all freshman. In October 2006, Caribbean University created the Technical Vocational Certificate Division as a way of providing additional access to postsecondary education.

In the technological area one of the major changes was the automation of the administrative and some of the student services processes, which in turn enabled the university to establish the initial phases of an online computerized student-oriented registration process. Furthermore, each academic unit now has computer labs and a video conference room which supports the teaching/learning process. Caribbean University has made a significant investment in technology which has resulted in the development of an online resource catalog. The electronic library system has allowed users to locate bibliographical resources in a more accessible manner.

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.

Overview

Human Resources

Caribbean University's faculty and staff is its most valuable asset. The Institution is continuously reevaluating each of its division in order to improve service and be able to identify areas which are under or over staffed. The Human Resources Office is responsible for qualifying and submitting personnel who may offer a service of excellence and quality to the University community, and therefore, the achievement of the Institutional Mission.

The Human Resources Office seeks to develop the integral aspects of all employees in order to offer and transmit leadership and guidance which will stimulate and motivate the personnel for a constant improvement (Appendix L). The Human Resources Office is currently putting together its documents to create the Human Resources Policies and Procedures Manual. Also, the Payroll Procedures Manual is under revision.

Table 1 shows the distribution of Caribbean University's employees presented by assigned position.

Table 1: Employees Assigned by Position (Fall 2008-Fall 2009)

		Faculty	Exec. Adm. Manag.	Clerical & Secretarial	Tech & Professional	Service and Mainten.	Other Professional	Total
2008	**Full Time**	133(27%)	48	39	-	32	162	414
	Part Time	362(73%)	-	-	-	-	-	362
	Sub-Total	495	48	39	-	32	162	776
2009	**Full Time**	170(38%)	46	34	-	27	195	472
	Part Time	276(62%)	-	-	-	-	-	276
	Sub-Total	446	46	34	-	27	195	748

Source: Human Resources Office

Caribbean University has 748 employees, including faculty, administrators and staff. All administrative and faculty records, which includes academic credentials and conferred degrees, personnel hiring documents, datasheets, evaluation results and evidence of professional development and in-service trainings, among others are kept at the Human Resources Office.

In addition to the Institutional personnel, the University contracts with outside agencies when it is more cost effective. Currently, the Institution contracts its security, physical facilities maintenance, marketing, advertising, technological support, and payroll. Furthermore, in an effort to ensure quality and continuous improvement, Caribbean University uses a standardized Annual Performance Evaluation for all staff members. Faculty staffing and evaluation will be further discussed in Chapter 5. Moreover, Caribbean University provides professional development opportunities for all employees, which is clearly stipulated in the Professional Development Plan for non-faculty members. The Plan includes workshops, seminars in computer skills, communication, and customer services strategies, among others.

Financial Resources

Data collected from various sources guide the planning and budgeting process annually at Caribbean University as it relates to achieving its goals and objectives. The Budget Office is responsible for preparing all budget requests and for assigning, monitoring and evaluating the budget execution for all service units within the University. The budget planning process is revised annually following the administrative and Institutional policies included in the Institutional Strategic Plan. This process was established with the participation of every sector of the Institution taking into account the Institutional Vision, Mission, Goals, Objectives, and community needs in general. All long and short term goals, objectives, and activities, which are part of the planning process, are expressed into financial terms. The Budget Office prepares all forms and specific guidelines for every administrative and academic component. These guidelines are adapted based on Caribbean University's Strategic Plan and include statistical data about departments and/or units prepared by the Planning, Human Resources, Finance, Academic, Student and Administrative Affairs offices. This data provides for the analysis, evaluation, and justification of the budget requested each fiscal year. It also states the need to set priorities for goals and objectives.

Every year, the Budget Office meets with deans, department chairs, and office supervisors to address guidelines, answer questions, analyze specific situations and needs. Faculty and staff exchange ideas and recommendations that are taken into consideration. The academic departments submit their financial requests to the Chancellor/Dean–Director, and reports are submitted to the Budget Office. The Budget Office analyzes them according to priorities in response to long and short term goals as stated in the Strategic Plan. The President then convenes a meeting to analyze and discuss the goals, objectives and priorities with the Presidential Cabinet. Based on recommendations expressed by all parties, the President sets institutional priorities for

funding requests to be sent to the Board of Trustees for evaluation and approval of the annual Institutional budget.

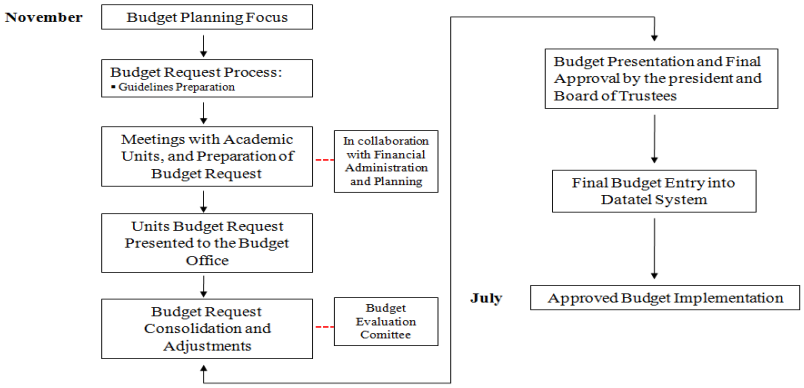
The Vice President for Administration is responsible for: assisting, facilitating and supporting academic programs and services through a sound and effective financial management; maintains the Institutional personnel informed of changes and trends in fiscal affairs related to higher education; supports, guides and assists the academia by developing norms for implementing Institutional policies; advises and supports the strategic evaluation and planning processes leading to the preparation of each unit budgets and to the annual Institutional budget; recommends, implements and evaluates feasible alternatives for short and long-term financing for strategic developments and projects; evaluates and develops alternative options to provide income to finance students' educational costs; monitors and assesses the implementation of systemic policies and norms related to budgeting and finances; ensures compliance with laws and regulations of State and Federal governments and those established by the Board of Trustees; and ensures that the University's Investment Policy produces the maximum economic yield in agreement with the financial policy established by the Board of Trustees.

This support is channeled through the following offices: Budget, Finance and Accounting, Financial Aid, Internal Audit and Monitoring and Compliance. The fiscal resources are estimated based on projections of enrollment indicated in the Institutional Strategic Plan, which in turn takes into consideration internal and external factors affecting these resources. It also considers the previous years' fiscal operations for each unit of the System.

Budget Planning

A process for the development of standards to implement institutional investment policies was developed consisting of six continuous steps, resulting in the planning and management of the budget cycle: budget planning and orientation; coordination of the budgets allocations; meetings with units for the preparation of budgets; final review and input budgets to the database system; implementation of the budget; and, the assessment of the obtained results (Figure 1.2).

Figure 1.2: Budget Planning Cycle



Source: Budget Office

Once the budget is entered into the Datatel Colleague System by programs and expense codes, it becomes possible to exercise control of assignments through the transfer of funds (using the automated system), through account budget analysis, expense trends, and expense projections according to established work plans and yearly variations. When unexpected situations or innovative projects arise, requests are submitted to the President for additional funding on a non-recurring basis. Also, when requisition for supplies or equipment arises, they are granted according to resources assigned by departments and/or units, and in accordance with regulations and statutes of the Board of Trustees. If any change surfaces, the department chair or supervisor must justify them. The Chancellor/ Dean-Director or nominating authority will implement changes taking into consideration the analysis, the evaluation, and recommendations made by the Budget Office. The Budget Office uses other control and execution measures, such as:

- Analysis and recommendations through periodic meetings, in-group and/or individually, with staff.
- Follow-up and evaluations of work plan costs, specific projects, and any other activities.
- Preparation of monthly or quarterly expense evaluations reports or as required by the President.
- Balanced Budget Statement on a specific date including expense projections until the end of the fiscal year by departments and/or units.
- Transfer of funds reports and justified recommendations.
- Recommendations and approval of transactions of personnel, purchases, and services, among others.

All these measures on budget control and the approval of additional funds for unexpected and innovated situations ensure that the institution closes the fiscal year with a balanced budget. The database supports the decision-making process prior to the allocation of funds for the following fiscal year. In addition, it allows for qualitative and quantitative

recommendations that help achieve more efficiency in the management of resources assigned for the benefit of students, faculty members and the university community in general.

Strategies to Strengthen the Institution's Finances

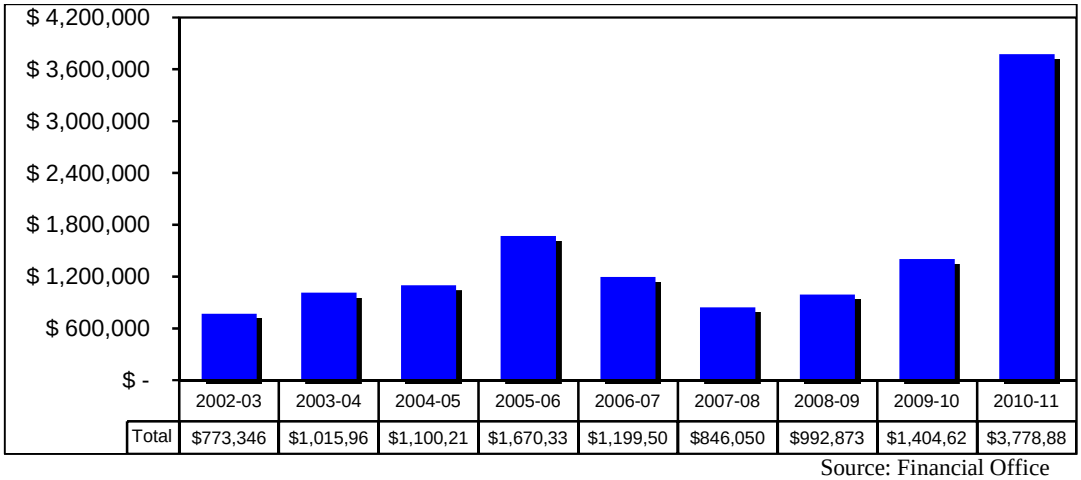
The Strategies to strengthen the University's finances describe how financial resources are appropriate and assigned, and how they equate to the formation of the operating budget based on the institution's plans and priorities.

The University has been improving its financial stability through the implementation of significant initiatives such as: revision of financial procedures for management and control expenses: cash flow management, purchasing policies, fixed assets inventory control, disbursement guidelines, and internal audits; the establishment of a distance education program; the continuing education program; the establishment of new academic programs with great demand in the market; the establishment of the Dr. Angel E. Juan Foundation; and, the hiring of a financial specialist and a Grant Resources Director.

Caribbean University has been a recipient of Title III, Title V and Department of Education TRIO programs that include Upward Bound and Student Support Services Program. The TRIO programs have been in existence at Caribbean University for almost three decades. Almost three million dollars were secured through Title V funding for the construction of the Library in Ponce and the central building in Bayamón.

Caribbean University hired a Grant Resources Director in May 2010, to assist in obtaining external funding. She has extensive experience in grant proposal writing, and upon her arrival at Caribbean University, she has been very actively pursuing external resources and donations to improve Institutional programs and services. During June and July 2010, eight grant applications were submitted with fund requests totaling over $10 million dollars. Grant applications were submitted to the U. S. Department of Education and the National Science Foundation. In the past, in addition to federal funding, the University has also been a recipient of many grants from local sources, which include the Council of Higher Education and the Puerto Rico Department of Education. Just recently, the University received a contract for the amount of one million dollars, renewable for a maximum of three years to provide professional development to local school teachers. This contract was the result of an application submitted to the Department of Education. With the establishment of a Grant Resources Unit, it is expected that the grant development activity will increase the amount of external funds granted to the Institution. Figure 1.3 shows a significant increase in federal funds since the last accreditation period.

Figure 1.3: Institutional Grant Award Activity by Year 2002-03 to 2010-11



	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Total	$773,346	$1,015,96	$1,100,21	$1,670,33	$1,199,50	$846,050	$992,873	$1,404,62	$3,778,88

Source: Financial Office

The effectiveness of the planning processes, resource allocation and Institutional renewal is evaluated directly and indirectly. Direct measurements are made through the analysis of the viability of the projects, costs and profit analysis, and evaluation of the achievements of goals and objectives

The Finance Office keeps reliable financial statements and reports to adequately handle Institutional finances. The descriptions that follow are primarily procedural in nature and illustrate the results of the revision process of the Office. Table 1.1 presents the Financial Statements 2002-2003; and, 2009-2010.

Table 1.1: Financial Statements - FY 2002-03 to FY 2009-10

Concept	FY 2002-03	%	FY 2003-04	%	FY 2004-05	%	FY 2005-06	%	FY 2006-07	%	FY 2007-08	%	FY 2008-09	%	FY 2009-10	%
Operating Revenue																
Tuition	11,584,522	74%	15,481,484	78%	17,147,495	79%	17,570,049	74%	17,417,070	74%	19,138,138	77%	20,738,630	73%	23,998,774	74%
Fees	2,794,321	18%	3,208,572	16%	3,406,397	16%	3,940,077	17%	4,036,829	17%	4,085,822	16%	5,220,150	18%	6,383,332	20%
Government Contracts and Grants	779,516	5%	984,225	5%	1,072,714	5%	1,053,539	4%	1,149,762	5%	778,550	3%	849,653	3%	1,075,071	3%
Other Sources	492,865	3%	143,563	1%	209,649	1%	1,094,285	5%	472,409	2%	779,764	3%	840,273	3%	884,797	3%
Interest	2,064	0.01%	7,598	0.04%	4,059	0.02%	17,402	0.07%	315,320	1%	138,580	0.56%	582,735	2%	142,376	0%
	$ 15,653,288		**$ 19,825,442**		**$ 21,840,314**		**$ 23,675,352**		**$ 23,391,390**		**$ 24,920,854**		**$ 28,231,441**		**$ 32,484,350**	
Operating Expenditures																
Instruction	$ 3,432,654	25%	$ 4,210,236	24%	$ 4,090,587	25%	$ 4,461,392	22%	$ 3,970,458	18%	$ 5,127,231	20%	$ 6,979,888	27%	$ 6,849,888	25%
Library	416,913	3%	567,917	3%	640,745	4%	595,934	3%	696,330	3%	902,258	3%	901,730	3%	906,095	3%
Academic Support	1,089,847	8%	1,701,318	10%	1,556,129	9%	1,823,665	9%	2,454,947	11%	3,005,742	12%	1,576,114	6%	1,578,141	6%
Student Services	1,080,544	8%	1,930,519	11%	1,933,273	12%	2,376,329	12%	2,743,463	12%	3,368,838	13%	3,332,292	13%	3,490,253	13%
Bad debts	1,041,074	8%	1,500,000	9%	381,000	2%	500,000	3%	245,328	1%	500,000	2%	200,000	1%	235,822	1%
Interest	107,567	1%	377,700	2%	1,301,965	8%	1,880,410	9%	2,548,918	11%	2,541,792	10%	3,649,290	14%	3,640,511	13%
General	6,381,982	47%	7,055,746	41%	6,782,731	41%	8,237,586	41%	9,532,909	43%	10,672,011	41%	9,553,530	36%	10,582,586	39%
	$ 13,550,581		**$ 17,343,436**		**$ 16,686,430**		**$ 19,875,316**		**$ 22,192,353**		**$ 26,117,872**		**$ 26,192,844**		**$ 27,283,296**	

Data Sources: CU Budget Office FY 2002-03 to 2008-09

Strategic Plan

Through the implementation of the Strategic Plan the University experienced significant changes in the past five years. During the elaboration of the plan, careful consideration was given to the needs of the student body, faculty, staff and community in accordance with the requirements of government agencies. The Strategic Plan was established with the active participation of the Board of Trustees who evaluated and approved it. Evaluation of this plan by the Planning Office included analysis of the areas of infrastructure and technology, specifically construction and remodeling projects, equipment acquisition, and technological improvements. It also included the status of the different projects and the fiscal resources assigned to each one.

As a result, the university has experienced extensive growth in construction, remodeling, and reorganization of its physical facilities and a significant growth in its technological capability during the past years. This growth has enabled the university to respond to the needs of its students, faculty and non-academic personnel as well as members of the community with special needs by providing adequate physical facilities, appropriate learning aides and specialized computer laboratories.

Construction and Remodeling

In congruence with the Mission of the University of providing a peaceful and harmonious environment, which contributes to the dynamic and creative educational encounter, several construction and remodeling projects have taken place in the past decade. Remodeling of the energy utility systems has maximized energy consumption and consequently contributed to the quality of the environment. Part of the aforementioned projects includes the installation of Office Central. ADA and other state and federal legislation requirements have been taken into consideration in the construction and remodeling of the physical facilities.

The completed or ongoing infrastructure improvements were achieved at an added approximate cost of $45 million. Some of the major projects were:

- The construction the Dr. Angel Juan building (2005)
- Purchase and remodeling of new physical facilities in Ponce (2003)
- Purchase of physical facilities in Vega Baja and Carolina (2006)
- Remodeling of Bayamón Campus Student Center facilities and gym (2008)
- Acquisition of approximately 800 computers and the corresponding supporting technology (2007)
- Remodeling of the physical facilities including classrooms (2008)
- Remodeling and acquisition of technology and equipment for the engineering and science labs in Bayamón and Ponce (2006)
- Establishment of Copy Centers in each academic unit
- New nursing laboratory (2009) Vega Baja and Carolina

- The creation of computer rooms in all academic units (2008)
- New wireless infrastructure (2009)
- Establishment of an Educational Technology Center (2009)
- Acquisition of Blackboard Platform (2008)
- Acquisition Datatel Colleague Modules (2009)
- New Physical Education Laboratory in Bayamón (2007)
- Expansion of parking space (2007)

Standard 6: Integrity

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

Overview

A commitment to integrity and to the highest standards of ethical conduct has been part of Caribbean University since its origin. The University promotes and advocates high ethical standards in the administration of its affairs and in all of its dealings with students, faculty, staff, its governing board, external agencies and organizations, and the community at large. Through its policies and procedures, the Institution endeavors to exemplify the values it articulates in its Vision, Mission and related statements.

Caribbean University presents itself clearly and accurately to its constituents, prospective students and to the public in general through official documents that are available in both regular and electronic formats in Blackboard. Caribbean University is governed by policies and procedures that regulate the professional conduct of faculty, staff, students, and administrators. These policies are stipulated in the University Catalog, the Faculty Handbook, the Personnel Policies and Procedures Manual, and the Student Regulations Handbook. Rules supporting these policies are included in the aforementioned documents and other Institutional documents that are issued by the President to either clarify or establish new procedures. The Faculty Handbook contains sections on the history, Vision, Mission, and Goals of the University; its governance and administrative organization; faculty policies; faculty evaluation, rights and responsibilities; professional development; working conditions, workload, and procedures for evaluation; and, change of contract and leaves. Appendixes to the Handbook include normative documents related to faculty and student relations, sexual harassment, equal employment opportunities, and drugs and alcohol prevention. The Handbook is distributed to all new faculty members, and revised editions are given to the faculty.

Campus environment Caribbean University encourages a teaching and learning environment that reflects harmony among students, faculty, staff and administrators. It provides a safe working environment so that all members of the University community

feel comfortable, open to suggestions, changes, and willing to participate in the decision making process.

To foster and assure a respectful climate and a diversity of backgrounds, ideas, and perspectives among the University community members, Caribbean University disseminates all information to guarantee their rights. It also promotes fairness of treatment, and implements policies that assure a non-discriminatory attitude. Grievance procedures are available and disseminated to all members of the University's community. In regards to faculty, staff and administrators, Caribbean University assures the University's integrity in its policies of recruitment, promotion, and retention. The University revises its policies and procedures to ensure compliance with applicable federal and local laws. Policies contained within the Student Handbook are reviewed according to new regulations.

Research Ethic The University's Institutional Review Board (IRB), was established to approve research projects involving the use of human subjects. The IRB website describes its purpose and role (http://www.caribbean.edu/Junta_de_Revision_Institucional.html).

Academic Freedom Through its policies, Caribbean University promotes honesty, integrity, and academic freedom. Information regarding policies of academic freedom and intellectual property is available in the Faculty Handbook.

Handling of Grievances A series of procedures for the handling of grievances are stipulated in the Faculty and Employee Manuals. Academic dishonesty on behalf of students is prohibited in the University and incurs in penalties. Examples of academic dishonesty include cheating, and all type of plagiarism.

Confidentiality of Student Records Confidentiality of student records is important to the integrity of academic norms and to the compliance with the Family Educational Rights and Privacy Act (FERPA) and all its current codes. Under the *Family Educational Rights and Privacy Act of 1974 (Buckley Amendment)*, students have access to their own educational records. Any breach of confidentiality is subject to disciplinary procedures which are defined in Caribbean University's policies.

Conflict of Interest The University stresses ethical conduct across all the Institution's constituencies as stated in the University's Code of Ethics. Statements prohibiting conflicts of interest are also included within policies covering human subject research.

Discrimination and Harassment The University has well published policies prohibiting discrimination and harassment on the basis of race, color, sex, religion, age, marital status, ethnicity, disability, veteran status, sexual orientation or any other basis protected by applicable local, state and/or federal laws.

Caribbean University has a Sexual Harassment Policy. Every employee signs a document that certifies that they have received these guidelines. Policies regarding discrimination and drug related issues are also distributed to students and University personnel. These documents are widely available and provide important guidelines to all sectors of the University. They are based on values such as accountability, diversity, and respect for human dignity, truth, and trust.

Recruitment and Promotions The Institution identifies and recruits the best-qualified candidates to occupy positions, while giving the personnel the broadest opportunities for improving their performance. Each employee has a Job Description (OP) outlining the duties and responsibilities of the position.

The University demonstrates sensitivity to equity and diversity and guarantees nondiscriminatory actions in the recruitment, selection and promotion of personnel. It also guarantees equal pay regardless of gender. The University reviews all job descriptions periodically to ensure that only job-related criteria are utilized for recruitment in specific positions. The Faculty Handbook includes Caribbean University's policies and procedures in regards to faculty promotion. Faculty members are expected to practice intellectual honesty and maintain high academic standards. They must foster honesty, evaluate students fairly and respect students as individuals.

The Administrative Personnel Policies Manual includes guidelines that affect all non--faculty employees. It includes policies and procedures regarding management, employee classification, vacation, sick leave, leave of absence, termination of employment, grievance procedures, and code of conduct, employee benefits, and other general policies. The manual is distributed to employees as part of their orientation upon employment.

Evaluation of faculty Caribbean University has an equitable, formal faculty evaluation process. The purpose of the process is to create the means to encourage self-assessment, improvement and professional development of each faculty member. The evaluation process at Caribbean University is a valuable process by which faculty members obtain constructive information that will enable them to better fulfill their academic goals.

Public relation announcements, Advertisements, and Recruitment/Admissions materials Caribbean University vets all media alerts, and reviews the honesty and truthfulness of statements of its depiction within and outside the Institution.

The Public Relations Office oversees compliance and proper use of logos, insignias, and the general design of all publications. Every publication (brochures, handouts, postcards, and posters, among others) must be coordinated with this office. There is also a procedure and an administrative policy for publications on the Caribbean University website. Currently, the University has a Webmaster in charge of monitoring all the information deployed in the Institution's website.

Students and public access to journals and/or electronic catalogs The major goal of the Information Resource and Learning Center is to provide a reliable access to information in order to satisfy the needs of students, faculty and administrative personnel. Caribbean University has added many databases in its Libraries to assure accurate and up-to-date information to its users.

Summary of Major Strengths and Challenges

Strengths

- Caribbean University has a strong Mission Statement.
- The University's Vision and Mission guides planning, resource allocations, policies development and decision making.
- The University has a strategic planning process and uses analytic tools to help determine its priorities.
- Academic offerings respond to the needs of the students and changes in society.
- The academic and administrative departments are engaged in processes to improve their operations according to the Strategic Plan.
- The institution has implemented a Budget Petition Process that involves all of the offices (Vice-president, Chancellor, Deans, Directors, and others).
- The implementation of the budget process with the Colleague Datatel financing system.
- The creation of the assessment and monitoring allows for the close evaluation and supervision all process including budgeting, purchasing, and accounting processes.
- The institution has promoted integrity through systemic policies to preserve good practices and overcome conflicts of interest.
- Integrity is also evidenced through the use of audit reports
- The University gives the personnel opportunities for improving in the performance of their duties by means of the Norms of Good Conduct. Each employee has a Job Description outlining the functions and responsibilities of the position.
- Caribbean University defines particular responsibilities according to the type of contract. The Faculty Manual (2006) stipulates the duties of the faculty.
- The Faculty Manual establishes policy on academic freedom. The majority of the faculty surveyed perceives that the Institution always offers freedom to teach and supports its application.
- The Institution has a series of procedures to handling of grievances of faculty and the Faculty Manual stipulates the conditions and the proceedings that must be followed.

Challenges

- To continue serving the majority of underprivileged and at-risk student

population, the University should continue to increase its resources in order to comply with mandate state and federal requirements and standards related to quality assurance.

- The need to maximize strategic opportunities for growth in graduate and online programs.
- The need to enhance physical facilities and strengthen electrical and technological infrastructure.
- Tuition continues to be the most important financial source of the institution; 99% of the total budgeted revenues are derived from it.

Recommendations

- To continue efforts to direct the attention of faculty, student, and staff to the Mission and consciously to frame all planning activities in the context of Mission and Goals.
- To embark on a review and reaffirmation of the Institutional Mission with respect to graduate students and graduate programs.
- Develop online academic programs featuring additional interactive structure.
- Identify the needed resources to enhance physical facilities and strengthen electrical and technological infrastructure
- Maintain the budget and planning processes.
- Complete the implementation of the Blackboard Outcomes System assessment component as a tool to evaluate the Institutional Effectiveness.
- Streamline and systematize the process of institutional assessment by finding new strategies for data collection.
- To continue with the established organized and participatory planning process, making its goal the measurement of effectiveness and actively integrating the Institutional assessment process as a prominent step in the planning process.
- To continue investing in an integrated information system that supports academic, financial, and administrative activities, and which will also serve as an indispensable tool in improving services as well as the planning and budgeting processes.
- The University must continue to strive to diversify its income sources and not rely almost solely on tuition.
- Continue to maintain an up-to-date database of employee credentials and salaries.
- To continue updating Human Resources Policies and Procedures Manual; and, the Payroll Procedures Manual.

The findings of this subcommittee support the fact that the Institution has planning and allocation processes in place to achieve the Vision, Mission and Goals. This conclusion is supported by the constant use of the Strategic Planning, the use of the Strategic Guidelines, and the perception that the Institutional Vision and Mission serves in the decision-making process, that the budget responds in part to the Mission, and that the

administrative structure also supports the Mission. It is also supported by the perception that alignment exists between physical/infrastructure development and academic plans.

Chapter 2

Leadership, Governance and Administration
(Standards 4 and 5)

Introduction

Caribbean University has had a stable form of governance since its beginning in 1969. This Chapter addresses the analysis of Caribbean University's system of governance in order to determine the extent to which the roles of institutional constituencies are clearly defined in policy development and decision making. Furthermore, it examines the degree to which the organizational structure includes an active Board of Trustees with sufficient autonomy to ensure institutional integrity and the fulfillment of its policies and resource development responsibilities consistent with the Vision and Mission of the Institution. This is particularly important as the number of students, faculty and staff increases and as administrative and governance structures adjust and evolve according to the internal and external needs.

Standard 4: Leadership and Governance

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

Overview

Since its founding in February 28, 1969, Caribbean University has had a continuing interest for providing quality education to academic and economically disadvantaged student population while adhering to its educational tenets of accessibility, adaptability and comprehensiveness. These fundamental principles were made evident in its 1991 and 2001 MSCHE Self-Study and continue to hold true to this day. In 1969, the doors were open to non-traditional students in private educational institutions in Puerto Rico with the assistance of federal and commonwealth financing. Over forty years later, Caribbean University continues to remain as a committed institution of higher education. Caribbean University's Institutional Vision is to promote social and economic changes that increase the intellectual and personal maturity of the person as a member of society by offering a post-secondary education of excellence.

Enrollment increase, curricular development and administrative complexity have played an integral role in the development of Caribbean University's governance and administration. Components of the governance structure include the Board of Trustees, Presidential Cabinet, Academic Senate and Student Council that provide representation for faculty, students, administrative and support staff.

Board of Trustees

The chief governing body of Caribbean University is a Board of Trustees, which has a maximum of nine (9) members that represents the community-at-large. The Board members are selected on the basis of their leadership, their interest in education, standing, and service in the community. The President of the Institution is an ex-officio member of the Board.

The By-laws of the University (Appendix M) authorize the Board of Trustees to formulate and amend policies and norms for the administration, management, regulation and control of its officers and other matters pertaining to the achievement of its Mission, goals and objectives. Pertaining the Board of Trustees, the By-laws of the University state: Article 1.1

a. The maintenance of the accreditation of the University in accordance with the standards of the Council on Higher Education of Puerto Rico, the MSCHE, and/or other accrediting entities.
b. The planning and overseeing of all operations of the University.
c. The direction and supervision of the activities of the President.
d. The approval of all fiscal and financial policies of the University including approval of the annual budget and fundraising activities.
e. The Board of Trustees shall have full and exclusive power and authority to borrow money, whenever, in its discretion, the exercise of said power is required on behalf of the general interests of the University. In such case, the Board of Trustees may authorize the proper officers of the University to make, execute and deliver in the name and behalf of the University such notes and bonds. The Board shall also have full and exclusive power to mortgage the property of the University, or any part thereof, as security for such indebtedness.

The Board of Trustees meets at least three (3) times per year and a majority of the total number of Board members constitutes a quorum. The Board members are elected annually by the trustees. Thus, a Chairperson, a Vice-Chairperson, a Secretary and a Treasurer are elected, or re-elected. There are four (4) standing committees: the Executive Committee, the Finance Committee, Development Committee and the Grievance Appeal Committee. The Chairperson is authorized to appoint special committees as needed. Board meetings include reports from the President on current programs and on the University's progress towards attaining the five-year strategic goals; and, regular presentations from the Vice Presidents. Constituency group representatives are invited and expected to participate at Board meetings by giving a report on their activities. The Board minutes are recorded and disseminated to the University's Administrators and kept on file.

President

Upon the death of Dr. Angel E. Juan (Caribbean University's founder and President for 32 years) in September 2001, Dr. Ana E. Cucurella-Adorno was appointed by the Board of Trustees as the new President in January 2002. The current by-laws identify the authority and responsibilities the Board of Trustees delegate to the President, who is the Chief Executive Officer of the University.

Under her transformational leadership, the Institution has grown and evolved in academic, infrastructure, technology, local and international relations, among other aspects. Some of the achievements are:

- New undergraduate and graduate academic offerings.
- The creation the Vocational technical Division.
- The establishment of the Continuing Education Division.
- The acquisition of additional location facilities in Ponce, Vega Baja and Carolina. and two additional buildings in Bayamón.
- The acquisition of Blackboard Academic Suite including the Outcomes System.
- Creation of the Dr. Angel E. Juan Foundation.
- Local and international academic collaborative agreements.
- Affiliation into the *Liga Atlética Interuniversitaria* (LAI).
- Creation of Caribbean Univesrity Museum/Archive.
- Creation of *Centro de Ayuda y Servicios a la Comunidad* (CASC).
- Placed Caribbean University in leadership positions in the local and international academic community.

Presidential Cabinet (Administrative Council)

The President's Cabinet, is composed of 11 members who report directly to the President (Appendix N). The President conducts monthly meetings. Cabinet meetings reflect a shared action-oriented and problem-solving agenda. The Cabinet advices the President in the overall Institutional planning; and in all matters dealing with academic, administrative and fiscal processes. The President considers and promulgates most of the recommendations resulting from the Cabinet's deliberations.

Academic Senate

The Academic Senate, as an Institutional body, has enhanced participation in the decision making process related to academic development and policies. The Academic Senate is constituted by the President, the Vice President for Academic Affairs, Chancellor, Dean-Directors, Academic Dean, Academic Directors, Institutional Librarian, President of the Student Council, and two (2) faculty representatives (Appendix O).

Student Council

The Student Council is the representative body of the student community. Its members are elected among the student population according to the established regulations stated in the General Student Handbook. Student concerns and needs are mostly channeled through the Student Council. The Council is integrated with members from the different student organizations. Additional information on Student Council is presented in Chapter 4.

Standard 5: Administration

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

Overview

The Work Group studied how Caribbean University's administrative structure and services facilitate administrative, academic and student affairs within the context of Caribbean University's Vision, Mission, Goals and Objectives. Caribbean University developed an Action Plan as part of its 2006-2011 Strategic Plan which contemplated the separate roles of the Bayamón Campus from the Central Administration. In this context, and to respond to the growth in enrollment, the University developed a policy document that defines and describes the principal officers of the system, their relationships in the organizational structure and their responsibilities. As a system, the University responds to modern administrative and managerial principles, based upon the utilization and efficient maximization of human and economic resources; and physical and technological infrastructure. These fundamental principles are framed and contained in the Vision, Mission, Strategic Goals and Objectives clearly defined in normative documents of the institution and the Institutional Strategic Plan.

The ultimate aim is to develop and maintain an organizational environment that helps achieve the Vision and educational Mission to respond to changes in society. The systemic University structure is conceived as one consisting of three levels: the Board of Trustees; the Central Administration; and the academic units (Appendix P).

Central Administration

The main task of the Central Administration is the establishment of university-wide norms and procedures needed to carry out the policies formulated by the Board of Trustees. The Central Administration is also responsible of monitoring the essential integrity of the University system, by providing leadership and coordinating the academic endeavors of the University. It is also responsible of monitoring the attainment of goals and objectives and compliance with policies, norms, and procedures. The functions and duties of the Central Administration and University's main campus and additional units

are coordinated through meetings, discussions and dialogue, especially at the Presidential Cabinet, the Academic Council, and Institutional Committees.

The most effective mechanism for coordinating the functions and duties of the Central Administration and those of the University's instructional units has been the Presidential Cabinet. The Central Administration is responsible for disseminating information regarding its decisions, but the broad involvement of many voices helps communicate the underlying reasons for change, whereas the Cabinet advises the President about constituent needs and recommendations. Participation in the decision making process, by the different components of the academic community. It is also enhanced through Institutional committees. Faculty and student input are taken into consideration during the deliberation process in establishing Institutional policies.

The Central Office has several fundamental roles: direction and management administration, advisory, and support services to the system in those activities which are cost-effective at the central level. The administration and management roles include all the Presidential managerial activities, as approved by the Board of Trustees, directed towards institutional policy, systemic integrity, ensuring their effectiveness and the coordination and articulation between its components. Its main emphasis is on the processes of planning, management, monitoring, evaluation system, assessment and compliance.

Management Information and Technology

The Information and Technology (IT) Office, manages all data and support services for the Institution. The main responsibility of IT Office is to provide communication and information systems necessary for Institutional effective data driven decisions.

Campus Administration

The Bayamón Campus is administered by a Chancellor and each additional location has a Dean- Director. The Chancellor and/or Dean-Director are appointed by the President and are part of the Presidential Cabinet. The Chancellor and Dean-Directors are the chief administrative officers at their respective instructional unit and report directly to the President. Sharing responsibilities and collaborating with them are the Dean of Academic Affairs and/or Academic Directors, the Director of Student Services and Enrollment, and the Director of General Services.

Summary of Major Strengths and Challenges

Strengths

- The organizational structure has allowed the Institution to further its development as well as respond effectively and efficiently to internal academic and administrative matters.

- There is a commitment on behalf of all Institutional constituents in the development and growth of the university.
- The Institutional goals and objectives are clear in guiding the direction of the university.
- The lines of communication are effective and efficient due to the structure of the organizational hierarchy.

Challenges

- Elevate the Institutional level from Baccalaureate diverse fields to a Doctoral-Research (Carnegie Classification).
- Change the current status of the additional locations to campus, beginning with Ponce.
- Revise the organizational administrative structure according to future Institutional academic level.

Recommendations

- Submit the necessary documents for the Substantive Change for a Higher Degree to the accreditation agencies.
- Submit the necessary documents for the Substantive Change for a New Site/Location (Branch Campus).
- Maintain the established Governance and Administrative structure until necessary changes are implemented according to possible internal and external variables.

Chapter 3

Institutional Assessment and Assessment of Student Learning (Standards 7 and 14)

Introduction

This Chapter details how Caribbean University assesses itself and one of its most fundamental outcomes, student learning. What follows is a discussion and review of the institutional assessment processes and the assessment of student learning processes and outcomes at Caribbean University. Concerning the latter, the chapter addresses the degree to which the University has policies and procedures in place to ensure at graduation that its students have the knowledge, skills, and competencies the University professes to instill in them.

Standard 7: Institutional Assessment

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

Overview

The process by which Caribbean University evaluates its overall effectiveness takes in consideration the fulfillment of its Mission and Goals. An Institutional Assessment Model (Appendix Q) was developed so that Caribbean University could attain the goals of its Strategic Plan which was designed and approved in 2006, by all Institutional constituencies to advance the Mission. These assessment indicators are aligned to the MSCHE accreditation standards and assess the goals and objectives of the Strategic Plan which were built based on the following priority areas:

- Academic Affairs and Learning
- Enrollment and Student Services
- Internationalization, Society Openness and Orientation
- Physical Infrastructure, Technology and Information
- Financial Resources and Institutional Management
- Quality, Planning and Research, and Institutional Innovation

Caribbean University established assessment measures in all of these areas and especially in those concerning the academia, student enrollment, financial resources and institutional management; physical infrastructure, technology and information.

Academic Affairs and Learning

Institutional assessment in the academic area dealt with current academic offerings, academic support services to enhance student retention and graduation, and the selection and retention of qualified faculty in academic programs. Enrollment trend and market

analysis in regard to academic programs prompt the Institution to the following decisions: phase out some academic programs due to lack of student enrollment; begin offering existing academic programs from the Bayamón Campus at other additional locations, and create new programs according to societal needs. The following programs were created during the past ten years as a result of assessment outcomes: Bachelor's Degree in Science in Engineering, Nursing, Speech and Language Therapy; Master's of Arts in Education; Master's in Business Administration; and Master's in Science in Nursing (Chapter 6: Table 6).

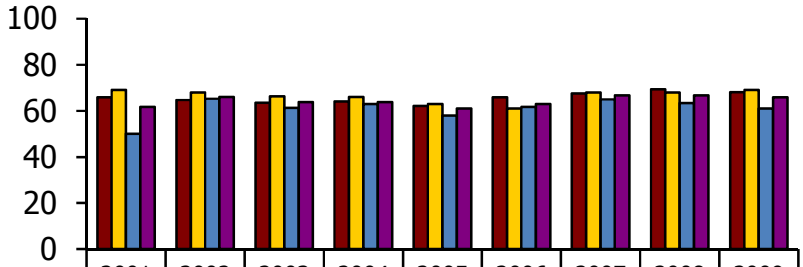
The academic support services at Caribbean University are the basic mean by which the Institution assures the success of students admitted through the open door policy. During the beginning of the 1980s, the only academic support service available was the TRIO Student Support Services Program. In 1984, the Institution incorporated the Core 100 Program, which consisted of preparatory courses in English, Spanish and Math. It also developed the University 100 course to help students adjust to university life. Upon admission to the University, students are referred for professional counseling and guidance to the Counselor's Office (CIOSE), before they proceed with registration and evaluation of other academic or counseling needs they might have.

The Institution's assessment outcomes, by the beginning of 2000's, created and increased academic support services in order to enhance student retention. One of those initiatives was the Student Support Services (SSSP), which served 275 students. This represented less that 15% of the new enrollment. The assessment outcomes of the Program revealed that the Institution had a retention rate of 60% of freshmen students for the second year, while participating freshmen in the TRIO program had a retention rate of 70%. Furthermore, the SSSP students were achieving better GPA's by the end of the year than those that were not served by the program.

As a result of the aforementioned outcomes, Caribbean University created tutorial laboratories in basic skills (English, Spanish and Mathematics) for 100 and 101 courses. Moreover, the introductory course (UNIV 100) was made a requirement for all new first time college students. Consequently, in addition to the assigned course instructors the preparatory courses appointed an auxiliary lab teacher in order to support these initiatives.

Retention rate increased eleven percent (11%) as a result of these initiatives. According to the 2001 Self-Study, the retention rate in 1995 was 49%; in 2001 was 50.1%; and, in 2009 was 61.1%. Figure 3 shows retention rate from 2001 to 2009:

Figure 3: Benchmark with Peer Comparison Data Freshman 1st Year Retention Rate – Private Universities of Puerto Rico 2001 -2009



	2001	2002	2003	2004	2005	2006	2007	2008	2009
SUAGM	66	64.7	63.5	64	62.1	65.9	67.5	69.3	68.1
UIPR	69	68.03	66.35	66.06	63	61	68	68	69
CU	50.1	65.3	61.4	63	58	61.8	65	63.3	61.1
Peer Institutions' mean	61.7	66.01	63.75	63.82	61.03	62.9	66.8	66.8	66

Source: Planning Office

The University 100 course was also revised to include the instruction of technological skills and information literacy in order to support students in their future enrollment of on-line courses. Once our freshmen students have acquired academic and technological skills, they will be able to plan their academic schedules, registering both on-line and on-site courses.

Another important component in the academic assessment process is the quality improvement of faculty members. Caribbean University is interested in the recruitment and retention of qualified faculty members to assure the excellence of its academic programs. Currently, Caribbean University has a process by which the faculty is assessed for recruitment and performance. The recruitment and assessment process is fully described in Chapter 5. The following areas in which candidates are assessed include: teaching learning effectiveness; commitment to ongoing professional development; commitment to the development of activities for the general community as well as for the university community; and research and creative works. These areas for faculty recruitment are also considered since the initial interview up to in-service faculty evaluation. The aim of this in-service assessment process is to promote faculty development and the retention of high qualified professionals. The evaluation process provides faculty members the opportunity to improve areas of needs through professional development and formal education activities. Once the Development Plan is created, the Academic Offices request the needed budget, and the Institution provides the allocation of funds.

Since 2002, Caribbean University created the Dr. Angel E. Juan Foundation, which one of its purposes is to provide funds to support the excellence of faculty in their pursuit of higher education degrees. Table 3 shows the amount of funds that Caribbean University has assigned for faculty development.

Table 3: Funds for Faculty Development

TYPE OF FACULTY SUPPORT	2006-07	2007-08	2008-09	2009-10
Faculty Development	247,728.37	297,068.31	217,247.27	249,064.40

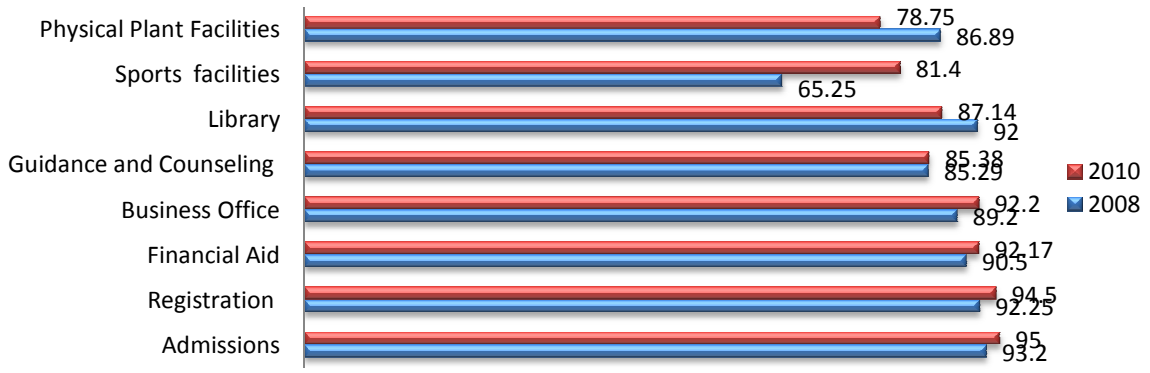
Source: Financial Office

Enrollment and Student Services

During the last decade, Caribbean University has implemented various strategies for the enrollment and student services to improve retention and student satisfaction. Some of these strategies are: establishment of the "one stop services" which includes the admission, registration, financial aid and bursar's offices, all in the same area; improvement of the registration, financial aid awarding and bursar system processes; promotion of student participation in sports and athletics through Inter - University Athletic League of Puerto Rico "Liga Atlética Interuniversitaria" (see details in Chapter 4); hiring of human resources at the service areas; and, the review and creation of new student services policies and procedures.

The implementation of these strategies resulted in a higher retention rate and student satisfaction in the areas mentioned in Figure 3.1.

Figure 3.1: Student Satisfaction Survey



Source: Planning Office

Internationalization, Openness and Orientation to Society

One of Caribbean University's strategic priorities is to reaffirm its leadership, not only among Puerto Rico's higher education community, but also at the international level. To this end, in order to achieve this goal, Caribbean University implemented several strategies. Among these strategies are the establishment of agreements for electronic library resources and faculty and student exchange, including the creation of opportunities for further education at international institutions of higher education.

The following are current agreements with local and international institutions of higher education: Universidad Iberoamericana in Dominican Republic, Latin American Foundation (University of Leon in Spain), Universidad Central del Caribe in Puerto Rico, and "Pontificia Universidad Católica Madre y Maestra" in Dominican Republic. Additionally, Caribbean University has established internships with other institutions in multidisciplinary areas. These professional exchanges provide our faculty and students with opportunities to broaden and share their knowledge and experiences with their colleagues. Currently, agreements for library exchange are signed and in the process of implementation. Moreover, there are students and faculty studying under these agreements: two (2) students in MD program, five (5) in Engineering Master Degree Programs, and one (1) faculty member in a postdoctoral degree (Please See Attachments: signed agreements, student portfolios, and student progress reports).

Physical Infrastructure, Technology and Information

Assessment processes require analysis and documentation. The acquisition of Blackboard Outcomes System for assessment and strategic planning provides academic analysis that offers information, both at the course and the programmatic level. Furthermore, the Blackboard Outcomes System (Appendix Q) provides the opportunity for students to view their current standing in the course and the areas that need improvement. Moreover, these analytical applications can prepare reports or data visualizations to reveal patterns, trends, and exceptions for effectiveness of the course and student performance. This technological strategy provides a solution for one of the major difficulties that Caribbean University faced with assessment for many years.

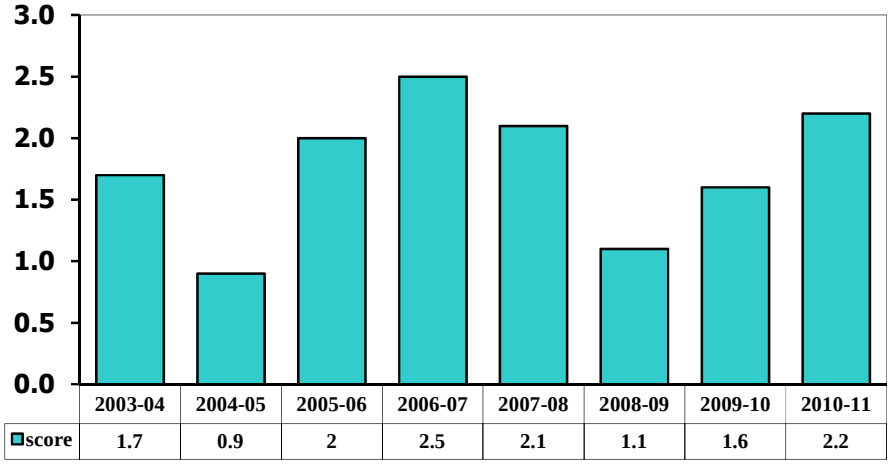
Caribbean University accomplished, with the help of the Blackboard Outcomes System the following aspects: better view into outcomes to enable more effective decision-making and optimization of resources; reduction of workloads for institutional assessment committees and departmental assessment projects; and, streamline compliance with the most challenging requirements of regional and specialized accreditation. The total investment of the Blackboard Outcomes System is approximately $100K on a yearly basis and demonstrates the Institution's commitment with assessment processes.

The following actions are being taken to continually improve the distance learning initiatives; improvement of faculty – student communication; revision of course contents and evaluation process; quality improvement in all service areas related to distance learning; student services personnel training to service distance learning students; Upgrade Blackboard Academic Suite 9.1; and, faculty training in the use of learning system increased online graduate offerings.

Financial Resources and Institutional Management

Caribbean University has managed to broaden, maintain and increase its financial resources needed to assure its stability, growth and development. Assessment of services, budget allocations, organizational structure, and control measures has guided changes and decisions in this area (Appendix S). Figure 3.2 shows the Composite Score (Primary Reserve, Equity, Net Asset) for Caribbean University which has increased from 1.7(2003) to 2.2(2010) on a three (3) point scale for the last eight (8) years. The Composite Score rating for Caribbean University demonstrates overall financial health.

Figure 3.2: Caribbean University Composite Score FY 2003-04 FY 2010-11



Source: Financial Office

Standard 14: Assessment of Student Learning Outcomes

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

Overview

Caribbean University developed an Institutional Assessment Model (Appendix Q) by which academic assessment activities are performed. The assessment of student learning is based on the expected learning outcomes of each academic program. Academic programs have the following curriculum components: general education, core and concentration courses, practicum or internship.

Learning Outcomes reports promoted improvements in the teaching learning process, and curricular changes that address current trends in state policies and professional requirements. It also served to establish new and revised academic policies. The following are some examples of the assessment of student learning and actions taken as a result of the outcomes.

General Education

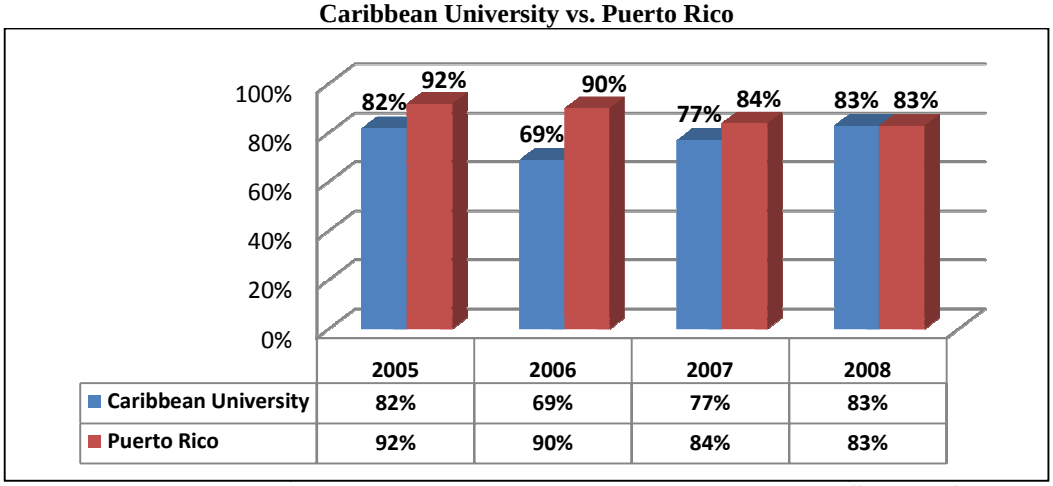
General Education at Caribbean University is assessed with various instruments. Freshmen student learning is assessed through the diagnostic and achievement tests in English, Spanish and Math in basic skills courses. Among these strategies, Caribbean University offers departmental pre-post exams and College Board Achievement Test Agreement (Appendix T). Other ways in which General Education is assessed are through professional certification tests results which reveal student competencies. Based on our analysis, Caribbean University started the revision of the General Education courses to strengthen oral communication, writing skills, critical thinking and quantitative reasoning.

Teacher Preparation Program

The Teacher Preparation Program assesses student learning through various means, such as: student teaching, classroom observations, demonstrations, and the professional licensing exam (Pruebas de Certificación de Maestros, PCMAS). The analysis of student performance on PCMAS shows that our students had been performing low on general education (Figure 3.3). The PCMAS include the following subjects: Humanities and Social Sciences, Mathematics and Science, Spanish, English and composition writing. Faculty recommended a new admission, retention and graduation policy for students in education. Furthermore, pre testing (Pre-PCMAS) prior to the student teaching practice, and coaching courses were also recommended. In addition, the faculty started a revision of the Teacher Education Program. As a result, several strategies such as curriculum revision, specialized reviews, and the use of Pre-PCMAS practice testing were incorporated. Hence, Caribbean University's Teacher Preparation Program achieved a satisfactory classification as of 2010.

The College Board Report on Fundamental Knowledge PCMAS 2004-2008 cohort, showed a significant improvement in the PCMAS passing rates in the last four (4) years. In the 2002-2003 cohorts, the passing rate was 50% and increased to 83% in the 2008-09 cohorts.

Figure 3.3: PCMAS Passing Rate Part I: Fundamental Knowledge
Caribbean University vs. Puerto Rico

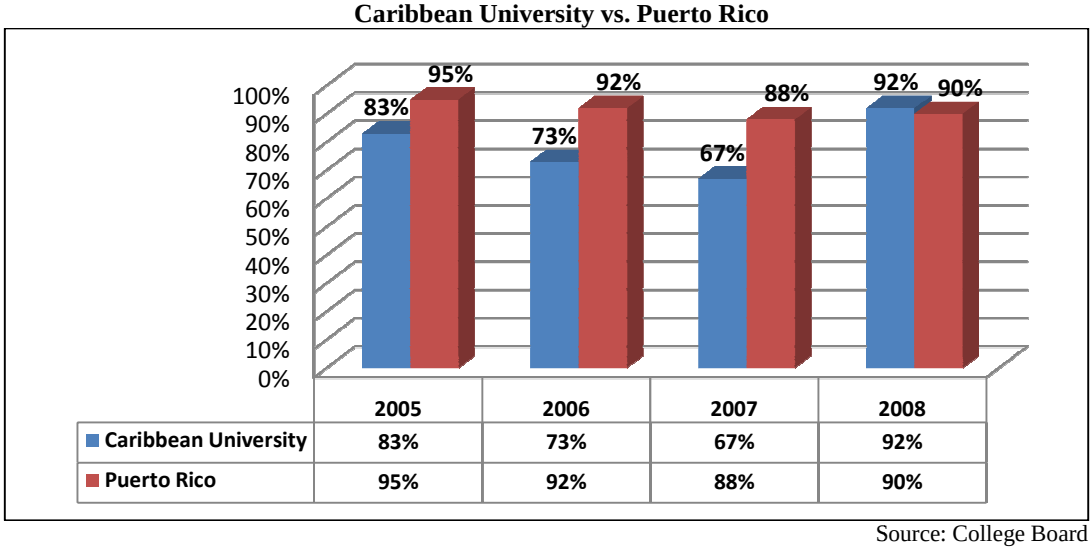


	2005	2006	2007	2008
Caribbean University	82%	69%	77%	83%
Puerto Rico	92%	90%	84%	83%

Source: College Board

The College Board Report on PCMAS (Professional Competencies Elementary Level) 2004-2008 cohort showed an observable improvement in the PCMAS passing rates in the last four (4) years. The 2005-2008 cohort, shows that the passing rate increased from 83% to 92%, positioning Caribbean University above Puerto Rico average score (Figure 3.4) (Appendix U)

Figure 3.4: PCMAS Passing Rate Part II: Professional Competencies Elementary Level
Caribbean University vs. Puerto Rico



	2005	2006	2007	2008
Caribbean University	83%	73%	67%	92%
Puerto Rico	95%	92%	88%	90%

Source: College Board

Nursing Program

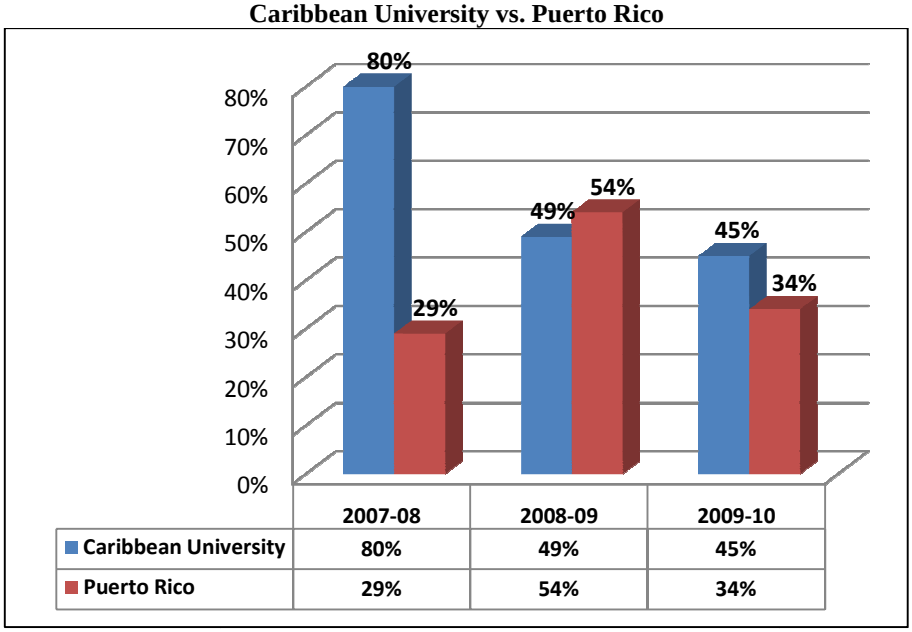
The Nursing Program is using rubrics, and hospital reports on student evaluation of clinical areas to assess student performance and learning. Reported findings show that best performances are in NURS 102 (95% or more), NURS 309 (90% or more); and, the

least performances are in NURS 311 (70% or more). Major difficulties are in the area of nursing process writing in different health scenarios.

The faculty recommended and implemented the following: increase communication between the hospital and the program; Interdisciplinary planning of clinical skills by student performance level; ongoing course content revision; and, instructor compliance assessment with clinical requirements.

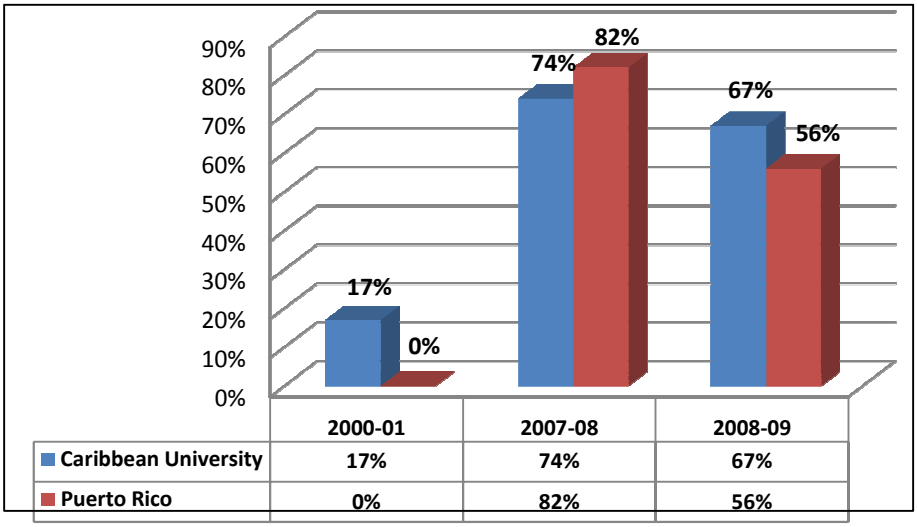
Another initiative to assess the performance of nursing students was to evaluate their Professional Licensing Exam scores. Student's scores in Associate and Bachelor's Degrees at Caribbean University were averaged and compared with the population scores in Puerto Rico. The results showed a passing rate of 45% at Caribbean University compared with a 34% in Puerto Rico at the Associate Degree level (Figure 3.5). On the other hand, Bachelor's Degree students scored a 67% compared to a 56% in Puerto Rico (Figure 3.6). Although passing scores at Caribbean University are higher than the average in Puerto Rico, we implemented a new initiative to improve future results by aligning the faculty area of expertise with the course requirements.

Figure 3.5: Associate's Degree Program Passing Rates, 2007-2009-10
Caribbean University vs. Puerto Rico



Source: College Board

Figure 3.6: Bachelor's Degree Licensing Passing Rates, 2001, 2007-08, 2008-09
Caribbean University vs. Puerto Rico



Source: College Board

Graduate Program

The Graduate Program at Caribbean University has two (2) major assessment instruments of learning outcomes (Appendix V). These are the Comprehensive Exam and the Degree Project. These instruments aim to determine the extent to which students are able to apply both core content and specialization knowledge to practice and the realities of their surroundings. The major findings are the need to improve student writing skills and data analysis.

Recommendations made by the graduate faculty include the revision of the Degree Project Manual, workshops in APA writing style; and, the inclusion of an elective graduate statistical course. The Institution has developed and implemented an assessment process that evaluates the overall effectiveness in achieving the Mission and Goals. This process helps us improve our performance towards academic excellence which provides for the compliance with MSCHE accreditation standards. Assessment process in Caribbean University provides for information on Institutional Effectiveness and Student Learning Outcomes.

Currently, assessment outcomes are considered in all decision making processes; and, budget allocations are made to support needed changes. Recommendations of external as well as internal assessment activities have made Caribbean University invest several millions of dollars in its operation to achieve its goals. The Institution has been able to comply with local and federal standards and to overcome the economic challenge that institutions of higher education in Puerto Rico are facing. Student Satisfaction Survey

results evidence a high level of Institutional Effectiveness. This has led to increase our retention and graduation rates.

Learning outcomes assessment has been highly considered in all academic programs including the general education component. Programs such as the Speech Therapy, Education and Nursing, among others, are evidence of the Institution's academic excellence. Students in these programs consistently attain high passing rates (compared with other scores in Puerto Rico) in their corresponding licensing exams. General Education at Caribbean University is assessed with various instruments through diagnostic and achievement tests in English, Spanish and Math. The institutional assessment process includes both undergraduate and graduate programs.

Summary of major strengths and challenges

Strengths

- Caribbean University has developed a standardized, unified and integrated institutional assessment plan.
- Caribbean University has assessed, analyzed and improved all academic programs.
- The Institution has increased the participation of its community members (faculty, administrators and support services staff) in assessment activities.
- A strong Institutional commitment in supporting assessment activities.
- Assessment outcomes are guiding the decision making process for the improvement of Institutional Effectiveness and Student Learning.
- The purchase of Blackboard Outcomes System for assessment processes.

Challenges

- The full implementation of Blackboard outcomes system for assessment processes.
- The dissemination of assessment outcomes among the institutional community members for ongoing improvement.

Recommendations

- Keep continuous training in the use of Blackboard Outcomes System for assessment.
- The establishment of new procedures with timelines and responsibilities for assessment activities.
- Continue providing training in assessment to faculty and administrators.
- Institutional formats for assessment plans, process to collect data, and reports on recommendations and improvements must be created and deployed in the outcomes system.
- Conduct focus groups to facilitate communication and improve the learning environment in General Education.

Chapter 4

Student Admissions and Retention, and Student Support Services (Standards 8 and 9)

Introduction

"Students are the primary beneficiaries of an institution's educational mission" (MSCHE, 2010). Caribbean University understands the emerging student population challenges and needs. Therefore, in assessing its goals and objectives, the Institution analyzes the effectiveness of the student services dealing with recruitment, admissions, registration, academic counseling and guidance, drug and alcohol abuse prevention, financial aid, career opportunities, student organizations, health services, tutoring and athletic programs.

The scope of this Chapter includes services available for students while pursuing their educational goals.

Standard 8: Student Admissions and Retention

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

The Admissions Office plays a critical role in the University's efforts to fulfill its Mission. This Office is responsible for designing a Recruitment Plan and revising its activities each semester. Traditionally, the primary source for recruitment has been public high schools; however, new trends in adult education and retraining of employees are making an impact in the composition of the University enrollment. Visits to schools, both public and private, are systematically scheduled and coordinated by the Admissions staff. Other recruitment strategies include the distribution of promotional materials, (Appendix X) program brochures, personalized letters, use of the media (radio, T.V. and newspaper), educational fairs, seminars and conferences to teachers and students of the school community, and the general public.

The Admissions Office hosts in-and-off campus recruitment events and utilizes technology to respond quickly to inquiries from prospective students. Among these events, Open House activities are offered to provide an overview of the Institutional services including: academic programs, student life, costs, financial aid, transfer and the application process. Faculty representatives from each academic department participate in these activities which provide students with an opportunity to be oriented about degree options. All of these efforts have not only improved the exposure of the University, but they have also attracted a more geographically diverse body of students applying for admissions. Recruitment strategies are the responsibility of each Institutional unit in accordance with the Enrollment Management Plan (Appendix Y). It is emphasized that recruitment is an Institutional responsibility which involves both faculty and non-teaching personnel.

Admissions

Caribbean University has a Student Services unit which consists of Admissions, Financial Aid, Registrar, Bursar, Counseling and Guidance offices. The Institution maintains an open-door admissions policy that is consistent with the principle that higher education is not an intellectual or economic privilege, but a right of individual human beings. Admissions procedures have been established to ascertain the applicant's ability to successfully pursue the courses of study for which they wish to enroll at the University. This allows identifying the strengths and weaknesses to take action in making effective decisions and establishing policies and actual practices, according to the trends in retention rates and the demands of constant change. The Admissions Office coordinates and renders evidence of the marketing processes through a variety of recruitment activities. The University does not discriminate because of gender, age, race, ethnicity, physical disabilities, and other basis protected by applicable local, state and/or federal laws.

The University's open-door admissions policy provides an opportunity for any high school graduate or individual who has passed the State High School Equivalency Examination to enroll in the Institution's academic programs leading to an Associate Degree or Vocational Certificate. High school graduates interested in a Baccalaureate Degree program are required to have a minimum GPA of 2.0 or as required by the specific program. The open-door admissions policy has provided educational opportunities to students who otherwise would have never thought of pursuing college studies, thus improving their quality of life. Admissions to any of the Graduate School program focus on various criteria, among these: minimum of 2.5 undergraduate GPA; letters of recommendation; and an interview. Requirements may vary depending on the selected graduate program.

Caribbean University conducts a Student Satisfaction Survey every two (2) years. The 2010 Student Satisfaction Survey reveals that an average of 95% of Caribbean University's students is highly satisfied with the services rendered by Admissions Office. Table 4 shows the percentage of student satisfaction with Admissions Office Services.

Table 4: Percentage of CU's Students Satisfied with Admissions Office Services

Category	2008	2010
Services received by the personnel of the admissions office have been very helpful	92%	97%
Personnel of the admissions office process your admissions application in a timely manner	94%	94%
Disposition of the personnel of the Admissions Office to assist students	95%	95%
Orientation and guidance given by the personnel at the admissions	92%	93%
Admissions Office hours	93%	96%

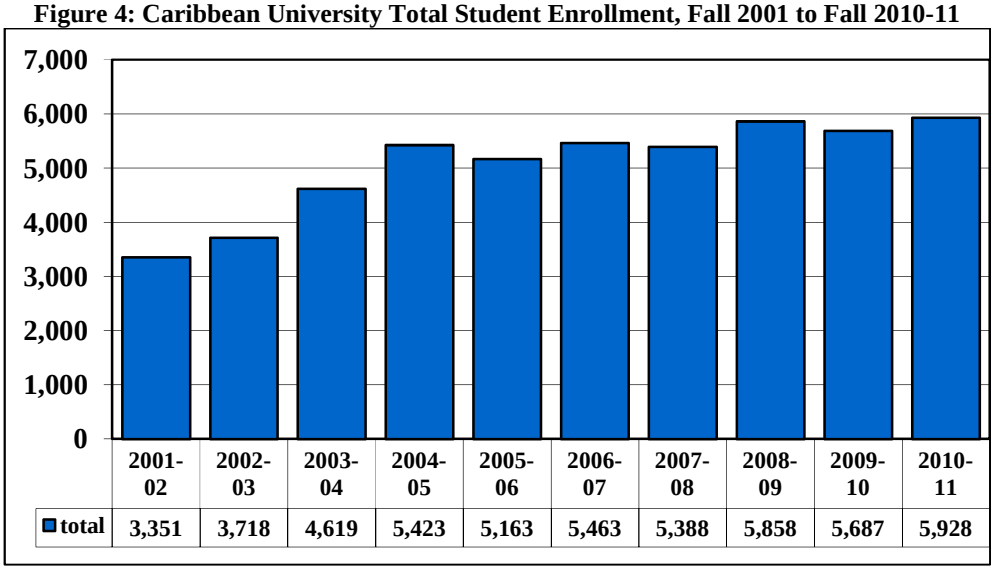
Source: Institutional Assessment Office

Enrollment

The Enrollment Management Plan (EMP) began its implementation in 2006, upon the approval of the new Strategic Plan. The EMP consists of the following areas: recruitment and admissions monitoring, financial aid services, and retention strategies. The Plan seeks to assure that: applicants become students; students enroll full-time; students are awarded with financial aid on a timely manner; students persist until graduation; students graduate within expected time frame; students are satisfied with services; and, students are satisfied with the preparation given by academic programs.

Figure 4 shows the total enrollment trend for the last nine (9) years (2002-2010). The most significant increase occurred during 2002 to 2004, after which the enrollment stabilized with a slight increase each year. Figures 4.1, 4.2 and 4.3 depicts enrollment by academic level (graduate and undergraduate) and locations. The graduate enrollment dramatically increased during 2003-2005, and remained steady until 2007, when Caribbean University experienced a decrease in the graduate program enrollment. The main reason for the change in enrollment was due in part by the fact that teachers from public schools were receiving scholarships to pursue their Master's Degree until 2006, when the Puerto Rico Department of Education reduced the amounts of tuition awarded to teachers. Figure 4 shows and increment in Institutional Enrollment for the past ten years. In spite of this situation, enrollment at the undergraduate level suppressed the impact produced by the decrease in graduate enrollment. The addition of new academic programs contributed to the increasing enrollment numbers.

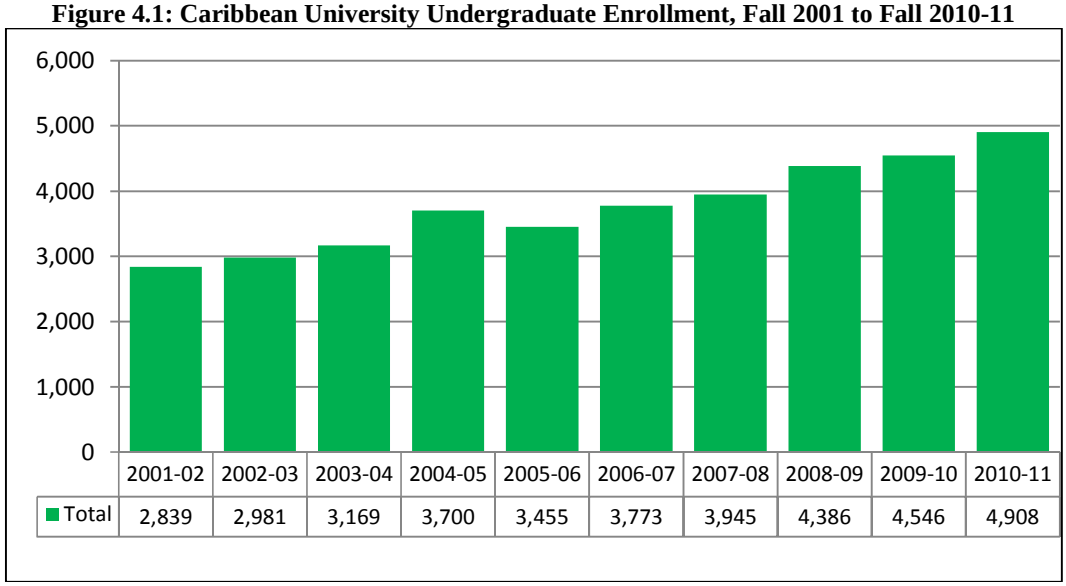
Figure 4: Caribbean University Total Student Enrollment, Fall 2001 to Fall 2010-11



	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
total	3,351	3,718	4,619	5,423	5,163	5,463	5,388	5,858	5,687	5,928

Source: Planning Office

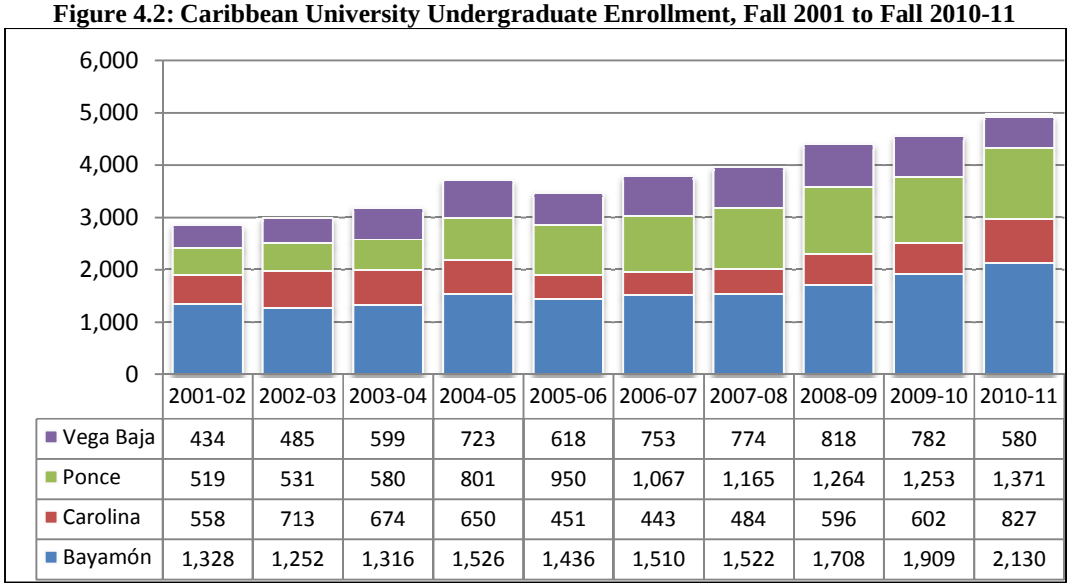
Figure 4.1: Caribbean University Undergraduate Enrollment, Fall 2001 to Fall 2010-11



	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Total	2,839	2,981	3,169	3,700	3,455	3,773	3,945	4,386	4,546	4,908

Source: Planning Office

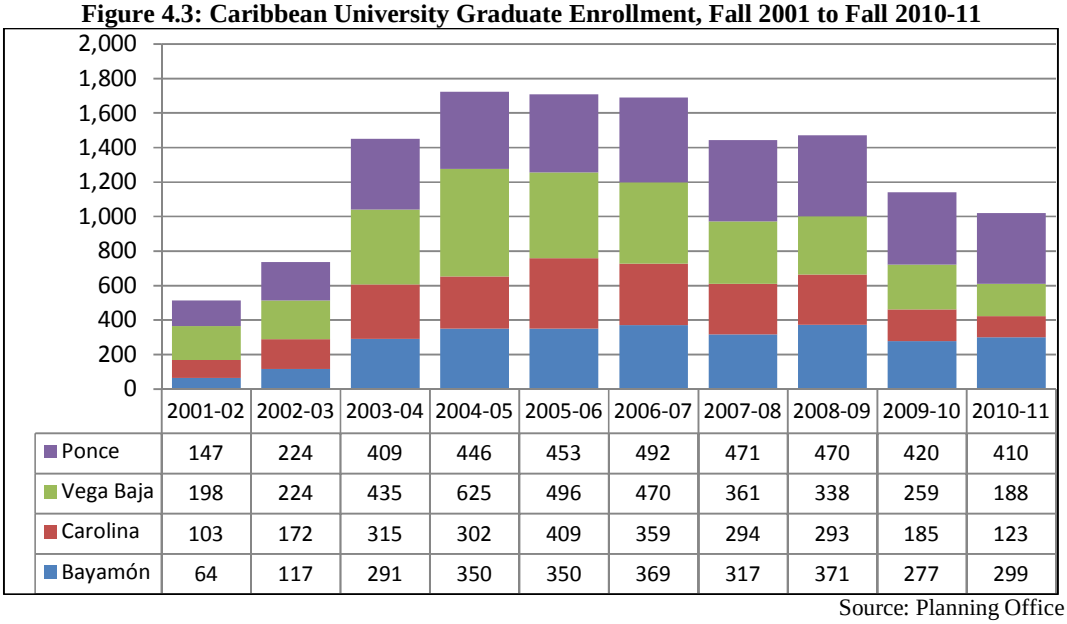
Figure 4.2: Caribbean University Undergraduate Enrollment, Fall 2001 to Fall 2010-11



	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Vega Baja	434	485	599	723	618	753	774	818	782	580
Ponce	519	531	580	801	950	1,067	1,165	1,264	1,253	1,371
Carolina	558	713	674	650	451	443	484	596	602	827
Bayamón	1,328	1,252	1,316	1,526	1,436	1,510	1,522	1,708	1,909	2,130

Source: Planning Office

Figure 4.3: Caribbean University Graduate Enrollment, Fall 2001 to Fall 2010-11



	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Ponce	147	224	409	446	453	492	471	470	420	410
Vega Baja	198	224	435	625	496	470	361	338	259	188
Carolina	103	172	315	302	409	359	294	293	185	123
Bayamón	64	117	291	350	350	369	317	371	277	299

Source: Planning Office

Student Profile

The student profile is consistent with Caribbean University's Mission, and the goals of providing educational opportunities to students who are economically, culturally and educationally underserved; and, with the open-door admissions policy. For Fall 2010, the University reached an enrollment of 5,928 students. As presented in Table 4.1, Caribbean University is composed of traditional and non-traditional students with the following characteristics: 99% Hispanic, 56% are female, 83% undergraduate, 98% low-income, and 72% first-generation college students. The average student age for undergraduates is 25 and 39 for graduate students. Table 4.2 presents the distribution of student enrollment (full-time and part-time) for the last nine years. New academic programs beginning in 2004, contributed to increase full-time enrollment.

Table 4.1: Fall 2010 Institutional Enrollment

Characteristics	#	%
Total Enrollment	5928	100%
Undergraduate	4908	83%
Graduate	1020	17%
Hispanic	5928	99%
Female	3322	56%
Male	2606	44%
Part-time	2134	36%
Full-time	3794	64%
Low-Income	4824	98%
First-Generation	1260	72%

Source: Planning Office

Table 4.2: Distribution of Enrollment: Full-time or Part-time

Type of enrollment	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Part-time	38%	50%	33%	34%	31%	28%	37%	48%	36%
Full-time	62%	50%	67%	66%	69%	72%	63%	52%	64%

Source: Register Office Report FY 2002-03 to 2010-11

Student Retention

The retention rate for Caribbean University has averaged 61% (Figure 3). This is comparable to the local major private institutions (Interamerican University and Ana G. Mendez System) that do not have an open door admissions policy. The enrollment rates in these two institutions represent a 78% of students studying in private universities in Puerto Rico. According to the National Center for Education Statistics (2009), undergraduate students are extending or delaying their graduation. This pattern may be a consequence of increased living expenses, the current economic downturn, and the decrease in employment opportunities. Student retention remains a significant challenge for Caribbean University's administration, which has undertaken a number of initiatives to improve student progress and completion.

The most frequent reasons given by Caribbean University students for withdrawing are: personal problems, transportation problems, conflict with classes schedule and working hours, low grades, economic problems, in that order. Other reasons adduced by students for dropping out are apparently not directly related to the Institution.

The greatest challenge for Caribbean University has been to increase retention to a minimum of 70%. To overcome this challenge, the Institution implemented a series of initiatives such as; restructuring office services, revision of staff functions, orientation services, systematic and systemic counseling program, job placement, mentoring program, tutoring, offering of the "Vocational Interest Test", search for and implementation of other sources of financial aid.

In addition, co and extra-curricular activities are integrated. These activities allow students to have experiences that will provide a better academic performance integrating themselves with internal and external communities. They will also promote sports, cultural, artistic, and/or physical activities. Also, Caribbean University offers a number of extracurricular activities to provide students the opportunity for leadership development. It offers students the opportunity to select, and/or participate in activities of their preference.

Caribbean University's Retention Plan (Appendix Z) considers students academic and personal needs for the provision of counseling, academic advising and tutoring services. Faculty and non-teaching personnel are also trained in regards to retention strategies.

Caribbean University has made progress in improving student graduation rates and will continue improvement efforts in this area. With a six (6) year graduation rate of 19.8%

(Caribbean University, Planning and Development Office 2009), the University is within range of the national figure. With regard to the four-year graduation rate, queries into IPEDS Data Center (http://nces.ed.gov/IPEDS/DATACENTER/) show an average of 20% for the 2003 first-time full-time cohort from public institutions within the Carnegie "Master Large" category.

Standard 9: Student Support Services

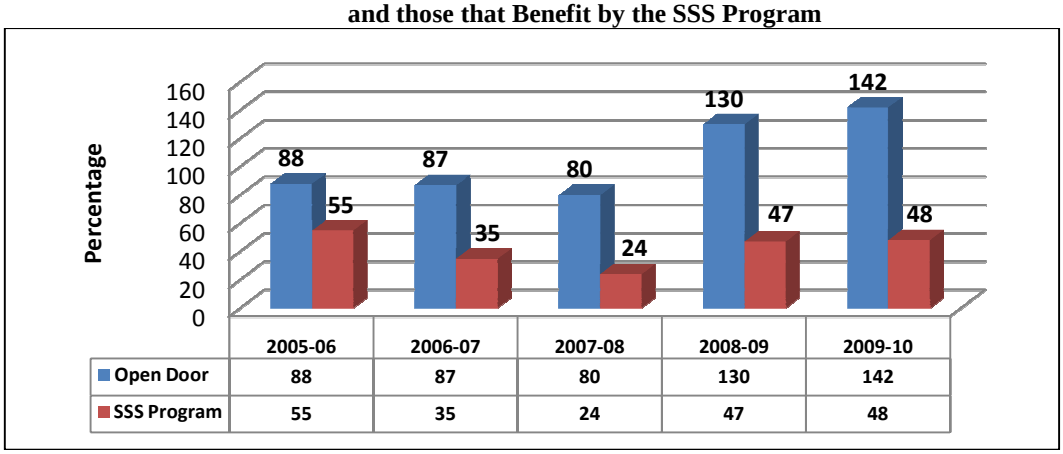
The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for student.

Student Services consists of all services and activities that are related to and complement student affairs. These services and activities are created to maximize moral, social and physical development to help students achieve academic goals and personal development.

In order to provide quality services and to adapt to students' needs, Caribbean University provides academic and student support services to enable them to successfully complete their education. Since students are likely to abandon their educational goals, the Institution has successfully sought federal funded programs that aim at improving retention and graduation rates.

Figure 4.4 reflects the percent of students who were admitted according to the open door policy and the percentage that participated in TRIO Student Support Services Program (SSS) during the years 2006 to 2010. Due to the fact that only 10% of students benefit from the SSS Program, Caribbean University has created an in-house academic support program that provides tutoring services to all new admitted students. These programs are complemented with other co-curricular and socio-cultural activities to provide for students' holistic growth and development.

Figure 4.4: Percentage of New Students Admitted through the Open Door Policy and those that Benefit by the SSS Program



	2005-06	2006-07	2007-08	2008-09	2009-10
Open Door	88	87	80	130	142
SSS Program	55	35	24	47	48

Sources: TRIO Student Report Services 2005-2009-10

The Vice President of Student Affairs is responsible for the coordination and direction of all services and activities that support students' academic progress. These services include Admissions, Guidance and Counseling, Student Health, Student Activities, Student Government, and Athletics. Services and activities are designed to maximize the moral, social, and physical development that will enhance students' educational experience and personal growth. In its quest to provide an ample array of student services, the Institution promotes a number of student-centered initiatives and projects, such as: socio-cultural and athletic activities; opportunities for leadership development; active involvement of students in community services; professional student organizations; Student Council; and, other student organizations, among others. Caribbean University also offers a safe environment and several facilities for students, such as: Student Center, study areas, wireless Internet access, athletic facilities, health services center, cafeteria, amphitheaters, museum, and others.

Caribbean University offers various support services that helps increase retention and graduation rates and contribute to the improvement of student's academic development. These services are:

Guidance, Counseling and Support Services

Guidance and counseling services are available to all students having academic, vocational, occupational, educational, and personal concerns. The role of the counselor is to help the student clarify values, attitudes, interest and aptitudes; explore career opportunities, formulate educational and vocational plans, and assist students who need academic information. Efforts are made to prevent student withdraws, to promote student academic achievement and further graduation. Other services include academic and personal counseling, through individual and group workshops, learning skill seminars, career counseling, problem resolution, and decision making. The Center for Integrated Guidance and Student Services (CIOSE) provides students with personal and academic counseling; and occupational guidance to address specific situations and personal problems that might interfere with their academic achievements. To this end, the Institution has increased the number of counselors. Table 4.3 shows the distribution of student participation in counseling services from 2005 to 2010.

Table 4.3 Student Participation in Counseling Services, 2005-2010

Support Services	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Personal Development	69	88	231	121	217
Career and Life Learning Skills	67	95	211	681	562
College Learning Skills	87	103	283	373	431
Educational Counseling	663	879	978	1070	1347
Academic Evaluation	604	616	809	915	1424

Source: CU Student Support Service Office 2005 to 2009-10

Registrar Office

The Registrar Office is considered Caribbean University's official record-keeper. It is responsible for the registration process, enrollment status, grade processing, transcript requests, among other services. It also collects data and information needed to maintain a system of statistics of enrolled students, drop-outs, graduates, and alumni. The Student Satisfaction Survey shows 95% of student satisfaction in efficiency in handling documents and transcripts; service and attention received; appropriate office hours; and, efficiency and effectiveness in handling student situations.

Health Services

The Office of Student Health Services provides first aid, emergency health care information and health counseling to students. Health Services are available to students through the Health Services Office under the direct supervision of a registered nurse. The Health Services Office offers student activities as prevention in the health areas such as: drug abuse, infectious diseases, mental health and others. First aid and other non-critical medical assistance are provided in each academic unit. Medical emergencies and referrals are processed through the Health Services Office to nearby hospitals and medical offices. The Health Services Office establishes a working plan every semester in order to provide the student population with health education and medical needs. Health information is also provided in the Student University Life course (UNIV 100). Health fairs, workshops, seminars, round tables, and health clinics are provided each semester to provide opportunities for the participants to reflect on ethical and moral issues, healthy lifestyles, well-being and emotional social development. Nursing, General Science (Pre-med), Speech-language Therapy, Social Work and Physical Education students participate as facilitators during these events. The 2010 Student Satisfaction Survey reveals that an average of 94% of the student population is highly satisfied with the services rendered by Health Services Office (Table 4.4)

Table 4.4: Percentage of CU's Student Satisfied with Health Services

Table 4.4:		
Category	**2008**	**2010**
Attention and services received at the Health Services Office	74%	95%
Promptness of the services	73%	96%
Service hours	78%	93%
Orientation given by the personnel	79%	92%

Source: Student Support Service Office 2008-2010

Sports and Athletics

The University promotes student participation in sports and there has always been an active interest in athletic activities. These activities contribute to student well being, and develop athletic skills and healthy lifestyles. There are a variety of activities, games, sports and fitness programs open to the entire student community. Intramural tournaments have been organized in basketball, tennis, volleyball and other sports.

To continue the strengthening process of the Athletic Program, Caribbean University created the LIDECU ("Liga Institucional Deportiva Estudiantil de Caribbean University") which consists of intramural competitions between the main campus and the additional locations. The purpose was to establish a recreational, intramural, competitive program that would lead to membership with Inter University Athletic League of Puerto Rico or *Liga Atletica Interuniversitaria de Puerto Rico* (LAI**)**. In 2007, Caribbean University joined the LAI and in the past three (3) years has achieved the basketball and baseball championships and sub-championship, and gold, silver, and bronze medals in track and field, and weight lifting. Due to these endeavors, Caribbean University has made an investment of 3 million dollars. Currently, athletes receive an average financial aid award that ranges from $1,000 to $6,000 annually. As of today, the University has 280 active athletes. Athletes receive special support according to specific needs, such as: counseling, guidance and tutoring services to support their academic performance. Student athletes are monitored each academic term to verify that they are in compliance with the Satisfactory Academic Progress Norm. Since beginning to participate in the LAI, the Institution maintains a 90% retention rate among student athletes. These efforts are consistent with Caribbean University's Mission and Goals.

Table 4.5 demonstrates an increase in athletic events, which represents more participation of Caribbean University student athletes and students in general.

Table 4.5: CU Participation in Athletics Events 2003 and 2010

Athletic Events	Academic Year 2003		Academic Year 2010	
	Female	Male	Female	Male
Volley ball			✓	✓
Baseball				✓
Softball			✓	✓
Soccer			✓	✓
Track & field		✓	✓	✓
Cross country			✓	✓
Relays			✓	✓
Weight lifting			✓	✓
Table tennis			✓	✓
Wrestling			✓	✓
Judo			✓	✓
Basketball		✓	✓	✓
Cheerleading			✓	✓

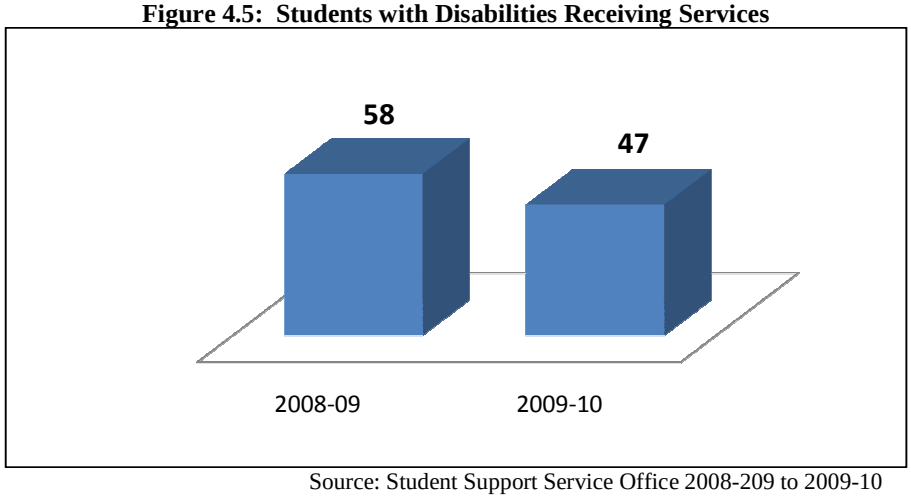
Source: Student Support Service Office 2003-2010

Students with Disabilities

Caribbean University has an Action Plan to Serve and Facilitate Access for Students with Disabilities (Appendix AA). The Reasonable Accommodation Program (RAP) was revised and formalized during the 2008-2009 academic year. Students registered and served during those years were 58; meanwhile, during 2009-2010 there were 47 students. The statistics reflects that 70% of the students that were served in the Accommodation Program during 2008-2009, kept or increased their GPA, and 80% of the students served during 2009-2010 also kept or increased their GPA (Figure 4.5 and 4.6). The Institution started a partnership with the University of Texas, Pan-American through the *Enhance Quality Instruction for Students with Disabilities* Project (Appendix BB) in which faculty, administrators and student support services personnel participated in specialized workshops during the academic year 2008-2010. This project consists of a series of trainings to faculty and staff; and, administrative personnel on: Improving the quality of Education for Students with Disabilities.

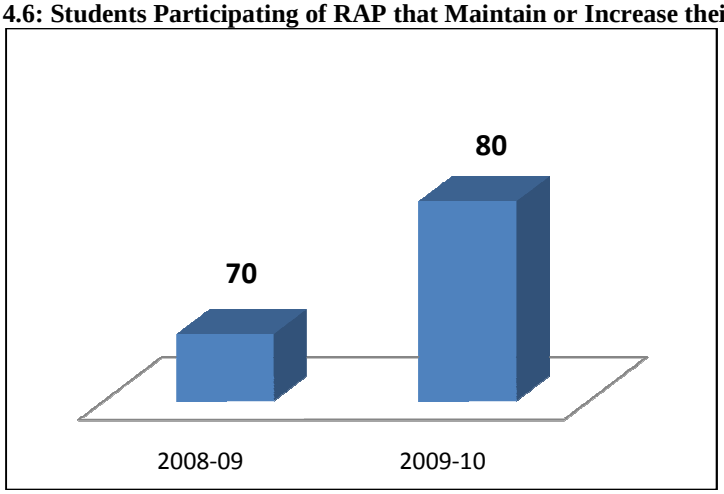
The analysis of the services shows that 93% of the students that required services, received reasonable accommodation, and 74% of the faculty that served these students were trained by personnel of the University of Texas, Pan-American. Retention rate of students with disabilities for 2008-2009 and 2009-2010 was 100% in those academic years.

Figure 4.5: Students with Disabilities Receiving Services



Source: Student Support Service Office 2008-209 to 2009-10

Figure 4.6: Students Participating of RAP that Maintain or Increase their GPA



Source: Student Support Service Office 2008-209 to 2009-10

The Institution has counselors assigned to give specialized services to this population. The counselors coordinate and offer students the necessary services and support in order for them to achieve their academic goals. The counselors also identify and refer students who may qualify for Vocational Rehabilitation benefits. The University also has a committee that collaborates with the delivery of activities to meet these students' needs.

Extracurricular Activities

The University aims toward a holistic development of students. Students experience an active and continuous learning process and participate in extra and co-curricular activities and projects that complement the scientific, technological and business knowledge. On this basis, the Vice President of Students Affairs, in coordination with the academic departments develops a plan of student extracurricular activities. The Plan includes activities and projects of educational, social, cultural, recreational, sports and community service nature. Other extracurricular activities include student participation in sport competitions with other universities and with community groups. They also participate in artistic, social, and community service activities. Other activities include conferences related to academic programs, visits to companies, job fairs, and workshops for the development of scientific and technical skills. Social, academic and cultural activities include plays and art exhibits. These activities are programmed to enhance and develop students' cultural appreciation, social skills and cultivate aesthetic values. Results of the 2010 Student Satisfaction Survey, indicates an 88% satisfaction with extracurricular activities.

Student Governance

The Vice President of Students Affairs is responsible to promote and develop of student organizations and the Student Council along with the Chancellor of Bayamón Campus and Dean-Directors of the additional academic units. The Student Council is the representative body of the student community. Its members are elected among the student population according to the established processes stated in the Student Handbook (Appendix G). These procedures provide for the direct participation of the highest possible number of students. Student concerns and needs are channeled through the Student Council. The Council has its own appointed budget and sponsors activities that promote a healthy student environment and complement the academic endeavors of the Campus. The Student Council works along with the different student organizations which belong to different academic departments and other cultural and civic interests.

The Student Council and institutional committees are the formal channels for student involvement in matters concerning governance. The Student Council is elected in April (every year) through direct vote and is officially installed in September and has participation in the Academic Senate and other Institutional committees.

Student Organizations

Student organizations give students a sense of belonging and stimulate achievement. Students feel the support of peers in the organizations they belong to. This is especially important for freshmen. The University supports student organizations to enhance student retention. Student organizations at Caribbean University are of a varied nature and pursue different objectives (academic, professional or cultural). Many student organizations that have attained official approval are: Association of Student in Business Administration; Association of Students in Criminal Justice; Association of Students in Civil Electrical and Industrial Engineering; Association of Students in Social Work; Association of Students in Nursing (under-graduated and graduated); Association of Students in Secretarial Sciences; Association of Computer Sciences; Association of Education; and Vocational Guidance Student Association. One of Caribbean University main achievements has been the increased number of student organizations for the past four years. Student organizations may receive economic support from the Student Council through a portion of its budget.

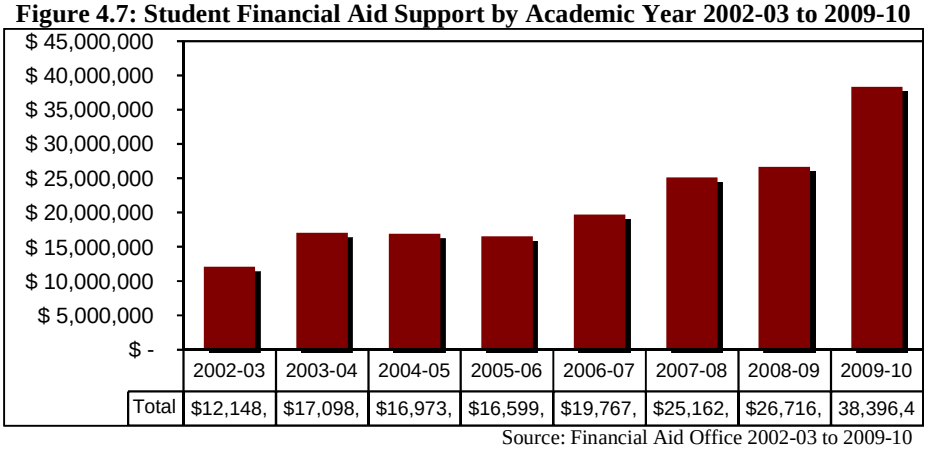
Financial Aid

The availability of financial aid plays a key role in recruiting, admitting, and retaining students. As such, the Office of Financial Aid offers a number of programs and services to provide information, presentations, and application assistance. Students who need information and assistance obtaining financial aid can access the University's financial aid Webpage or speak to a financial aid coordinator in person or by telephone. Students receive information about grants, scholarships, loans, and work-study opportunities. For many low-income and minority students, enrollment and persistence decisions are driven

by the availability of financial aid**.** Financial burdens on families and reliance on student financial aid could be a challenge that students face as they consider postsecondary education options.

Figure 4.7 shows that during the 2009-10 academic year, students received $38,396,442 in financial aid, the vast majority from Pell Grants. A list of the financial aid programs and grants are presented in (Appendix CC). Financial aid distribution is supported by a centralized automated system to assign financial aid using federal and Institutional parameters.

Figure 4.7: Student Financial Aid Support by Academic Year 2002-03 to 2009-10



	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Total	$12,148,	$17,098,	$16,973,	$16,599,	$19,767,	$25,162,	$26,716,	38,396,4

Source: Financial Aid Office 2002-03 to 2009-10

Student Support Services/TRIO

Student Support Services/TRIO (SSS) is a federal, grant-funded program that offers academic support to 265 low-income, first-generation college students and students with disabilities. Services include tutoring; academic and financial aid advising; career and personal counseling; student success workshops; and, cultural field trips. Tutoring services include oral communication, reading, composition writing, and critical thinking skills in Spanish and English; Math basic skills and mathematical reasoning, library research skills, leadership skills and conflict solution skills. Learning communities through the enrollment of students together in at least three (3) basic courses promotes the social and academic support, and the climate that is supportive of the success of these students. New students start with fifteen hours per area in elementary oral, reading and writing skills. Then proceed to the second semester with the intermediate level and continue to the second year in the advanced level. The SSS program has been very successful in promoting student academic achievement, retention and graduation.

Student Grievances

Procedures for handling student complaints (e.g. academic, code violations, sexual harassment) are clearly outlined in the Student Handbook; and, The Grievance Procedures Policy (Appendix DD). These publications are readily available in print and on the University's Webpage. Interviews of campus administrators confirm that the procedures are followed according to the steps delineated in each process. Each procedure explains due process to deal with students' grievances or complaints.

Evaluation of Student Support Services

Students at Caribbean University not only value support services, but they make adequate use of such services. Table 4.6 demonstrates an increase of student satisfaction in regards to support services (Appendix EE).

Table 4.6: Results of 2010 Students Satisfaction Survey (%)

Service Category	# of Questions	2008 %	2010 %
Enrollment and Student Support Services	24	88.60	93.45
Academic Support Services	21	86.57	88.00
Faculty and Curriculum	24	85.54	90.58
Physical Infrastructure and Technology Support System	25	81.72	83.24
TOTAL	**94**	**85.55**	**88.78**

Source: Institutional Assessment Office

Student Recognitions

Students in Caribbean University are annually recognized for their academic, athletic and social humanistic achievements. Among these activities are: *Noche de Logros* (June), *Reconocimiento Estudiantes Atletas* (April), *Premio Dr. Angel E. Juan* (June). Also, there are departmental activities that celebrate student achievements in their corresponding field (Nursing, Engineering, Speech Therapy, and Education, among others). Special articles are placed in newspapers and magazines to emphasize outstanding student achievements.

Summary of Major Strengths and Challenges

Strengths

- Recruitment strategies are aligned with Caribbean University's Mission.
- Recruitment outreach has broadened geographically.
- Profile of admitted students reflects Caribbean University's Mission.
- The implementation of the One Stop Service Admission Model.
- Excellent university environment.
- Increase in the variety of student support services and extracurricular activities.
- Increase in the variety of financial aid support to students.

- Satisfaction increase of students in regards to services.
- Strong athletic program.

Challenges

- Increase Graduate Program enrollment.
- Identify external financial aid support.
- Increase online student services.
- Improvement of retention and graduation rates.

Recommendations

- Seek external funds to support graduate students.
- Enhance online student services.
- Increase financial support for various retention strategies.
- Set yearly retention goals.
- Continue to strengthen the student support services.
- Approval and Implementation of the Honor Roll Program.

Chapter 5

Faculty
(Standard 10)

Introduction

This Chapter examines the effectiveness of Caribbean University's efforts in the recruitment, development, and retention of faculty in relation to its Vision, Mission and Goals. The Work Group analyzed the role and level of faculty participation in the achievement of the Vision, Mission, and Goals. Three (3) methods or assessment tools were used to collect the necessary data to respond to the questions of the Self-Study Design: quantitative data was obtained from statistical and annual reports from different administrative offices; observations of faculty performance were gathered through focal groups in order to obtain qualitative data; and, individual interviews were held with faculty members to corroborate the preliminary findings. All the information obtained was analyzed according to the Vision, Mission, and the regulations presented in the Faculty Handbook. The information was grouped under three (3) general topics: Recruitment and Profile, Contribution to the Institution, and Faculty Evaluation Process.

Standard 10: Faculty

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

Overview

The assessment instrument composed of 14 questions were grouped in three (3) major classifications or general topics: Recruitment and Profile; Contribution to the Institution (Vision, Mission, Curriculum, Decision Making and Students' Development), and Faculty Evaluation Process (Professional Growth, Rank and Promotion Process). Each of these group classifications were analyzed from three (3) different methods or assessment tools: the documentation available for each classification, interviews to the faculty regarding each aspect, and the observations of the work group members. For each assessment tool, 27 faculty members participated: nine (9) faculty members for the interviews, nine (9) for the observations, and nine (9) examined Institutional documents that reflected faculty participation. Classifications, ratings and assessment tools were the main aspects organized in a pattern matched analysis. In addition, the analysis was validated with statistical data for further confirmation. Furthermore, the Council on Higher Education of Puerto Rico (CHE-PR) Compliance Report during the 2007 Licensing Renewal Process, was also considered when addressing each of the aspects listed below.

Faculty Profile

The faculty comprises all persons having appointment for the instruction of students. Faculty members must possess at least a Master's or Doctoral degree, its equivalent or experience and prestige that can qualify them in their teaching specialty. Such degrees should be obtained from accredited universities. Caribbean University's faculty consists of two (2) distinct groups: Full-time and Part-time.

I. Full-time faculty member shall be:

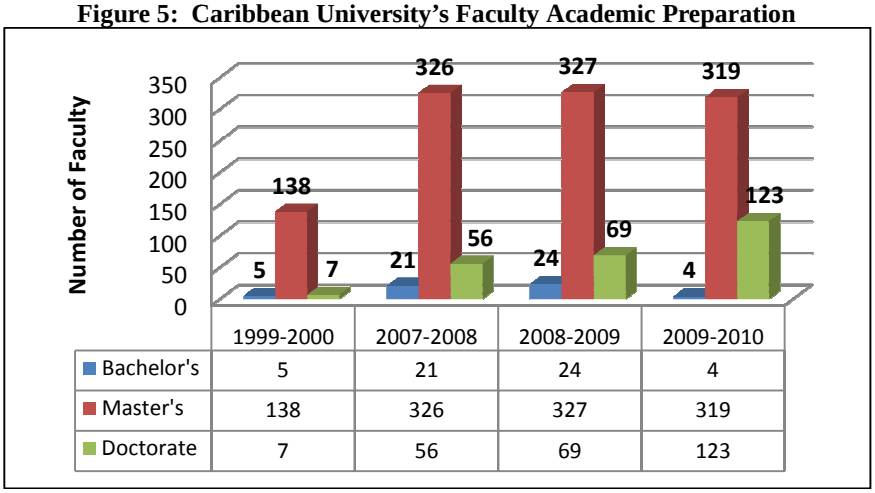
Full time faculty at the undergraduate level dedicate eighteen hours per week and ordinarily has full time teaching duties or has teaching and other duties such as research, academic, administration, advising, and office hours; full time faculty at the graduate level dedicate twelve hours per week and ordinarily has full time teaching duties or has teaching and other duties such as research, academic, administration, advising, and office hours; the maximum number of different courses or preparations allowed is three. Exceptions to this norm must be fully justified and previously authorized by the Academic Vice-President; holds academic rank; and, accrue time toward promotion.

II. Part-time per course faculty member is usually a part-time employee of the University, who has been assigned one of the following temporary academic titles: Lecturer and Instructor or Adjunct Professor. Part-time per course faculty:

Usually has less than fulltime teaching load; the maximum number of different courses or preparations allowed is three (3). Exceptions to this norm must be fully justified and previously authorized by the Academic Vice-President; meets or exceeds the criteria of the appropriate temporary academic titles; always receives a Term Contract; receives no fringe benefits; does not accrue time towards promotion; part-time per course faculty is expected to be available at least half hour per week for each course taught to advise students regarding their course work; administrators may teach as part-time per course faculty under the following conditions: class schedule should not interfere with their regular work hours; and, are allowed to teach a maximum of six (6) credits per term. Exceptions to this norm must be adequately justified and previously approved by the Academic Vice-President.

The quality of Caribbean University's academic programs is assured by the dedication, commitment and professional preparation of its faculty. There are currently 446 faculty members: 276 (62%) part-time and 170 (38%) are full-time; 46% are males and 54% are females. Seventy-two percent (72%) holds a Master's and twenty-eight percent (28%) holds a doctorate degree (Figure 5).

Figure 5: Caribbean University's Faculty Academic Preparation

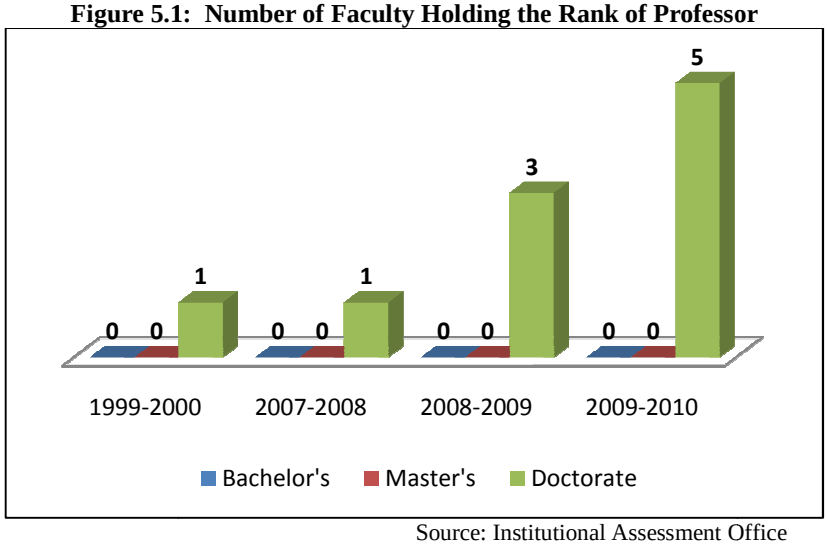


Source: Institutional Assessment Office

*Faculty with Bachelor's Degree is part of the technical vocational program which is the post secondary non degree certificate component of Caribbean University.

Figure 5.1 shows the distribution of faculty holding the rank of Professor. It demonstrates that there has been an increase throughout the years.

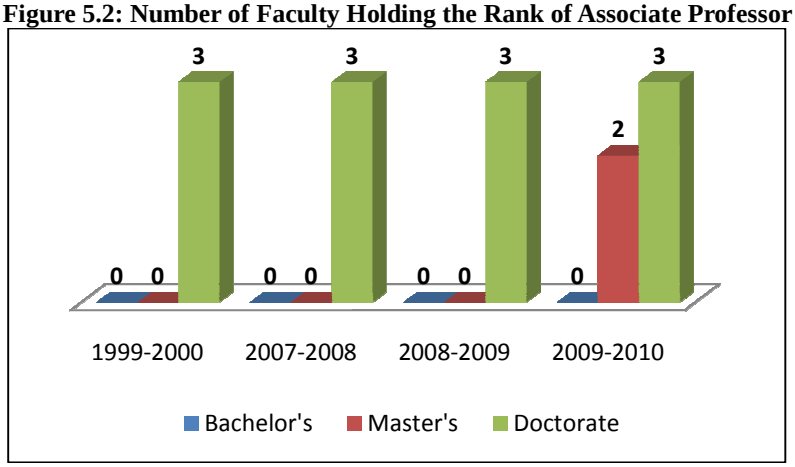
Figure 5.1: Number of Faculty Holding the Rank of Professor



Source: Institutional Assessment Office

Figure 5.2 shows the distribution of faculty holding the rank of Associate Professor. It demonstrates that there has been no change in this rank.

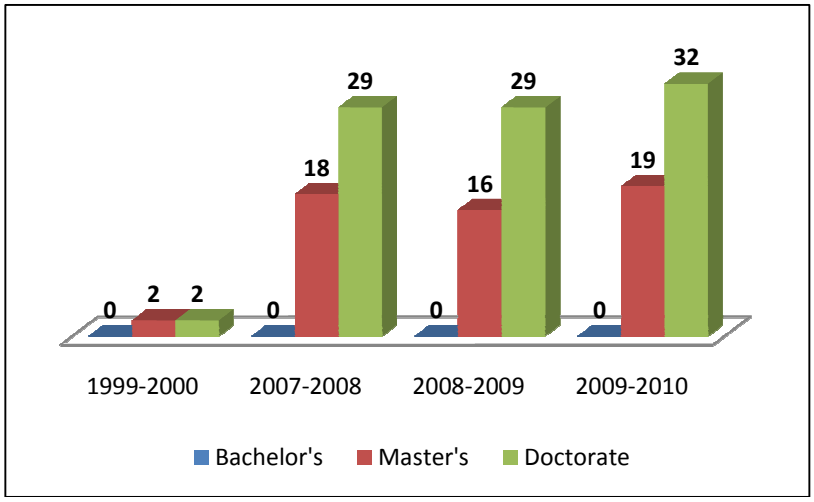
Figure 5.2: Number of Faculty Holding the Rank of Associate Professor



Source: Institutional Assessment Office

Figure 5.3 shows the distribution of faculty holding the rank of Assistant Professor. It demonstrates that there has been an increase in this rank.

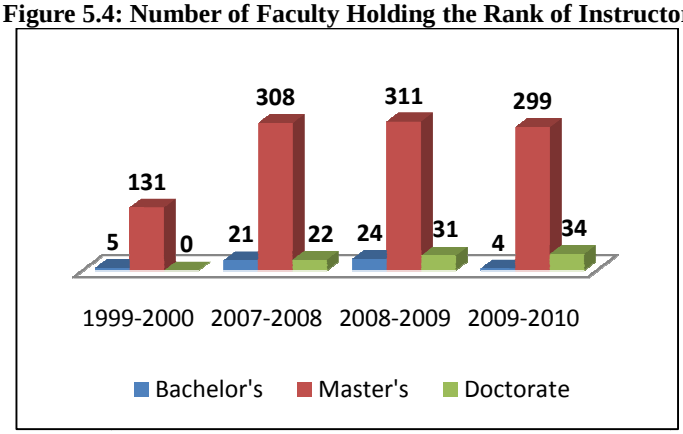
Figure 5.3: Number of Faculty Holding the Rank of Assistant Professor



Source: Institutional Assessment Office

Figure 5.4 shows the distribution of faculty holding the rank of Instructor. As a result of the creation of new programs in 2008, the number of faculty with a Doctorate Degree increased. On the other hand, the number of faculty with Master's Degree diminished as a result of the professional development plan, which encouraged and prepared Caribbean University's faculty to obtain a higher academic degree and/or a higher rank.

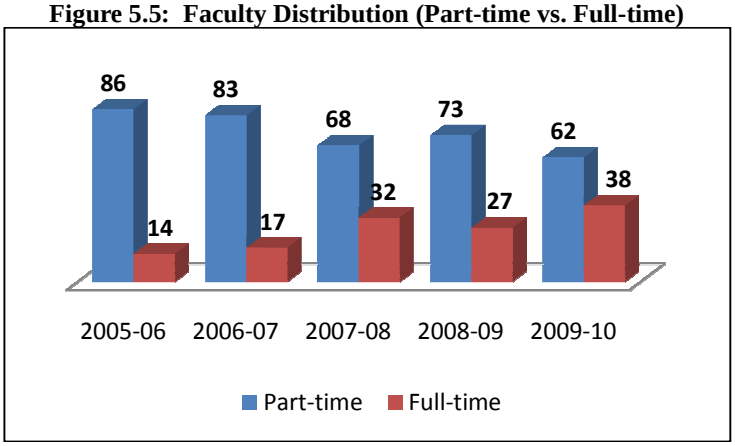
Figure 5.4: Number of Faculty Holding the Rank of Instructor



Source: Institutional Assessment Office

Since the last Monitoring Report (2008), the number of full-time faculty is increasing. As presented in Figure 5.5, the number of full time faculty increased 18% from 2005 to 2008. From 2009-2010, the number of full time faculty increased from 27% to 38%, and the number of part time faculty decreased from 73% to 68%. These changes in faculty numbers are a direct reflection of the MSCHE recommendations of 2001, which suggested an increase of full time faculty and a decrease of part timers, and a positive trend towards attaining the Institutional goal of at least a 40 % FT vs. 60% PT faculty by year 2012.

Figure 5.5: Faculty Distribution (Part-time vs. Full-time)



Source: Institutional Assessment Office FY 2005-06 to 2009-10

The professors/students ratio reflects a manageable amount of students per class.

This aspect translates into a more individualized and consequently more effective instruction, which is a very helpful component for low achieving students. Table 5 shows the Professors/Student Ratio.

Table 5: Professor/Student Ratio

	PROFESSORS / COURSE 2007-2008	STUDENTS / COURSE 2007-2008	RATIO	PROFESSORS / COURSE 2009-2010	STUDENTS / COURSE 2009-2010	RATIO
Undergraduate	1,900	29,313	15:1	1,869	25,702	14:1
Graduate	1,053	5,928	6:1	836	4,989	6:1
Total	2,953	35,241	12:1	2,705	30,691	11:1

Source: Institutional Assessment Office

Roles and Responsibilities of Faculty and Other Academic Professionals

Caribbean University utilizes the Faculty Manual, the Annual Faculty Contract and a description of duties as the main tools to define the roles and responsibilities of faculty and other academic professionals. The primary responsibilities of the faculty are dedicated mainly to the teaching process, scientific investigation, and student advising. In addition to the primary responsibilities, faculty members participate in curriculum planning, development and assessment, formulating methods of instruction; evaluation of students' academic progress and other aspects of student life related to the teaching process. Also, the faculty participates in activities organized for the benefit of internal and external communities; such as, workshops, lectures and clinics. Summarizing, faculty members have active participation in revising and developing academic programs, professional advancement, research and services. Administrative duties may be performed at all Institutional levels. A faculty member may work in the community as a resource, consultant or as a researcher in community service projects. Details of Teaching and Non Teaching Duties are presented below.

Teaching Duties

Primary faculty responsibility: A faculty member is appointed with the condition that he or she will be principally responsible with the academic growth and development of students during all terms of the academic year. Teaching is the principal responsibility of the faculty.

Planning of the academic program and student advising: Faculty members participate in the process of planning and development of each curriculum area. Their participation includes: formulation of educational objectives; identification of content and sequences pertinent to the curriculum being developed; and, assist students in developing their interest to reach their full personal and professional potential. The University emphasizes the role of its faculty in the academic advising of students**.**

In addition to the teaching schedule, each member of the faculty will arrange one (1) office hour per course each week for student advising and other academic support (Appendix FF). This schedule should be posted in order to give students an opportunity to make arrangements for meeting with their professors. The Dean/Directors of Academic Affairs, the department head or the Chancellor/Dean-Director should approve and supervise the office hours of all members of the faculty.

Non-Teaching Duties

Primary faculty responsibilities: The normal non-teaching duties and activities of Caribbean University faculty include: research, writing, membership in professional organizations, and other means of professional self-improvement; design and development of a syllabus; participation in college, faculty and department meetings, committees and activities and other administrative duties requested by Caribbean University; attendance to official activities; representing the University when called upon by the President; revise, evaluate, and recommend library learning resources; and, serve as advisors to various student organizations.

Community Service: Faculty members are encouraged to participate in internal and external community service. Internal community service includes support in the registration process, tutoring, involvement in students' activities, academic advisement and any other community events as it might be required. Faculty is also required to take part in major university events. External community service includes participation in civic programs and social endeavors. Caribbean University offers specialized community services through the *Centro de Ayuda y Servicios a la Comunidad* (CASC), a Program founded in 2008, to serve as a teaching and clinical practice site, which consists of three (3) service areas: the Psycho-educational area; the Social and Community Research area; and, the Community Services Program. CASC supports the academic programs in the integral formation of students (Appendix GG).

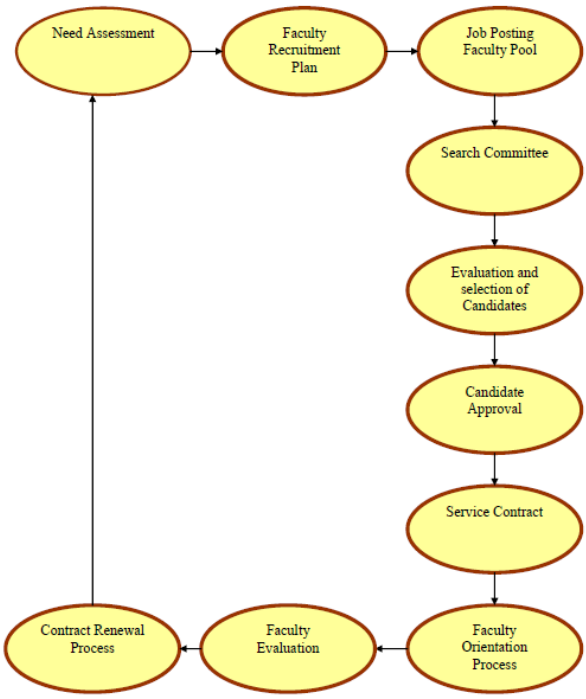
Faculty Recruitment

One of the major assets, if not the foremost, of any university is its faculty. Caribbean University strives to recruit and retain highly qualified professors. These efforts are framed within the established policy for recruitment. The University assures that candidates have the appropriate academic preparation and qualifications requesting their academic credentials. Each year, the Chancellor/Dean-Directors assess the need to recruit faculty according to requests submitted by each academic department

director/coordinator through the Academic Dean/Directors. After completion of the needs assessment, a Faculty Recruitment Plan is prepared and submitted to the Vice President for Academic Affairs for his review and approval prior to the final approval of the President. Once the Plan is approved by the President, a list of vacancies is submitted to the Human Resources Office for job postings. Thereafter, a pool of applicants is established by the Human Resources Office.

The applicant's resumes and/or curriculum vitae, and credentials are forwarded to each academic unit to initiate the interview process. Subsequently, a search committee is created, composed by the Academic Dean/Director, the Program Coordinator, and the Chancellor/Director to interview candidates. The selected candidates are recommended to the Vice President of Academic Affairs who will then recommend his approvals to the President. After they are approved by the President, a list of selected candidates is provided to the Human Resources Office to prepare a contract service. Figure 5.6 included in the Faculty Interview and Recruitment Normative describes the aforementioned process (Appendix HH).

Figure 5.6: Faculty Recruitment Process



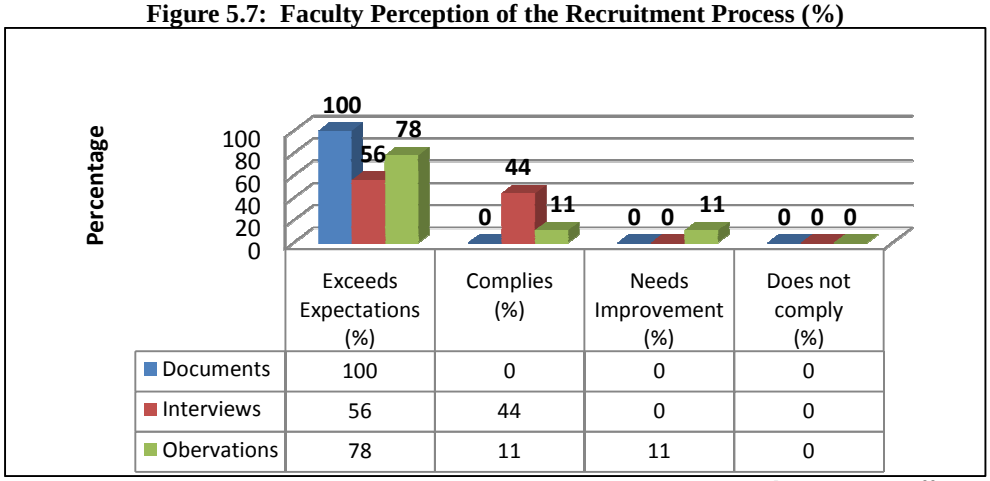
Source: Academic Vice-presidency Office

The Chancellor/Director and the Academic Dean/Director in coordination with Human Resources are responsible to provide the new faculty with an orientation and information regarding Institutional policies and rules.

The 2010 Analytical Study garnered the following data as to faculty perception regarding the recruitment process. The faculty at Caribbean University expressed a very strong

support to the recruitment process. They believed that the process is very well structured and provides the necessary information to select the adequate candidates. (Figure 5.7)

Figure 5.7: Faculty Perception of the Recruitment Process (%)



	Exceeds Expectations (%)	Complies (%)	Needs Improvement (%)	Does not comply (%)
Documents	100	0	0	0
Interviews	56	44	0	0
Obervations	78	11	11	0

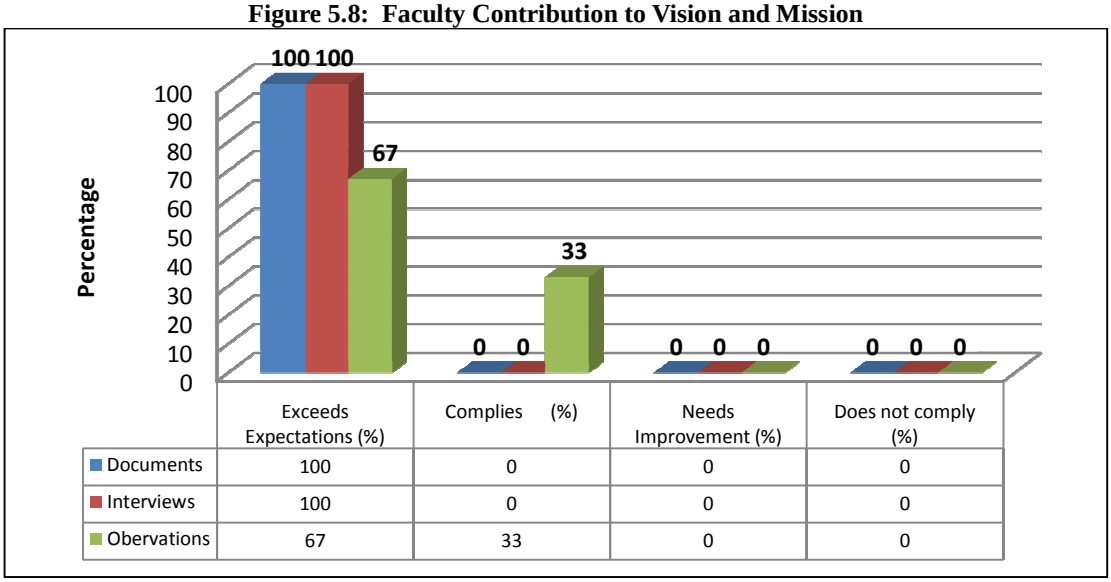
Source: Institutional Assessment Office

Faculty Contribution to Vision, Mission, Curriculum, Decision Making, and Students' Development

Contribution to Vision and Mission

The faculty, along with support staff and administrators, provide Caribbean University with the necessary mechanisms for successful academic offerings. This is the personnel who provide the Institution and the communities it serves with the needed educational guidance and direction. Faculty continuously strives to create a learning environment that assures the highest quality programs and serves as the cornerstone of the Institution's Mission. This concept relates to teaching, academic activities, and community services. Faculty, staff and administrators are continuously seeking to provide students with a nurturing learning environment that fosters collaboration, dedication, excellence and equality. Faculty at the undergraduate and graduate levels are fully committed to prepare students in the advancement of their professional experiences, the creation of future educational opportunities, the active participation within their communities and the development of future leaders. Caribbean University faculty understands the nature, and appreciates the unique characteristics of the population it serves, an aspect that is reflected in the Institution's Vision and Mission. Faculty members always strive to improve the intellectual and practical effectiveness and efficiency of the University. The Annual Faculty Performance Report (Informe Anual de Labor Realizada) (Appendix II) includes evidence regarding all the faculty's extra-curricular activities which measures the effectiveness of faculty performance in support of the Institution's Vision and Mission. The results of the 2010 Analytical Study (Figure 5.8) indicate that faculty is highly committed.

Figure 5.8: Faculty Contribution to Vision and Mission



Source: Institutional Assessment Office

Faculty contribution to the Institutional Vision and Mission has the strongest commitment of the teaching personnel. This is a reflection of their dedication to improve the local community by providing better opportunities to this much needed population.

Contribution to Curriculum

Since the last MSCHE visit, Caribbean University faculty analyzed its academic offerings through an extensive revision of its curricular structure. As a result, the nine (9) graduate programs (Curriculum and Instruction, Special Education, Technology Education, Administration and Supervision, Museum Studies, Archives, and Art History, Business Administration and Criminal Justice) and undergraduate programs (Nursing, Speech and Language Pathology, Computer Programming (AA), Engineering, among others) were revised by the Program Coordinator and faculty members from each department and approved by the Curriculum Committee. The following undergraduate programs are in the process of revision: Education, Social Work, Criminal Justice, Police Sciences, and General Education. As presented in Table 5.1, the faculty participation (part-time and full-time) in curriculum revision and catalog review has been quite extensive.

Table 5.1: Faculty Participation in Curriculum Revision and Catalog Review

Undergraduate Program				
	2001-2005		2006-2011	
	Faculty		Faculty	
Programs	**Part-time**	**Full-time**	**Part-time**	**Full-time**
Engineering	20%	35%	75%	95%
Education	35%	75%	75%	95%
Administration	50%	70%	70%	90%
Nursing	20%	40%	50%	80%
Speech Therapy	25%	50%	50%	90%
Pre-Medics	15%	35%	45%	65%
Criminal Justice	-	-	65%	90%
Social Work	25%	50%	50%	80%
Graduate Program				
Education	50%	85%	60%	90%
Business Administration	70%	85%	80%	90%
Nursing	-	-	85%	95%
Criminal Justice	70%	85%	85%	95%

Source: Institutional Assessment Office

Faculty Participation in Governance

There are various main avenues for faculty participation in the decision-making process. As mentioned earlier, the faculty involved in the Curriculum Committee handles curriculum changes, such as the design of new programs, the reevaluation and creation of new courses of study, the evaluation of textbooks and syllabi revisions. The Faculty Affairs Committee advises the Dean/Director of Academic Affairs on all matters concerning recruitment, evaluation, promotions, and working conditions of the faculty. The faculty members involved in the Student Affairs Committee deal with student life and services such as financial aid, academic and personal counseling, student organizations, recreation, and cultural activities. Finally, the faculty participating in the Library Committee advises the librarian on various aspects related to text books, pedagogical materials, online services, and in evaluating the quality of the library services.

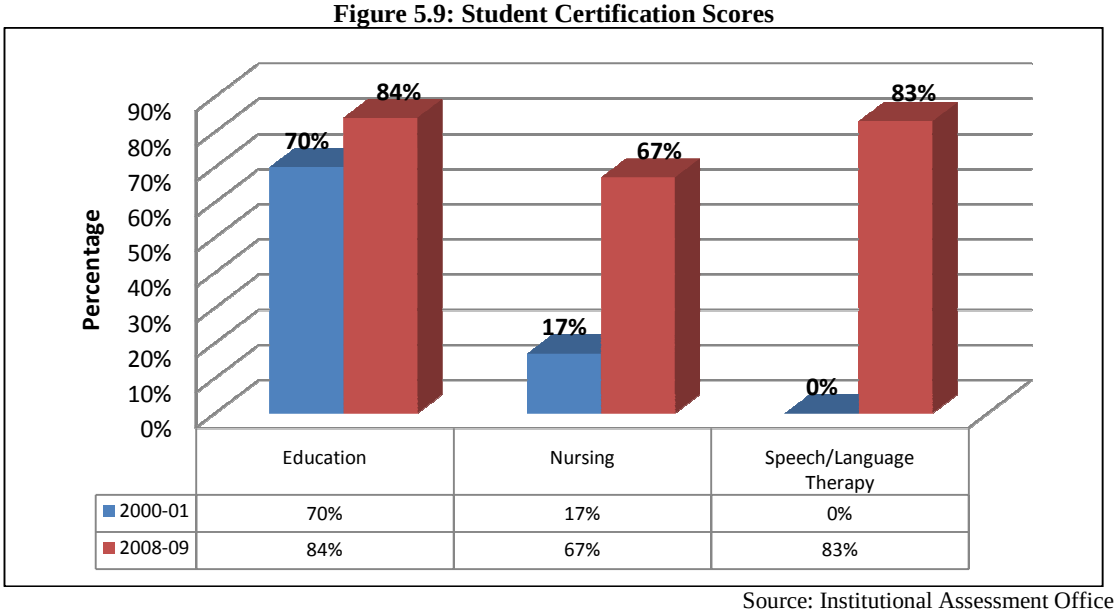
Caribbean University promotes faculty participation at different levels in matters regarding teaching and academic affairs. Institutional committees have ninety percent (90%) of faculty members. The following are some examples of the university's committees, for which faculty members play a leading role in the decision making process: Outcomes Assessment Committee; Faculty Evaluation Committee; Research and Investigation Committee; MSCHE Accreditation Steering Committee; Community Service Committee; Cultural and Community Activities Committee; Library and Learning Resources Access and Utilization Work Team; Faculty Work Team; Student Services Work Team; Educational Program and Curricular Revision Committee;

Financial Resources Work Team; PCMAS (Puerto Rico Teacher Accreditation Process) Committee; TEAC (Teacher Education Accreditation Council) Committee; ABET (Accreditation Board for Engineering and Technology) – Engineering Accreditation Commission Committee; NLNAC National League for Nursing Accrediting Commission Committee

Faculty Participation in Student Development

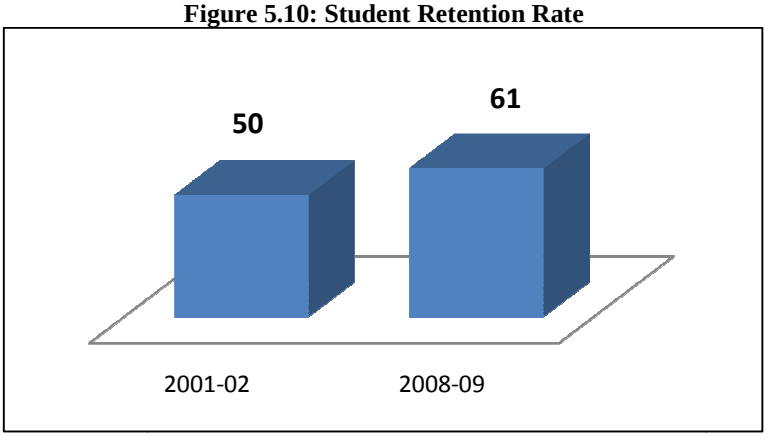
Caribbean University's faculty is highly committed to the development of students as reflected by the increase in the number of professional certifications granted in each of the following fields: nursing, speech and language therapy; and, teacher education (Figure 5.9). Moreover, the increase in retention rates since 2001 is also a reflection of the faculty's contribution to student development (Figure 5.10).

Figure 5.9: Student Certification Scores



Source: Institutional Assessment Office

Figure 5.10: Student Retention Rate



Source: Institutional Assessment Office

Caribbean University expects to further improve student academic performance with the recent approval of two federal grants which includes tutorial, advising, and technological components. The effective integration and use of technology is becoming part of Caribbean University's plans for the future. Title V graduate and undergraduate funds will provide a significant upgrade in the Institution's technological infrastructure allowing for the successful integration of technology in the teaching and learning process. This improvement will allow faculty advisors to effectively track the academic progress of students. In addition, the academic advising aspect will improve the capacity to work with students in the selection of courses and the scheduling of course offerings. The new technology will increase and improve the communication between students and their academic advisors. Caribbean University seeks to increase the technology capacity to better serve its students and expand the existing services and programs. Moreover, Caribbean University faculty is expected to provide academic and mentoring services to all students during their office hours

Faculty Evaluation Process (Professional Growth, Ranks and Promotions)

The Faculty Evaluation Process (Appendix JJ) is based on the performance of the aforementioned duties and responsibilities according to Caribbean University's rating system established for improvement and promotions (Appendix KK). Teaching quality includes classroom research, teaching innovations, incorporating technology in the teaching-learning process, and assessment strategies. Most importantly, teaching quality also evaluates mastery of the subject, ability to relate the subject matter to other fields of knowledge and keeping abreast of new developments in the field.

The evaluation process at Caribbean University is a valuable tool by which members of the teaching faculty obtain constructive and balanced information that will enable them to better fulfill their academic responsibilities. Members of the teaching faculty receive regular evaluation of the performance of their duties. The teaching assessment report is then used to prepare their professional development programs (Appendix LL).

Each faculty member is evaluated with a four (4) part process: evaluation by the students, evaluation by the program director, evaluation by their peers and a self evaluation. The evaluation process is continuous in which objective judgments are made accordingly in order to establish Institutional policies, corrective action and to determine the appropriate professional developments for faculty needs. Moreover, the assessment process is also implemented to create the means to encourage self-assessment, improvement and growth by each faculty member and thus improve the quality of the education offered. Table 5.2 provides the description of the faculty evaluation procedures.

Table 5.2: Faculty Evaluation

Rank and Status	Student Evaluation	Peer Observation	Chair Evaluation	Self-evaluation
Professor	Each Semester	Every two years	Every two years	Each Semester
Associate Professor	Each Semester	Every two years	Every two years	Each Semester
Assistant Professor	Each Semester	Every two years	Every two years	Each Semester
Instructor	Each Semester	Every two years	Every two years	Each Semester
Adjunct	Each Semester	Every two years	Every two years	Each Semester

Source: Institutional Assessment Office

Professional Growth

In congruence with its Goals, Caribbean University is deeply committed to faculty development. A Faculty Development Plan, which includes workshops and training sessions for each department is in place and revised annually after an evaluation of faculty needs. Training in the integration of technology utilizing in-service procedures and participation in conferences and seminars are among the several opportunities for professional development. Each faculty member is expected to plan an Individual Professional Development (IPD) program. The IPD should be in harmony with the faculty personal abilities and needs taking into account the University's and the department's long range and short-term goals. It should be developed in agreement with both units and be submitted in writing to the Academic Dean/Director and Department Director. It should be a long-term plan that will include measurable objectives. The IPD must be maintained on file and should be reviewed and revised annually.

Each academic division formulates its own development plan and proposed budget for each professional development event. The Dean/Director of Academic Affairs evaluates the plans and recommends the activities for each year. The final Plan includes activities such as workshops, seminars, conferences, discussions, as well as faculty individual research or innovative activities. The in-service faculty development is carried out with resources and/or consultants sponsored by Caribbean University administration.

Faculty Professional Development was extensively provided throughout 2001-2006 with the use of Title V funding. The major focus of this professional development provided the institution with a quantum leap in the integration of technology in the academic programs and curricula resulting in 65 distance education and online courses currently being offered from a 2000 benchmark of zero. In addition, Caribbean University faculty was provided with professional development in Blackboard and a Research Center was also established for their future development.

In order to assist faculty integration of modern technology into the teaching-learning process, seminars averaging 10 hours duration have been developed. During the academic years of 2002-2010, an average of 25 faculty members per month have been provided professional development in topics such as computer literacy, electronic grade books, word processing, test making, graphics and illustrations, Microsoft Power Point and Database, Blackboard. Other topics range from counseling matters, student relationship, research, and communications. Table 5.3 depicts information related to faculty participation in professional development activities for the last two (2) academic years.

Table 5.3: Faculty Participation in Professional Development Activities

Year	No. of Faculty	Workshops/seminars	Ratio Workshop/Faculty
2009-2010	131	216	1:65
2008-2009	127	183	1:44

Source: Human Resources Office 2010

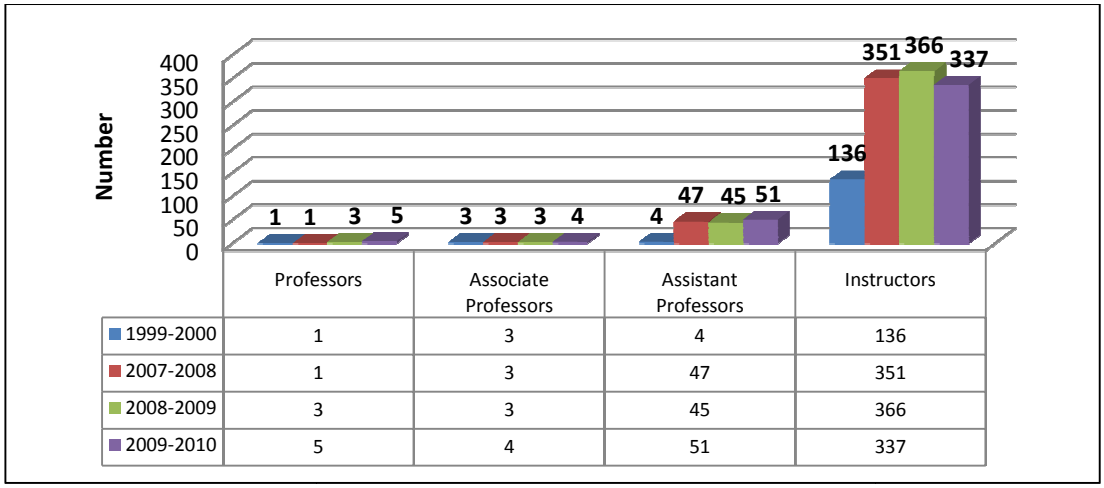
In addition, since the last MSCHE accreditation, the University has assisted 12 faculty members to complete their advanced degrees. Moreover, the University expects to increase professional development sessions and faculty participation with the recent approval of two (2) grants by the U. S. Department of Education. These grants will be in place from 2010-2015.

Ranks and Promotions

The faculty rank in Caribbean University is composed of four (4) classifications: Professor; Associate Professor; Assistant Professor; and, Instructor. In order to be appointed for the rank of Instructor, candidates should have at least a Master's Degree in their field of specialization from an accredited institution. Assistant Professors should have a Master's or higher Degree in their field of specialization plus five (5) consecutive years as a full time Instructor with Caribbean University. Associate Professors should have a Master's or Doctorate Degree plus five (5) consecutive years of service with Caribbean University on a full-time basis, three (3) of them as Assistant Professor. Professors should have a Doctorate Degree plus five (5) consecutive years of service with the Institution on a full-time basis, three (3) of them as Associate Professor. The non ranked or part time faculty is classified as adjunct (Appendix H).

In 2008, 78 instructors were hired as adjunct faculty; two (2) faculty members were promoted from Instructor to Assistant Professor. During this period of time, 31 additional Instructors were evaluated towards promotion to the same Assistant Professor rank, and five (5) Assistant Professors were evaluated towards promotion to Associate Professors. Figure 5.11 shows the increase of rank promotions.

Figure 5.11: Distribution of Faculty by Rank (1999 to 2010)



	Professors	Associate Professors	Assistant Professors	Instructors
1999-2000	1	3	4	136
2007-2008	1	3	47	351
2008-2009	3	3	45	366
2009-2010	5	4	51	337

Source: Academics Affais Vice-President Office

Faculty compensation, fringe and additional benefits

In 2007, Caribbean University hired the services of assessment specialists to receive strategic guidance on the management of its compensation programs. This project consisted of the following phases: job evaluation, benchmark of its compensation against market data and development of a salary structure. As a result of this study and to follow up with MSCHE recommendations of 2001, Caribbean University increased its faculty salary base-line remuneration by a 32% from 2001 to 2010. This salary increase was made in accordance with its resources and within the framework of its budget.

Furthermore, Caribbean University faculty received fringe and additional benefits that were non-existent before 2010. Some of these benefits are the following: retirement plan, employees and relatives study grants, and grant proposal writing incentives. Additional benefits that were increased are: Institutional health plan contribution, Christmas bonus, salary increase for academic areas of difficult recruitment (nursing and engineering).

Summary of Major Strengths and Challenges

Strengths

- The Caribbean University's recruitment process according to the interviews and the group members' observations is a very well structured aspect in the acquisition of excellent quality faculty.
- The faculty continuously strives to create a learning environment that assures the highest quality programs and serves as the cornerstone of the Institution's Mission.

- According to interviews, observations and examined documentation, all participating faculty in the 2010 Analytical Study, agreed that Caribbean University's faculty is highly committed to the Mission and Vision of the Institution; and, actively participate in curriculum development.
- The 2010 Analytical Study indicates that faculty participation in governance is well organized and clearly stipulated in all Institutional official documents.
- Caribbean University provides a variety of professional development opportunities.
- The University provides a monetary incentive to faculty that obtains grant proposals.
- Since 2001, there has been an increase in promotions and ranks.

Challenges

- Although part-time faculty is continuously invited to participate in professional development activities, their level of participation has been limited due in part that the majority are engaged in other professional endeavors.
- Implementation policies and procedures regarding faculty promotions and rank need to be consistent with faculty evaluation.

Recommendations

- Maintain the well structured faculty recruitment process
- Increase the level of participation of faculty in committees and institutional forums (Faculty Committee and the Academic Senate).
- Rotate qualified faculty members into administrative positions every three (3) to five (5) year period.
- The faculty evaluation process needs to be strengthened in order to support appointment and rank adjudication.

Chapter 6

Educational Offerings, General Education, and Related Educational Activities (Standards 11, 12, and 13)

Introduction

Caribbean University has demonstrated a genuine concern for academic programs integrity and its compliance with the tenets of accessibility, adaptability and comprehensiveness. This Chapter supports the linkage that exists between academic programs and the Vision, Mission, Goals and Objectives of the University. Continuous program evaluation and assessment is made to ensure that the curriculum of each academic program is designed to provide students with the knowledge and skills related to each academic discipline.

The curriculum is divided into five (5) major components: the general education requirements; major core requirements; major requirements; elective requirements; and, a practicum or internship component.

Standard 11: Educational Offering

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.

Overview

Educational Offerings

Caribbean University's educational offerings are developed based on the Institution's Mission. There is also a set of Goals that derive from the Mission and more specific set of educational objectives that consists of the basis for program development in all Caribbean University's academic offerings. More specifically, Caribbean University further fulfills its Mission by offering programs that develop professional knowledge, competencies and skills in technology, business, art, and health careers; all of which are supported by a general education component that provides a sound social and humanistic foundation. Factors that have led Caribbean University to make changes in its academic offerings included the University's graduate profile and the students search for short programs with high possibility of immediate and sustainable employment. Programs and departments periodically review their curricula in order to reflect social change and to meet with the evolving economic and social realities of the Island, as well as, national and international scenarios. The development of new programs illustrates a keen awareness of the rapid changes occurring in the world, and provides students with the ability to develop the intellectual traits and skills necessary for success.

Caribbean University's programs reflect national opportunities and demands in the professional areas and emphasize career opportunities. In 2009, Caribbean University made a market study to compare its academic offerings with other higher education institutions (Appendix J). The results of this study helped Caribbean University determine decisions related to educational offerings. This aspect is essential for students, and addresses their goals of upward mobility. At the same time, Caribbean University helps to address the needs of the external community by training qualified professionals in understaffed fields such as engineering, nursing, and speech and language therapy.

The major strength of the Institution's academic programs lies in the comprehensiveness of its curriculum. The Institution's commitment to the founding principles of accessibility, adaptability and comprehensiveness has prompted the establishment of a well-rounded academic program that meets the dynamic challenges of the new millennium. Caribbean University offers Associate degrees, Baccalaureate majors, and Graduate Programs in Education, Criminal Justice, Nursing and Business Administration. Currently, a Doctoral Program (Ph.D.) in Curriculum and Instruction has been submitted. In addition to traditional undergraduate and graduate degrees, Caribbean University offers a variety of vocational and technical certificates. The Continuing Education Division offers courses in writing, use of computer software, photography, sign language, Conversational English, and business administration, among others. The continuing education programs are offered at the Bayamón main campus.

The importance of assuring academic quality is identified as one of the goals in the Strategic Plan. The first priority of both the graduate and undergraduate programs at Caribbean University is to provide a rigorous and well-rounded educational experience. At the graduate level, excellence is more research based; while at the undergraduate level, the Institution strives for discipline-based excellence combined with core skills. On the other hand, programs that do not comply with the aforementioned characteristics, and/or do not have sufficient enrollment or demand, are put in moratorium. A review of the materials provided by departments and students' evaluations confirm that current degree programs contain sufficient content, rigor, and depth, and that there is a clear distinction between graduate and undergraduate programs (Appendix Q).

A key goal at Caribbean University is to provide students with the critical thinking and analytic skills that will allow them to apply and create knowledge, rather than simply absorb it. At the undergraduate level, in addition to critical thinking skills that are taught within each major, several General Education requirements, discussed later in this chapter, focus directly on the development of these skills. The University also provides numerous opportunities for undergraduate and graduate students to participate in learning experiences. Classroom activities and assignments, community service opportunities, University-wide and departmental internships and research experiences are among the major ways that students increase and apply their knowledge. Caribbean University also has Transfer of Credits Policies in compliance with the Higher Educational Opportunity Act that contains regulations regarding: experiential learning, transfer of advance

placement credits, credits based on exams, transfer of credits earned in US sponsor programs, and transfer of credits earned at foreign institutions (Appendix MM).

Since the 2001 MSCHE Self-Study, the Caribbean University has added eighteen new academic programs (three at the Baccalaureate level and fifteen at the Master's level). The most significant increase occurred in the graduate programs, representing an 80% increase. Table 6 presents Caribbean University's Academic Offerings (all new programs added after the 2001 MSCHE Self-Study, appear marked with an asterisk).

Table 6: Caribbean University's Academic Offerings

Programs	Bayamón	Carolina	Ponce	Vega Baja
Associate Degrees				
A.S. Nursing	•	•	•	•
A.S. Computer Science	•		•	
A.S. Banking	•	•		•
A.S. Real Estate	•	•		•
A.S. General Business	•	•		•
A.S. Accounting	•	•	•	•
A.S. Insurance	•	•		•
A.S. Management	•	•	•	•
A.S. Marketing and Sales	•	•		
A.S. Secretarial Sciences (general)	•	•	•	•
A.S. Drafting and Engineering Technology	•		•	
A.A. Police Sciences	•	•	•	•
A.A. Human Services	•	•	•	
Baccalaureate Degrees				
Business Administration (B.B.A)				
Marketing	•			
Accounting	•	•	•	•
Management	•	•	•	•
General Business	•	•		
Office Systems	•	•	•	•
Education (B.A.)				
Elementary Education	•	•	•	•
Special Education	•			
Physical Education*	•		•	
Secretarial Science Education	•	•		
Secondary Education	•			
Mathematics	•	•	•	•
English	•	•	•	•
Biology	•	•		
General Sciences	•			
Criminal Justice (B.A.)	•	•	•	
Social Sciences (Pre-Law) (B.A.)	•	•	•	
Social Work (B.S.W.)	•	•	•	•
Bachelor of Science (B.S.)				
General Sciences (Pre-Med)	•	•		

Programs	Bayamón	Carolina	Ponce	Vega Baja
Nursing	•	• *	•	• *
Speech Therapy and Language*	•		•	
Engineering (B.S.E.)	•			
Industrial	•		•	
Civil	•		•	
Electrical	•		•	
Computer Science (B.S.)	•			
Programming	•			
Analysis and System Design	•			
Master's Degrees				
Education (M.A.E.)				
Administration and Supervision	•	•	•	•
Special Education	•	•	•	•
Educational Technology in ED*	•	•	•	•
Museology*	•			
Art History*	•			
Archives*	•			
Higher Education*	•	•	•	•
Administration in Physical Education, Sports and Recreation *	•	•	•	•
Curriculum and Instruction*				
Primary Grades (K-3)*	•	•	•	•
Elementary Grades (4-6)*	•	•	•	•
Spanish*	•	•	•	•
English*	•	•	•	•
Mathematics*	•	•	•	•
Science*	•	•	•	•
Physical Education*	•	•	•	•
History*	•	•	•	•
Criminal Justice (M.A.)*	•	•	•	•
Business Administration (M.B.A)*				
Human Resources*	•	•	•	•
Nursing (M.S.N.)*				
Gerontology*	•			
Neonatal-Pediatrics*	•			
Post-baccalaureate Certificate				
Graduate Certificate				
Higher Education*	•	•	•	•
Administration in Physical Education, Sports and Recreation	•		•	
Archives and Museology*	•		•	
Doctorate Degree (Submitted for Authorization)				
Curriculum and Instruction (Ph.D.) *	•		•	
Technical/Vocational				
Cosmetology	•			
Hair Stylists/Barber	•			
Nail Technician	•			
Professional Esthetics	•			

Programs	Bayamón	Carolina	Ponce	Vega Baja
Legal Office Administration*	•			
Practice Nurse*	•			
Medical Plans Billing*	•			

Source: Institutional Assessment Office

The curriculum in each of our academic programs carefully reflects the knowledge and skills related to the specific academic discipline and truthfully reflects the Vision, Mission, and Goals of our Institution (Appendix Q). Caribbean University's open door policy fosters the admission of a variety of students into the halls of higher education that would, for the most part, elect to do otherwise. As active members of a learning community, students at Caribbean University are expected to become proactive community members and professionals capable of contributing to the overall development of Puerto Rico (Appendix K). General Education requirements assure a commitment towards the development of critical thinkers and the creation of well-rounded professionals. Throughout our academic programs, students are expected to fulfill the educational expectations of the Institution as they complete each of the five (5) major curricular areas: General Education, core courses, major courses, elective courses and practicum/internships (Appendix Q). Thus, the foundation for a life-long learner is evident in the manner in which our programs are structured.

Caribbean University has improved its academic offerings according to the needs of the community and has adjusted its programs based on local and national trends. Factors that have led the Institution to make changes in its academic offerings included the University's graduate profile and the students search for programs with community interest, and high possibility of immediate and sustainable employment. Some of the identified programs are a Bachelor's Degree in Arts with a major in Music; and, another in Visual Arts. The development of new programs illustrates a keen awareness of the rapid changes occurring in our world, and provides students with the ability to develop the intellectual traits and skills necessary for success. Other factors included the need for high demand professions in the country. The Post-Secondary Non-Degree Division has also allowed the University to expand its offerings by delivering technical programs, which allow individuals to join the workforce immediately after graduation**.** At the continuing education level for working professionals wishing to continue their academic degree, Caribbean University offers courses in writing, computer training, photography, sign language, English, business administration, and beauty.

The curriculum is designed to facilitate not only the acquisition of knowledge, but also the development of skills, positive attitudes, and values. The interdisciplinary element is essential for the expansion of knowledge across the different disciplines; therefore, the development of the individual as a whole. This element is present in Caribbean University's academic programs and activities. Among the interdisciplinary activities carried out by different departments within the University have been the following: conferences, exhibitions, and forums, among others.

All new academic programs undergo internal and external evaluations and must be in accordance with Caribbean University's Vision, Mission, Goals and Objectives. The curriculum committees at the departmental and Institutional levels conduct the internal evaluation; subsequently, the University Senate must approve the program (Appendix NN). The Board of Trustees must approve any substantial change to the academic offerings that are proposed. The Puerto Rico Council of Higher Education, which is the state agency that grants the authorization for the program, conducts the external evaluation. Student learning outcomes assessment, along with the development of new knowledge, market research, strategic initiatives, and student interest all contribute to decisions regarding the development and revision of curricula.

Library Services

The Library System of Caribbean University is a complete information unit that satisfies all Caribbean University's academic community. In accordance with the Institutional Vision and Mission, the library has delineated the following objective: "To provide the educational resources, physical facilities, equipment and services needed to support academic programs and enhance the education process of individuals." The major goal of this information and learning resources center is to provide reliable access to information in order to satisfy the needs of students, faculty and administrative personnel. Caribbean University has four (4) Libraries distributed in the main campus (Bayamón), and additional locations (Ponce, Carolina and Vega Baja). The traditional library has been transformed into the remote access information center through the use of information technologies.

Caribbean University has added many databases in its Libraries to accomplish the purpose of offering accurate and up-to-date information to its users. The academic community can access them through the Web site http://www.caribbean.edu. Through the following link, users can access journals, electronic catalog (OPAC), electronic books, and virtual references (http://www.caribbean.edu/Servicios_bibliotecarios.html).

Table 6.1 shows that library resources have been increased for the past years. The online catalog and the website of the Library System are the main tools to disseminate the resources (print, audiovisual and electronic) that provides support to academic institutions. The remote access to various databases, electronic books, journals, and other resources, has helped strengthen and streamline the services to the entire university community. The University's libraries provide integrated support services for teaching, learning, research, and administration through orientations and workshops. Library staff also provides tutorials on how to use data bases, how to use the online catalog, and how to write references. Additionally, interlibrary loan/borrowing services is provided within the four (4) Caribbean University libraries (Appendix OO).

Table 6.1: Summary of Library Collections

Description	2008-2009	2009-2010	2010-2011
Printed	59,890	61,808	61,808
Electronic	52,826	52,826	73,179
Audiovisual	1,796	1,966	1,966
Total	114,512	116,600	136,953

Source: Library Institutional Systems

Standard 12: General Education

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

Caribbean University has a strong General Education component which proposes a set of knowledge areas, perspectives, and competencies considered to be central to the intellectual development of every alumni. The coursework is intended to provide students with a foundation that both prepares them for work within their chosen fields and gives them the necessary tools to become lifelong learners. Courses are designed to enhance students' knowledge, and provide them with the ability to engage in critical analysis and problem solving.

Throughout the years, Caribbean University's undergraduate degree programs have consistently been updated according to the ever-changing needs of society. The success of Caribbean University's curriculum lies in its ability to adapt to the requirements of the job market and to provide a flexible educational process for both traditional and non-traditional students. Caribbean University continues to revise and improve its academic programs to meet the challenges of the new millennium and has managed to foster in its students the desire to extend their educational experiences beyond the classroom.

General Education

General Education requirements assure a commitment towards the development of critical thinkers and the creation of well-rounded professionals. The purpose of General Education is to provide equal educational experiences to students, regardless of major field of study. Faculty is committed to ensure that the General Education component cultivates knowledge, skills, and values that are characteristic of an integral person. The General Education requirements prepare students to acquire knowledge in regards to the main historic, social, and scientific developments of the world. These developments are placed into perspective through the study of culture, history and language. Oral and written communication skills are enhanced in Spanish and English. It is through the combination and integration of these academic disciplines that individual appreciation of

culture, language, arts and personal awareness is enhanced and prepare students to meet the challenges of life after completing their course of studies.

Skills of synthesis, analysis and communication are necessary for success in any field, and the issues that are raised in humanities and sciences (behavioral and natural), provide students with insights and understandings that carry over into any professional field. Moreover, a deep appreciation for world culture at its highest level is essential for an educated person. The academic goals of the University will guide students to attain mastery in the search for knowledge and to become critical thinkers. Those who graduate will be versatile in their approach to problems and refined in their ability to frame and test intellectual arguments and hypotheses. They will have knowledge of the arts, history, and cultural identities of past and current societies. They will understand the value of being caring and humane citizens engaged by the challenges facing their evolving communities. Caribbean University provides curricular, co and extra-curricular activities to enhance global thinking and environmental awareness, and to cultivate respect for cultural diversity, both within and beyond the boundaries of its educational community.

Caribbean University recognizes the responsibility of providing an education that leads to the mastery of marketable job skills. These skills are complemented by a general education knowledge that provides the foundation for efficient employees and responsible citizens. According to the Vision, Mission, Goals and Objectives of Caribbean University, the student must develop basic skills and integrate knowledge from an interdisciplinary perspective. In addition, alumni should be able to identify, formulate or examine issues that affect society and consider possible solutions. Students should be able to critically analyze the historical and social reality of Puerto Rico.

The Faculty of the General Education component has defined goals and objectives and learning assessments outcomes by a continuous curricular revision. This program is student centered and recognizes the growth and development of the students as an essential part of the educational process. An analysis of the academic offerings reveals congruency with Caribbean University's Goal 1: to provide and maintain quality education, while adhering to its principle of accessibility and comprehensiveness. The program addresses the needs of the students in accordance with the demands and complexity of our bilingual culture in Puerto Rico. Also, the General Education component goals and academic content is an expression of the academic community, articulated through representatives of all campus faculty and through individual reactions to preliminary documents and recommendations. The purpose and goals for General Education is to guide institutional efforts to develop in the students those qualities needed to serve our community as an educated person.

The General Education component is reviewed periodically by faculty using student's assessment outcomes, and educational program and curricula evaluation (Appendix PP). Assessment of General Education courses is continuous. Each year the Curriculum Committee evaluates and updates General Education courses content with updated information to teaching strategies, material and technological applications. In 2007-

2009, 100% of the General Education courses were evaluated and recommendations were incorporated to align skills with specific courses. The assessment process was discussed in Chapter 3.

Table 6.2 shows the General Education Goals and related courses.

Table 6.2: General Education Goals

GOALS	PROGRAM COURSES
1. Contribute to the development of an individual who is familiar with his cultural background, the historical and social reality of Puerto Rico and its relationship with the United States and the rest of the world.	HUMA 209-210 - History of Puerto Rico HUMA 206 - History of United States (U.S.A.)
2. Contribute to develop students who appreciate other cultures through history, as well as, arts and literature.	SOSC 101-102- Introduction to Social Sciences HUMA 101-102 - Study of Western Culture and civilization ENGL 215-216 –Introduction to Literature I-II SPAN 215-216 –Introduction to Literary Genres
3. Contribute to the development of skills and knowledge of quantitative and qualitative reasoning by applying mathematics and computer applications.	MATH 101-102 - Introduction to College Math COSC 101 - Introduction to Computer Science
4. Contribute to the development of a person capable of communicating in English and Spanish.	ENGL 101-102 - Basic course in English SPAN 101-102 - Basic course in Spanish ENGL 213-214- Oral Communication/Written Communication in English SPAN 201-202-Business Spanish and Communication SPAN 213 – Oral and Written Communication in Spanish
5. Contribute to the development of students who can understand natural science and its contributions to the improvement of mankind.	GESC 101- Fundamentals of General Science BISC 101-102 Introduction to the study of Biological Sciences PHYS 101-102 Introduction to Physical Sciences

Source: Institutional Assessment Office

The General Education program is reviewed periodically by faculty using student assessment instruments, and educational program and curricula evaluation.

Major Core Requirements - The major core requirements introduce students to the general view of his chosen field of specialization and interest. Through a combination and integration of courses, students are provided with a global view of their particular interest as well as with the skills, knowledge and conceptualizations needed to enter concentration courses.

Major Requirements (Specialization) - The major requirements provide students with the theoretical conceptualizations and technical skills and abilities necessary to enter the job market as qualified professionals or to continue advanced studies in their chosen field of interest. This component also prepares students to meet the demands and challenges of the practicum.

Elective Requirement - The Elective Requirement emphasizes the development of personal and social interest. This part of the academic curriculum offers a balance in the areas of human knowledge, special interest for the students, and addresses ethical and aesthetic values.

The Practicum Requirement - The practicum component provides students with hands-on experience as practitioners in their chosen profession. Students are placed in a real life work environment outside the university, to:

1. Provides a setting to evaluate previously learned theoretical concepts.
2. Allow students to explore a wide spectrum of career alternatives within their chosen profession.

All the General Education courses include creative thinking strategies, analytical procedures and technological applications. Caribbean University's academic programs respond to the core curriculum of General Education for Associate and Bachelor's Degree programs. Courses in literature, humanities, arts, natural science, mathematics, and social sciences, among others, provide the foundation required for all Associate and Bachelor's Degrees.

Standard 13: Related Educational Activities

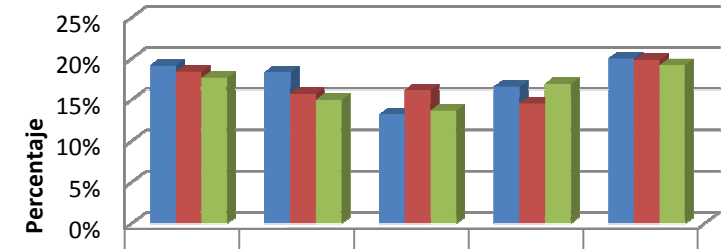
The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

Caribbean University strives to achieve coherence between its academic offerings and other experiences that contributes to the total educational environment as well as to promote the development of lifelong skills. The Institution demonstrates its commitment to creating learning opportunities which support the three (3) pillars of the Mission, and prepare students for living and working in a global society.

Basic Skills

The development of basic skills is recognized as an obligation of the Institution as stipulated in the vision and mission of Caribbean University. Admitted students in different academic levels are placed according to the score obtained in the placement exams in English, Spanish and Mathematics. Preparatory courses are designed to help students with these academic challenges. Figure 6 provides enrollment data in preparatory courses for academic years 2005-06 to 2009-10.

Figure 6: Number of Students Enrolled in Preparatory Courses

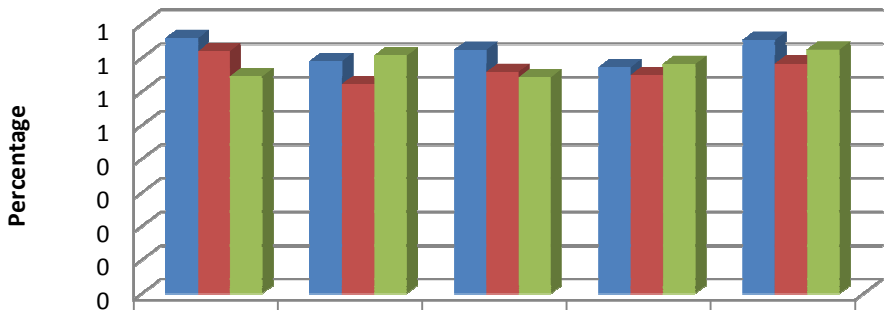


	2005-06	2006-07	2007-08	2008-09	2009-10
ENGL 100	19%	18%	13%	17%	20%
MATH 100	18%	16%	16%	15%	20%
SPAN 100	18%	15%	14%	17%	19%

Source: Institutional Assessment Office

Figure 6.1 indicates the percentage of students passing preparatory courses. As presented below, there has been an increase in student passing rates.

Figure 6.1: Percentage of Students Passing Preparatory Courses



	2005-06	2006-07	2007-08	2008-09	2009-10
ENGL 100	76%	69%	72%	67%	75%
MATH 100	72%	62%	66%	65%	68%
SPAN 100	65%	71%	64%	68%	72%

Source: Institutional Assessment Office

Tutoring and Counseling

In addition to preparatory courses, the University delivers basic skills to underprivileged students through tutoring services. The main component of the tutoring services is the remedial laboratory aspect of the preparatory courses. The laboratory service provides individual and group support to students in those areas that they need improvements in Spanish, English and Mathematics. In addition to tutoring services, *El Centro Integral de Orientación y Servicios al Estudiante* (CIOSE) provides academic and personal guidance to those students who need support with course selection or registration procedures and their adaptation to their new university life.

As presented earlier in Chapter 4, the TRIO SSS program also provides tutorial services for the participants in the following areas: oral communication, reading, composition writing, critical thinking skills in Spanish and English, Math basic skills and mathematical reasoning, library research skills and leadership skills.

Post-Secondary Non-Degree Division (Vocational and Technical Division)

Due to the economical situation of the country, large segments of the population aims at completing their education in a short period of time and join the workforce immediately thereafter. The Vocational and Technical Division offers Certificate programs that were developed to meet the specific skills and knowledge required by the community and the business industry. Certificate programs are assessed for content quality with the same rigor used to assess the degree program from which they are derived. Where appropriate, standards of accrediting boards or agencies are applied so that graduates are eligible for the additional certification. These programs are authorized by the Puerto Rico General Council of Education (Appendix QQ).

Table 6.3 presents Students Enrollment in the offerings of the Technical Vocational Division:

Table 6.3: Technical Vocational Division Enrollment

Certified	07/1Q	08/1Q	09/1Q	10/1Q
Barber /Stylist	10	4	33	35
Cosmetology/Stylist	71	85	74	94
Aesthetics	-----	12	15	25
Nail Technition	-----	-----	-----	7
Total	**85**	**103**	**124**	**165**

Source: Planning Office

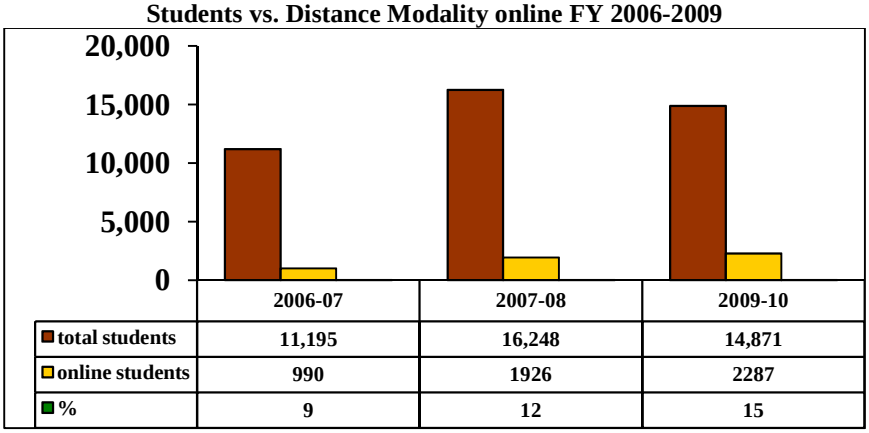
Distance Learning

The Distance Learning Office was created in 2007. The Office is in charge of identifying, supporting, and promoting innovative, technology-based methods of delivering courses to students. Currently, Caribbean University does not offer full degree programs via distance education. Less than 50% of the degree courses are offered online.

Caribbean University has a systematic approach to verify that the students who originally enrolled in the course is the same student submitting assignments, taking exams and receiving a final grade, in compliance with Section 495 of the Higher Education Opportunity Act of 2008 (Appendix RR).

As Figure 6.2 shows, the number of students taking distance learning courses has grown steadily from fall 2007 to fall 2009.

Figure 6.2: Proportion Growth in Undergraduate Duplicate Enrollments Students vs. Distance Modality online FY 2006-2009



	2006-07	2007-08	2009-10
total students	11,195	16,248	14,871
online students	990	1926	2287
%	9	12	15

Source: Institutional Assessment Office

The University has been awarded a $2.8 million grant by the U. S. Department of Education, under the Promoting Post Baccalaureate Opportunities for Hispanic American (PPOHA) Program. The grant will be used to implement a project that will increase our distance education delivery capacity and convert and deliver 21 online graduate courses from various graduate programs. This grant will fulfill the University's potential to significantly expand access to graduate education for hundreds of students from largely underrepresented, rural communities in Puerto Rico and other countries. In addition, funds are available to provide faculty development activities regarding distance learning, and update and replace technological equipment to strengthen graduate distance education at Caribbean University.

Other Learning Activities

The *Centro de Servicios y Ayuda a la Comunidad* (CASC) was established in 2008 and serves as a teaching and clinical practice site for students enrolled in speech and language therapy, social work, and other related programs. The Center provides therapy and support services in social work as well as family therapy for the general public.

In addition, the University stimulates the creation of student organizations through conferences, workshops and other extra-curricular activities (fine arts and sports). Data collected demonstrated that student associations' activities and the number of participants in these activities have an increasing trend during the last years as presented in (Appendix SS).

Summary of Major Strengths and Challenges

Educational Offerings

Strengths

- The educational offering is diverse, displays academic rigor, and is consistent with the University's Vision and Mission.
- The educational offerings respond to the needs of the community.
- Caribbean University has two (2) professional accreditation candidacy status (TEAC and ABET).
- High level of satisfaction with the use of technology in most of the courses.
- The processes of program review and Curriculum committee oversight adhere to best practices and are characterized by the identification and articulation of learning outcomes.
- The assessment of student achievement and the results of assessment are used to improve General Educational courses.
- The Institution promotes ethics, social responsibility, and critical-creative thinking in students through associations, volunteerism, and community service.
- The compulsory requirement of UNIV 100 course for all freshmen students.
- Caribbean University has a Post-Secondary Non-Degree Division that provides an alternative academic offer.

Challenges

- Create new educational offerings that meet new work force demand.
- Shared commitment among faculty, administration and students to become actively involved in arts.
- Place Teaching Professional Certification practice test (PCMAS) in Blackboard.
- Create performing arts programs as part of in the Institutional academic offerings (Bachelor in Arts with a major in Music; and, another in Visual Arts).
- Strengthen extra-curricular activities such as band, chorus, and, dance troupe.
- Promote the use of electronic portfolio of each Faculty Member.

Recommendations

- Inclusion of the performing arts in the curriculum as a component for the development of aesthetic experiences.
- Develop on-line academic programs.
- Submit professional accreditation candidacy for the Nursing Program**.**
- Continue agreements with national and foreign universities to achieve educational experiences.
- Establish a Bachelor's Degree in Arts in the Liberal Arts Department.
- Create an Institutional band, chorus, theater, and, dance troupe.

Conclusion and Summary of Recommendations

The Self-Study Report has given Caribbean University the opportunity to reaffirm the Vision and Mission; and feel proud to serve the population it admits based on the three (3) pilars of accessibility, adaptability and comprehensiveness. After the completion of

the Self-Study Report made by the Work Groups and revised by the Steering Committee, the summary of recommendations is as follows:

Mission and Goals, Planning, Resource Allocation, Institutional Renewal, Institutional Resources and Integrity

- To continue efforts to direct the attention of faculty, student, and staff to the mission and consciously to frame all planning activities in the context of mission and goals.
- To embark on a review and reaffirmation of the institutional mission with respect to graduate students and graduate programs.
- Develop online academic programs featuring additional interactive structure.
- Identify the needed resources to enhance physical facilities and strengthen electrical and technological infrastructure
- Maintain the budget and planning processes.
- Complete the implementation of the Blackboard Outcomes System assessment component as a tool to evaluate the Institutional effectiveness.
- Streamline and systematize the process of institutional assessment by finding new strategies for data collection.
- To continue with the established organized and participatory planning process, making its goal the measurement of effectiveness and actively integrating the Institutional assessment process as a prominent step in the planning process.
- To continue investing in an integrated information system that supports academic, financial, and administrative activities, and which will also serve as an indispensable tool in improving services as well as the planning and budgeting processes.
- The University must continue to strive to diversify its income sources and not rely almost solely on tuition.
- Continue to maintain an up-to-date database of employee credentials and salaries.

Leadership, Governance and Administration

- Submit the necessary documents for the Substantive Change for a Higher Degree to the accreditation agencies.
- Submit the necessary documents for the Substantive Change for a New Site/Location (Branch Campus).
- Maintain the established Governance and Administrative structure until necessary changes are implemented according to possible internal and external variables.

Institutional Assessment and Assessment of Student Learning

- Keep continuous training in the use of Blackboard Outcomes System for assessment.

- The establishment of new procedures with timelines and responsibilities for assessment activities.
- Continue providing training in assessment to faculty and administrators.
- Institutional formats for assessment plans, process to collect data, and reports on recommendations and improvements must be created and deployed in the outcomes system.
- Conduct focus groups to facilitate communication and improve the learning environment in General Education.

Student Admission, Retention and Student Support Services

- Seek external funds to support graduate students.
- Enhance online student services.
- Increase financial support for various retention strategies.
- Set yearly retention goals.
- Continue to strengthen the student support services.
- Approval and Implementation of the Honor Roll Program.

Faculty

- Maintain the well structured faculty recruitment process
- Increase the level of participation of faculty in committees and institutional forums (Faculty Committee and the Academic Senate).
- Rotate qualified faculty members into administrative positions every three (3) to five (5) year period.
- The faculty evaluation process needs to be strengthened in order to support appointment and rank adjudication.

Educational Offerings, General Education and related Educational Activities

- Inclusion of the performing arts in the curriculum as a component for the development of aesthetic experiences.
- Develop on-line academic programs.
- Submit professional accreditation candidacy for the Nursing Program**.**
- Continue agreements with national and foreign universities to achieve educational experiences.
- Establish a Bachelor's Degree in Arts (Music and Visual Arts) in the Liberal Arts Department.
- Create an Institutional band, chorus, theater, and, dance troupe.