Middle States Commission on Higher Education

Self-Study Design
Bayamón Central University

Bayamón, Puerto Rico

May 2011

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Bayamón Central University Overview

History

Bayamón Central University (BCU) was founded in 1961 by the Dominican Order, as an extension of the former Catholic University of Puerto Rico. In 1970 BCU became an independent and autonomous institution, while retaining its original accreditation status by the Middle States Association of Colleges and Schools (MSA) as a regional college. In December of 1971, BCU received for the first time its full accreditation as an independent, private non-for-profit university. BCU offers educational opportunities for all qualifying students without regard to age, gender, race, religious beliefs, political affiliations, or physical impairments.

Bayamón Central University is in the City of Bayamón located within the metropolitan area of San Juan, Puerto Rico. The campus is situated in 55 acres of land and comfortably distant from the noisy avenues of the City of Bayamón. There are 12 buildings which provide a total of 199,660 square feet of useful space to carry out its educational activities.

BCU offers academic courses and degrees at graduate and undergraduate levels in the areas of: liberal arts, sciences, health professions, education, and business. As a Puerto Rican university, it identifies with the cultural values and the social redemption of our nation, and at the same time it opens itself to brotherly and universal solidarity.

In the attainment of the university goals -research, teaching and service, among others- the University nurtures the holistic development of the human being in the spiritual, community and professional dimensions, as well as in the academic and cultural realms. This development is achieved within a Christian-humanistic perspective, organically integrating human knowledge, social commitment and the message of the Gospel. The harmonious communion among faith, life, culture, and service is nourished by an interdisciplinary dialogue, in accordance with the teachings of St. Thomas Aquinas and the traditions of the Dominican Order.

Accreditation Status

On July 1, 2003, the Middle States Commission on Higher Education (MSCHE) notified Bayamón Central University (BCU) some concerns regarding possible non-compliance with accreditation standards. The report requested documenting a more substantive, detailed response to the following concerns (1) development and implementation of a comprehensive written plan for the assessment of institutional effectiveness and student learning including the establishment of learning goals at the institutional, program and course level (2) steps taken to strengthen graduate education (3) development and implementation of a comprehensive enrollment management (4) steps taken to strengthen information literacy and library/learning resources (5) steps taken to strengthen shared governance.

BCU submitted its Monitoring Report (MR) on March 1, 2005 and received the visit from the monitoring team in October 2005. On November 16, 2005, the Middle States Commission on Higher Education accepted the monitoring report and awarded full accreditation. An additional Progress Letter was forwarded on December 1, 2006, documenting steps taken to strengthen shared governance. The Progress Letter was accepted by the commission.

The Monitoring Visiting Team commended BCU for the significant steps taken in addressing the issues raised by MSCHE and encouraged us to continue along the path. Some of the steps included changes in leadership, administration, and other key issues. A confident vision for BCU's future was achieved, and a team of professionals with a sound understanding of that vision was willing to move forward.

On June 1, 2008 Bayamon Central University (BCU) submitted to the Middle States Commission on Higher Education (MSCHE) its Periodic Review Report. On November 20, 2008 the Commission accepted the Periodic Review Report and reaffirmed BCU's accreditation; nevertheless a progress letter, due by October 1, 2010, was requested along with the following documentation: (1) steps taken to strengthen the institution's finances (Standard 3); and (2) steps taken to improve student enrollment and retention (Standard 8).

On November 18, 2010 the Middle States Commission on Higher Education (MSCHE) accepted the progress report and reaffirmed our accreditation. The next evaluation visit is scheduled for 2012-2013.

BCU Vision Statement

Following the spirit of Saint Thomas Aquinas, and inspired in the multi-secular charisma of the Order of Preachers, Bayamon Central University has the mission of promoting the integral development of its students by means of an education of academic excellence that will form professionals and leaders with high social commitment, capable of constructing a cultural, scientific-technological, and business world, based on the evangelical values of Christian Humanism.

BCU Mission Statement

Bayamon Central University will be recognized as a unique center of Christian humanist formation and social transformation, which its student-centered academic programs and quality of university life provide professional training responding to the most crucial needs in the social, cultural, economic, and ecclesiastic institutions, in accordance with the state of the knowledge, technological advancements, and the values of the Gospel.

BCU Values Statement

Bayamon Central University as a Catholic institution of higher education founded by the Friars of the Order of Preachers is committed to promoting in its students, faculty, and employees the following values:

CHARITY, as a supreme evangelical value, which moves and sustains all human deeds, consequently in the intellectual, cultural, social, economic, technological spheres, etc.

SPIRITUALITY, that integrates in depth the human being to serve society with conscience of itself in relation to others, with the environment, and with God.

STUDIOUSNESS, that seeks the attention of all human capacities to discover the truths that will lead the human being to live in state of internal and external freedom.

TRUTH, as a goal and result of the dedication to study, investigation and spirituality, always cherished and constantly sought in the most diverse fields of knowledge and realities of the human experience, according to what Saint Thomas Aquinas has witnessed.

CULTURAL PROMOTION, as an expression of all the capacities of the human being that inspire and give sense to human life in society, following and innovating the national and globalized tradition.

PROFESSIONALISM, which procures the optimum preparation and performance for the services to be offered to the ecclesiastic and civil society of today, from a high ethical, dynamic, and innovative sense.

INTEGRITY, which commits our institution with the compliance of all the laws, norms, and regulations of the State, of the licensing and accreditation agencies, as well as with internal policies.

COMMUNITY LIFE, as a goal and principle to build a just, fulfilled and peaceful society through respectful dialogue, open and clear communication, accepting diversity as richness, striving always to work together.

SOCIAL JUSTICE, as a concern and commitment to the construction and transformation of the most varied dimensions of the Puerto Rican and international society.

SOLIDARITY, that emanates from the drive for social justice and charity in the day to day actions of each member of the university community that puts to the service of others all that the Creator has offered as a gift.

2007 - 12 Strategic Plan

To deal with our main challenges (increase enrollment, improve retention and improve our fiscal situation) BCU set three (3) strategic directions in our 2005-12 five year Strategic Plan. Each of these strategic directions comprised a set of goals aiming to fulfill our Mission:

Strategic Direction 1 (SD1): Establish an academic offering that favors our development as an institution of higher education of excellence in all of its academic levels. An academic offering that responds to the academic standards and characteristics of excellence, established by our accrediting institutions and regulating agencies, according to the global and local demands of society.

Strategic Direction 2 (SD2): Create a new learning environment that develops the capacity, creativity, and sensibility of all its members (directors, faculty, students, administrative and managerial personnel) in order to develop the quality of the university, community, and social commitment.

Strategic Direction 3 (SD3): To fortify the physical and technological structures of BCU, so that it simultaneously allows the development of the learning environment and fortifies the management and decision making process.

Important Changes BCU in the past 5 years

BCU has addressed various situations as a result of the recommendations made by MSCHE in 2003. BCU presents itself before this accreditation as a higher education institution that has strengthened its governance, improved its physical facilities, technological infrastructure, and fiscal situation.

Curriculum review and academic offering

In 2007 BCU initiated a curriculum review process in order to be more competitive and achieve accreditation from different international professional organizations such as: Council on Social Work Education (CSWE), Collegiate Nursing Education (CCNE), Teachers Education Accreditation Council (TEAC) and the Council on Rehabilitation Education (CORE). This process includes updating and improving the Natural Sciences laboratories and the incorporation of technology in the teaching process.

Based in our five year Strategic Plan, BCU submitted and was awarded two Title V grant proposals by the U.S. Department of Education:

- In 2007, a Title 5 grant was awarded to Revitalize General Education and Critical Degree Programs with the following: (1) Revitalize the General Education Curriculum. (2) Revitalize the Nursing Program. (3) Revitalize the Social Work Program. (4) Improve the Information Technology (IT) Infrastructure; implement a student data tracking and analysis system, and an e-advising module.
- In 2010, a Title 5 PPOHA grant was awarded to strengthen our graduate

instructional resources and redesign curricula to support a higher quality, more accessible, and supportive graduate education. The overarching goals are to increase the quality of the graduate programs and increase the number of graduate degree awarded. Funds were awarded to (1) redesign in-demand graduate programs as research and thesis oriented, and to provide graduate faculty (Graduate Faculty Center) and students adequate resources (Graduate Student Support Center); (2) expand master's specialization and certificate offerings in targeted programs; (3) develop a Virtual Graduate Program (online graduate studies) to increase access to post-baccalaureate programs and, (4) provide graduate scholarship for low-income students.

- Also in the Title 5 PPOHA additional funding is assigned to expand the library holdings to support research and thesis oriented graduate studies.

In 2010 the governing bodies of the Institution approved a new General Education Program that responds to the needs of the students, the institutional philosophy, and the changes in the labor market. This process of curriculum revision will conclude in the summer 2012.

In December 2010, BCU initiated the process of curriculum revision of the Graduate Program. This initiative will impact the academic offerings of the Graduate Program and the development of various courses in the distance modality. Resources will also be acquired for the management of information, bibliographical references, the acquisition of books and others educational materials for the Library.

During 2008-2010, BCU designed and implemented a program for mentoring, tutoring and assisting students with academic deficiencies in the areas of science and math. The Institution realigned various courses of the School of Liberal Arts, Science and Health Professions and improved the infrastructure of the science Building San Alberto Magno. BCU plans to offer tutoring services in all of its colleges.

Strengthen the Institution's finances

BCU improved its budgetary and financial reporting system to assists management in assessing the financial stability of the Institution in support of its Mission, goals and objectives. Specifically, it has improved the accounting procedures in the Accounting and Finance area as follows:

- Implementing monthly closing procedures to ascertain that the financial statements are reliable and completed on time.

- Using Colleague Financials as the new program for financial reporting purposes. The Colleague program was implemented in July 1, 2009.

- Completing the Colleague General Ledger Course offered by the Datatel Company.

- Preparing financial statements in accordance with GAAP on a monthly basis for decision making as required.

- Including the students' accounts receivable in the Colleague program and monitoring the student deposits and accounts effectively. A similar process occurs with the payroll system.

- Other important measures were taken to strengthen our financial situation, such as:

- As of July 1, 2009, as a result of the All Year Round Pell concept implementation BCU allocated more resources to the support its Mission, goals and objectives. The All Year Round Pell implementation increased our income by approximately 29%.

- Budget and expenses control. During the fiscal year 2009-10, the University established an Annual Budget of $11,054,480, while the actual expense for June 30, 2010 was $10,996,392 (excluded of depreciation expense). The approved Budget for the period 2010-11 is $12,457,055 and this increase (12%) was possible as a result of the Year Round Pell implementation.

- Development of service agreements between BCU and governmental agencies and increase of Continuing Education Program (CAP) offerings by the Center of Professional and Technical Development (CEDEPT). This agreements and the CAP offering growth produced a 216%n increase in revenues, ($103,381 to $327,071) from 2008 to 2009.

It's important to state that even through turbulent financial times we are living, BCU's investment portfolio increased from $6,491,037 to $7,142,067 during the period of June 30, 2009 to June 30, 2010. But still, BCU's main source of revenues (approximately 76%) is Tuition and Fees whose principal funding comes from, Pell Grants and Loans.

Improve student enrollment and retention

BCU seeks to increase its enrollment and retention, and to fulfill this challenge BCU needs to have an effective recruitment process, excellent management and registration services, and an effective retention process.

BCU's first semester total enrollment has shown a downward trend over the last decade. From the academic year 2000-01 to the year 2009-10 the total enrollment has decreased by 30.0%.

The downward trend is also noted for twelve months unduplicated head count enrollment. During the first five years of the academic years 2000-01 to 2008-09, the unduplicated headcount was over 4,000 students, while in the last three years enrollment did not reach this figure.

The freshmen enrollment has also reflected a downward trend for the past seven years, bringing down the numbers from approximately 400 to 248 in 2006-07. Following that year the trend has been upward and stable until the 2010-11 academic year when 330 new students were enrolled.

To address the aforementioned situations and to comply with Standard 8, BCU developed a Strategic Enrollment Plan. In 2004, a Strategic Enrollment Plan was issued and updated in 2008. The plan proposes the following goals:

•   Establish a customer service culture where "Students are first".

•   Set up an easy flowing enrollment process.

•   Increase retention and student success (graduation rate).

•   Increase student enrollment.

•   Position BCU in social communication media and social networks.

To integrate the recruitment, admission, retention, and academic success, BCU strategically restructured the student service offices under a new functional area named Strategic Enrollment Management Area. This functional area consists of the following service offices:

•   Recruitment

•   Admissions

•   Guidance and Counseling

•   Bursar

•   Student Financial Aid

•   Registrar

•   Mentoring and Transfer Students Services

This measure resulted in the elimination of unnecessary steps to accelerate and improve the enrollment process.

In order to promote a customer service culture among the administrative personnel, especially among those working directly with students, the University established an action plan in January 2008 with Datatel's Professional Services to:

•   Audit the Colleague database and update the data for reliable results.

•   Train the administrative personnel to understand the functions and management of the Colleague Program in the following areas:

•   Admissions/Recruitment

•   Active Admissions

•   Curriculum Mgmt. & Faculty Info.

- Financial Aid

- Academic Records/Registration

- Accounts Receivable/Cash Receipts

Currently (Academic year 2010-11), as part of a Title 5 Project, Bayamon Central University is adding or adjusting the following modules:

1. Degree Audit: University has Degree Audit currently setup. Datatel's Consulting will support adjustments and modifications required to successfully roll out.

2. e-Advising: To provide tools that allow diverse advising needs and approaches, depending on programs and provide for the: (a) traditional one-on-one advising format, (b) impromptu advising sessions, (c) complete online self-advising, or a combination of all three techniques. This module will strengthen retention efforts through the use of advanced online services; also, allowing advisors to seamlessly exchange information regarding students, course offerings, and registration guidelines. This module will provide support to the development of strategic course planning based on student's academic path.

3. Retention Alert: To track and monitor at-risk students through Colleague triggering alerts based on predetermined scenarios, or manual triggers such as those from an instructor or advisor. This module will help us track the progress and overall results of the University's efforts. Retention Alert implementation services will be provided prior to June 30, 2011 as part of Year 4 of the Title 5 Grant. The remainder of the Retention Alert Services will be provided beginning July 1, 2011 as part of Year 5 of the Title 5 Grant.

Physical Facilities

The BCU Student Center building was completed in 2006 to relocate all the student services and the Graduate Program. This facility is a four floor 46,000 square feet concrete structure, with bathrooms on all floors, two elevators, and two fire escapes. It also has an emergency power generator that supplies 100% of the building's electricity. The first floor has a 326 seat theater, a chapel with 60 seat capacity, an office for the chaplain, and a cafeteria with its kitchen and dining area. On the second floor are offices of the College of Education, a student center, a first aid emergency area, Quality of Life Office, and the Office of the Dean of Students Affairs with its conference room. The third floor has the Office of Counseling with its conference rooms, computer room, tutoring offices and three classrooms (one with an observation laboratory area). The fourth floor has 8 classrooms, 7 faculty offices, and a teaching practicum laboratory.

Library

The Dr. Margot Arce de Vázquez library has been instrumental in enhancing the teaching and learning process. The students can find the necessary tools for research. They can log in from their homes into the library consortium known as the Metropolitan Library

Consortia (COBIMET) networks or to the interlibrary loans process. Funding resources allocations are assigned to periodically up-grade the collection and the COBIMET membership. The Library also has: (1) Bibliographical instrumental modules to strengthen data base and research skill. (2) Instrumental module such as: APA style writing, essays and outlines among others. (3) Technical assistance in searching and locating information. (4) Faculty digital resources in the reserve area.

The library operates from 8:00 a.m. to 10:00 p.m. Monday through Thursday and from 8 a.m. to 5 p.m. on Fridays and Saturdays. Access to our Catalog has been granted through the BCU Webpage.

Governance and leadership

In September 2006, the Board of Trustees and the Council of Founders conducted their election. Eng. Juan José Sánchez was elected President of the Board. The Council of founders appointed Father Angel Valentín, O.P. as head of the Council. The Board of Trustees has increased its members to sixteen and activated all of its Commissions. Almost every Board of Trustee's Commission includes a member of the Council of Founders. During the last year the Bylaws have been submitted to a thorough evaluation by the Board of Trustees.

In 2007 the Board of Trustees gave their support to the former president's proposal to reorganize the university. This proposal included an academic reorganization of the five (5) existing academic departments into three (3) colleges: 1) College of Arts Science and Health Professions, 2) the College of Management and Technology and 3) the College of Education and Behavioral Professions. In addition each college offers its own graduate program.

In the reorganization the Management Information System Office responds directly to the President. A Technology Infrastructure Committee was established to plan the institution's technology developments. Together with the reorganization BCU fortified and unified its management information system in a four phase action plan: (1) Strengthen the foundation of Colleague in the areas of WebAdvisor, records and registration usage, accounts receivable, financial aid and recruitment and admission. (2) Implementation of Colleague Finance module in the areas of general ledger, accounts payable/purchasing implementation and general financial consulting. (3) Implementation of Colleague human resources module (4) Implementation of the student retention and advising modules

After retiring from the University of Puerto Rico, Prof. Nilda Nadal accepted the position of president of BCU for a three year term which concluded in August 2010. In September 2010, BCU appointed Dr. Lillian Negrón-Colón president of the University.

All Year Round Pell

As of July 1st, 2009, BCU implemented the All Year-Round Pell concept by expanding the summer session of the academic calendar. This new option offered the students the

possibility of an accelerated path. 88 students (22%) of a graduating class of 398 were able to accelerate and complete their academic goal though the All Year Round Pell.

New President Future Plans

Dr. Lillian Negrón-Colón as the new president instituted a set of priorities that BCU should work with while the Strategic Plan is under revision, these priorities are:

Academic Affairs

- Revise and diversify the academic offering so it can respond to actual labor demands.

- Revise and update undergraduate concentrations and graduate specializations.

- Support academic programs that require accreditation, professional certifications, and professional exams.

- Promote the development of programs offered in distance education modality.

- Develop a policy for additional concentrations and minors.

- Strengthen short term careers to meet the needs of new demand of the society.

- Strengthen academic programs with consortiums with other postsecondary institutions in Puerto Rico and abroad.

- Promote student and faculty exchange with other postsecondary education institutions.

- Update the Institutional Assessment Plan

- Revise salary scales, promotion norms by rank, and the contracting process.

- Increase enrollment in undergraduate and graduate programs.

- Support academic programs initiatives in recruiting and retention of students.

- Continue to identify financial aid assistance for graduate programs.

Human Resources

- Encourage professional development of faculty and administration.

- Explore alternatives for the personnel retirement plan.

- Activate the Health and Security Committee.

Investigation

- Develop an academic investigation policy.

- Revise procedures of Institutional Review Board (IRB) for research with human beings.

Student services

- Improve Enrollment Management
- Strengthen alumni association.

Finance

- Carry out negotiations with banks to continue improving institutional credit and cash flow.
- Improvement and maintenance of infrastructure and facilities.

Technological Infrastructure

- Develop a Disaster Recovery Plan

Public Relations and Communication

- Develop an aggressive public relation and communication plan.
- Appoint a coordinator for the public relation and communication office.
- Incorporate a marketing agency into the institutional efforts.

Institutional Planning and External Resources

- Continue the search for external funds through proposals.
- Continue support to physical and technological infrastructure by developing projects funded US Federal Government.
- Involve faculty in grant writing.
- Revise Strategic Plan 2007-2011 with the participation of the university community.

Library

- Increase Library Holdings
- Revise the Technological Support Center's business plan to promote the development of a small business.

Community

- Establish community service as a graduation requisite
- Encourage faculty to participate in community service
- Develop multidisciplinary community service office which will be used as practicum center for social work, counseling and psychology students

Evangelization: faith & life

- Consider attendance to spiritual retreats as part of professional development of the

employees.

- Develop academic and student activities that foster the Christian message.
- Strengthen the Catholic formation through all academic programs.

Self-study Process at Bayamón Central University

Intended Outcomes of the Self-study

Bayamón Central University has identified self-study outcomes that will serve to focus the self-study on key institutional questions and build a foundation for moving forward, including undertaking a new strategic planning process. This new planning process will begin during the self-study allowing us to conduct a comprehensive assessment of the current plan's implementation. It will establish an extensive knowledge base for developing the institution's new strategic plan.

Create a concise and constructive document that meets the needs of the Commission on Higher Education and serves as a valuable tool for institutional planning, change, and growth.

During the BCU Institutional Self Study, our institution will:

- Engage the campus community in a process of critical assessment of strengths and weaknesses that will provide the foundation for a new strategic planning process.

- Assess the institution's current Mission Statement to establish its sufficiency and accuracy as we move into the future.

- Examine the efficacy of the institution's structure for assessment (institutional, program, and course-level).

- Strengthen the institution's ability to respond to change, with particular attention to the current and projected budget challenges.

- Ensure that the institution's commitment to diversity, civility, and inclusiveness is integrated throughout the campus environment in all university processes. Assess the integration of technology and multimedia approaches in teaching and learning, and establish whether that teaching is flexible and responsive to the diverse learning styles of an ever-changing student population.

- Evaluate the system for enrollment management to maximize our ability, consistent with our mission, to recruit, retain, and graduate students.

- Identify best practices to improve advising at both the undergraduate and the graduate levels.

- Determine structures to support and reward faculty research.

- Continue the development of an assessment culture which begam after the last visit of the MSCHE.

- Demonstrate compliance of the 14 accreditation standards.

- Focus on the concerns of the academic, administrative and student services of our institution.

- Establish discussion of the strengths and weaknesses of BCU as we face the new decade.

- Use the results of the self study to improve the quality of education.

Self-Study Model Development

Usefulness of the Comprehensive Model

BCU selected a significant and useful Comprehensive Model for the educational community. This model provides a balance among the 14 standards and addresses the areas of priority identified by our university community. The Steering Committee and the working groups identified the evidence needed to support each standard and the areas that required greater attention. The Working Groups Guide appendix includes a matrix that identifies the documents that demonstrate the compliance of each standard.

The following areas were identified by the working group as requiring greater attention: Faculty, Institutional Assessment, Assessment of Student Learning, Resources Allocation and Institutional Renewal.

Some documents and policies were identified for immediate review. Among the documents requiring immediate attention is the Faculty Manual. This manual does not take into consideration the change of the academic semester (All Year Round Pell that was implemented by BCU in August 2009).

The Comprehensive Model proposed by the Steering Committee disclosed to all the University community addresses the 14 standards of accreditation that are required by MSCHE.

Comprehensive Model Description

The comprehensive model selected by the Steering Committee organizes the 14 accreditation standards into (8) related areas.

Group 1:   Mission, Goals, and Integrity

Standard 1 – Mission and Goals

Standard 6 – Integrity

Group 2:   Planning, Resource Allocation, Institutional Renovation, and Institutional Resources

Standard 2 - Planning, Resources, Allocations and, Institutional Renewal

Standard 3 – Institutional Resources

Group 3:   Leadership, Governance, and Administration

Standard 4 – Leadership and Governance

Standard 5 – Administration

Group 4:   Student Admission, Retention and Student Support Services

Standard 8 – Student Admission and Retention

Standard 9 – Student Support Services

Group 5:   Faculty

Standard 10 – Faculty

Group 6:   Educational Offerings

Standard 11 – Educational Offerings

Group 7:   General Education and Related Educational Activities

Standard 12 – General Education

Standard 13 – Related Educational Activities

Group 8:   Institutional Assessment and Assessment Student Learning

Standard 7 - Institutional Assessment

Standard 14 – Assessment of Student Learning

As part of the selection process of the Comprehensive Model, several meetings and workshops were conducted with members of the Steering Committee. Consequently, each member of the Steering Committee later conducted several meetings with each working group. The standards assigned to each group were discussed and the fundamental elements that demonstrate compliance with those standards. A faculty meeting was conducted on February 11, 2011 to discuss the comprehensive model. The model was also included on the university homepage.

In the development of the investigation questions each working group identified the fundamental elements of each standard and their relevance to the mission, goals, and objectives of BCU. Each working group determined common areas with other standards. As part of the development of the investigation questions, areas of assessment were identified, areas of improvement to be considered, and evidences or documents needed to prove compliance of the standard.

Self-study Steering Committee

The Institutional Steering Committee appointed by the President is composed of 13 members representing the different institutional levels. These organizational levels include: Board of Trustees, President, Dean of Academic Affairs, Dean of Administration and Finances, Dean of Student Affairs, Development and Institutional Planning, Directors of Academic Colleges, Project Manager of Curriculum Review, and Faculty.

The Steering Committee included among its members the Chair, who is the Director of the Office of Planning and Institutional Development and a Co-chair, who is the Associate

Dean of Licenses and Accreditations. Each member of the Steering Committee is head of a working group consequently facilitating coordination, flexibility, and communication.

Functions of the Steering Committee

- Head the institutional self- study

- Determine areas of importance

- Communicate to the University community the design of the self-study model

- Conduct orientation meetings with faculty, students, and administration

- Conduct meetings and workshops with working groups

- Conduct follow up meetings with the working groups

- Edit and submit the self-study comprehensive model

- Coordinate the MSCHE Vice-president visits to BCU.

Self-study Steering Committee Composition (13 members)

Members	Position
1. Dr. Lillian Negrón Colón	President
2. Dr. Pura Echandi	Academic Dean
3. Dr. Luz Valentín	Associate Dean of Licensing and Accreditation, Co-Chair
4. Prof. Niza Zayas	Dean of Student Affairs
5. Miss. Rosimar Ferrer	Finance and Administration Dean
6. Mr. Pedro Bermúdez	Planning and Institutional Development Director, Chair
7. Dr. Haydeé Domínguez	Faculty of College of Education and Behavioral Professions
8. Dr. Caroline González	College of Education and Behavioral Professions Director
9. Dr. Oscar Cruz Cuevas	College of Liberal Arts, Science and Health Professions Director
10. Prof. Nidia Colón	College of Business Development and Technology Director
11. Dr. Juan Mejías	Curriculum Review Project Director
12. Prof. Elba Rivera	Faculty of College of Liberal Arts, Science and Health Professions
13. Fray Yamil Samalot, OP., PHD	Board of Trustees

Self-study Working Group

Functions of Working Groups

The eight groups were appointed by the President based on recommendations made by the Steering Committee. The functions of each Working Groups are:

- Study the accreditation standards

- Identify the fundamental elements of each standard and their relevance to the institutional mission and goals.

- Identify areas of high priority within each standard.

- Identify evidence that demonstrates compliance with each standard

- Identify strengths and weaknesses in our compliance of standards

- Submit a rough copy of research questions identifying documents to evidence the compliance of a standard

Working Groups Composition

Working Group 1

> *Standard 1 – Mission and Goals*
>
> *Standard 6 - Integrity*

1. Fray Yamil Samalot, OP., PHD (P[1]), Member of the Board of Founders
2. Ms. Elayne Núñez (VP[2]), Acting Director of the Office of Human Resources
3. Prof. Awilda Padró, Faculty of College of Liberal Arts and Sciences
4. Dr. Ilia Suárez, Faculty of College of Education and Behavioral Professions
5. Dr. Mayra Rosario, Member of Board of Trustees
6. Prof. Brenda López, Faculty of College of Business and Technology
7. Dr. Daniel Torres, Faculty of College of Education and Behavioral Professions

Working Group 2

> *Standard 2 - Planning, Resource Allocation and Institutional Renewal*
>
> *Standard 3 - Institutional Resources*

1. Mr. Pedro Bermúdez (P), Chair, Planning and Institutional Development Director
2. Miss. Rosimar Ferrer (VP), Administrative and Finance Dean
3. Prof. Lydia Rivera, Faculty of College of Liberal Arts and Sciences
4. Prof. Carlos Rodríguez, Faculty of College of Business and Technology

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[1] President of the Working Group
[2] Vice-president of the Working Group

5. Prof. Elba Rivera, Faculty of College of Liberal Arts and Sciences

6. Prof. Ángel Salgado, Faculty of College of Business and Technology

7. Mr. Eliezer García, General Services Director

8. Ms. Enid Rivera, Budget Director

9. Prof. Arzoris Múñoz, Faculty of College of Business and Technology

10. Mr. José Torral, Board of Trustees Member

Working Group 3

  Standard 4 – Leadership and Governance

  Standard 5 – Administration

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

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

3. Prof. Ángelo Sanfilippo, Faculty of Academic Council

4. Miss. Rosimar Ferrer, Administration and Finance Dean

5. Ms. Enid Rivera, Budget Director

6. Mr. Eliezer García, General Services Director

7. Prof. Salvador Pérez, Faculty of College of Business and Technology

8. Prof. María Laureano, Faculty of College of Education and Behavioral Professions

9. Mr. Juan José Sánchez Member of Board of Trustee

10. Ms. Lydia García, Student Academic Council

11. Prof. Dinorah Jiménez, Faculty of College of Liberal Arts and Science

12. Prof. Ángel Salgado, College of Business and Technology

13. Prof. Bessie Ann Martínez, Faculty of College Education and Behavioral Professions

Working Group 4

  Standard 8 – Student Admissions and Retention

  Standard 9 – Student Support Services

1. Prof. Niza Zayas (P), Dean of Student Affairs

2. Ms. Christine Hernández (VP), Enrollment Management Director

3. Ms. Edna Ortiz, Financial Aid Director

4. Miss. Myrna Pérez, Student Transition Services Director

5. Ms. Miriam Silva, Alumni Office Director

6. Mr. Víctor Colón, Registrar

7. Miss. Raquel Rivera, Student Representative

8. Ms. Milagros Rivera, Counseling office Director

9. Ms. Cristina Freytes, Upward Bound Director

10. Mr. William Torres, Recruiter

11. Mr. Joel Vélez, Quality of Life Office Director

12. Mr. Tavis Tony Santiago Torres, Student Representative

13. Miss. Annette Valentín, Library Director

Working Group 5

Standard 10 – Faculty

1. Dr. Haydee Domínguez (P), Faculty of College Education and Behavioral Professions

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

3. Prof. Nancy Rodríguez, Faculty of College Education and Behavioral Professions

4. Prof. Miguel Rivera Rivera, Faculty of College of Liberal Arts and Sciences

5. Ms. Elaine Núñez, Acting Director of Human Resources Office

6. Prof. Margarita Pruna, Faculty of College of Business and Technology

Working Group 6

Standard 11 – Educational Offerings

1. Dr. Pura Echandi (P), Dean of Academic Affairs

2. Dr. Caroline González, Director of College of Education and Behavioral Professions

3. Prof. Nidia Colón, Director of College of Business and Technology

4. Dr. Oscar Cruz Cuevas, Director of College of Liberal Arts, Sciences and Health Professions

Working Group 7

Standard 12 – General Education

Standard 13 – Related Educational Activities

1. Dr. Juan Mejías (P), Curriculum Review Committee

2. Prof. Carmen Núñez, Faculty of College of Liberal Arts and Sciences

3. Prof. Awilda Burgos, Faculty of College of Business and Technology

4. Prof. Brenda López, Faculty of College of Business and Technology

5. Dr. Caroline González, Director College of Education and Behavioral Professions

6. Dr. Nitza Márquez, Faculty of College of Education and Behavioral Professions

7. Dr. Daniel Torres, Faculty of College of Education and Behavioral Professions

8. Prof. Milagros Rivera Watterson, Member of Curriculum Review Committee

9. Prof. José Cruz Maura, Member of Curriculum Review Committee

10. Miss. Annette Valentín, Library Director

11. Prof. Ana Sobrino, Faculty of College of Liberal Arts and Sciences

12. Prof. Lilliana López, Faculty of College of Education and Behavioral Professions

13. Prof. Myrna Rodrigo, Faculty of College of Business and Technology

14. Dr. Oscar Cruz Cuevas, Director of College of Liberal Arts and Sciences

Working Group 8

>   *Standard 7 – Institucional Assessment*
>
>   *Standard 14 – Assessment of Student Learning*

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

2. Dr. Pura Echandi (VP), Academic Dean

3. Mr. Pedro Bermúdez, Chair, Director of Planning and Institutional Development

4. Dr. Caroline González, Director of College of Education and Behavioral Professions

5. Dr. Oscar Cruz Cuevas, Director of College of Liberal Arts and Sciences

6. Prof. Nidia Colón, Director of College of Business and Technology

7. Prof. Floridalia Vidal, Faculty of College of Liberal Arts, Sciences and Health Professions

8. Dr. Nitza Márquez, Faculty of College of Education and Behavioral Professions

9. Prof. Juan R. De Jesús, Faculty of College of Education and Behavioral Professions

10. Prof. Lourdes Ríos, Faculty of College of Business and Technology

11. Dr. Daniel Torres, Faculty of College of Education and Behavioral Professions

12. Prof. Jose Cruz Maura, Curriculum Review Committee

13. Dr. Juan Mejías, Curriculum Review Committee

Inventory of documents for the Self-Study

• Bayamon Central University Self Study, March 2003.

• Report to the Faculty, Administration Trustees, and Students of Bayamon Central University by an Evaluation Team representing the Middle States Commission on Higher Education prepared after study of the institution's self- study report and a visit to the campus on April 27-30, 2003.

- Pre-Monitoring Report to MSCHE submitted by BCU in October, 2004

- Follow UP Report Up Date submitted by BCU in September, 2005

- Report to the Faculty, Administration, Trustees, and Students by a Team Representing the MSCHE prepared after a visit to the Campus on October 11-12, 2005

- Follow-up Report to MSCHE submitted by BCU: Steps Taken to Strengthen Shared Governance, submitted on December 1, 2006.

- Periodic Review Report presented by BCU, June 2008

- Progress letter submitted by BCU in October, 2010. Steps Taken to Strengthen the Institution's Finance and Steps Taken to Improve Enrollment and Retention

- BCU Strategic Plan 2007-2012

- BCU Faculty Handbook

- BCU Statutes and by-laws

Working Group Standards, Charges, and Research Questions

Working Group 1

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

VP - Ms. Elaine Núñez

Standard 1 – Mission and Goals

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

Standard 6 – Integrity

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

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

1. How effective is the University at accomplishing its mission? What established protocols and processes have been conducted to disseminate the mission, goals and

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objectives of our University among all the constituents? How effective have these processes been? How can we improve them?

2.   To what extent are the goals and objectives aligned with the institutional mission? How well are the goals reflected in institutional documents and practices?

3.   How has the mission, goals and objectives impacted the decision-making environment? How well do the University's mission, goals, and objectives guide the institution to provide an adequate environment for research, teaching and services?

4.   How do we nurture the holistic development of the human being in the spiritual, communal and professional dimensions, as well as in the academic and cultural realms? How are these components assessed, revised and renewed in order to achieve desired outcomes? How is such assessment used to inform planning and resource allocation?

5.   How are our institutional mission, goals, and objectives put into operation through institutional activities?

6.   How do we evidence our community's participation in activities that facilitate or are responsible for institutional improvement and development? How are these groups selected?

7.   How do we establish and evaluate the protocols to resolve student appeals and concerns? How do we determine the adequacy of the protocols?

8.   How do our institutional policies and procedures secure and respect the general conditions conducive to academic freedom? How do we evidence the principle of academic freedom in the classroom?

9.   To what extent is the right of freedom of expression and the respect to diversity of ideas incorporated into academics?

10.   How do we promote our ethical principles among the university community? To what extent do policies provide specific rules and regulations to govern the conduct of our university community?

11.   How does the process regarding intellectual property rights facilitate the identification, protection and promotion of intellectual property at our university?

12.   How do we promote, defend and respect human rights?

13.   How we ensure the integrity and veracity of the information disseminated to our community? How effective is this process.

Working Group 2

P Mr. Pedro Bermúdez

VP - Miss Rosimar Ferrer

Standard 2:   Planning, Resource Allocation, and Institutional Renewal

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

Standard 3: Institutional Resources

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

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

1.   How effective have our institutional efforts been in involving our constituents in the institutional planning process?

2.   To what extent has the strategic plan guided initiatives and projects developed in the last 5 years?

3.   How effective has the strategic plan been? What issues should be refocused in the next 5 years? What other non-contemplated issues must be dealt with?

4.   How is the budget (operating and capital) linked with the strategic plan? How do we evidence that the distribution of resources responds to the goals and objectives of the strategic plan?

5.   How does the budget (operating and capital) support our institutional vision and mission?

6.   How have we responded to the institutional financial constraints during the last 5 years? To what extent is our institution in a viable financial condition? What are our major financial challenges? How are we responding to these challenges?

7.   How do we evidence our commitment and institutional capacity for the development and maintenance of physical facilities?

8.   To what extent does our income depend on enrollment? What is the level of dependence of our students on Pell grants? How have our enrollment costs and dependence on Pell grants compared with similar universities over the past 5 years? What are the income diversifying strategies and their goals and objectives?

9.   What evidence assures that our technological developments supports our strategic plan? How successfully have these developments been implemented?

10.   How does the University ensure that resources are used effectively and efficiently, including appropriate cost containment and reallocation of resources? To what extent these resources are used effectively and efficiently?

Working Group 3

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

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

Standard 4 – Leadership, Governance

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

Standard 5 – Administration

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

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

1.   How does the shared governance demonstrate the effectiveness of the procedures used to update, write, edit, divulge and publish institutional policies and regulations? How do these procedures evidence the shared governance effectiveness?

2.   How do the components of our governing body know their duties and responsibilities? To what extent does our community relate with the representatives of our governing body?

3.   How effective are the strategies used by the Board of Trustees to get external fundraising? What are the new strategies and their goals and objectives?

4.   How does the assessment of the president's performance support our institutional mission and goals?

5.   Over the last five (5) years, how have changes in the administrative structure responded to our needs? What has been the impact of the recent administrative reorganization?

6.   How effectively does the administrative body coordinate and communicate its efforts to improve efficiency in procedures and decision making? How are subsequent changes in policies or procedures communicated to our community?

7.   How adequately is the administrative structure staffed? Which services need to be reinforced?

Working Group 4

Prof. Niza Zayas (P), Student Dean Affairs

Ms. Christine Hernández (VP), Enrollment Management

Standard 8 – Student Admissions and Retention

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

Standard 9 – Student Support Services

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

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

1.   How effective has the implementation of the enrollment management plan been? How effective has student recruitment been at all academic levels?

2.   To what extent does our admission policy reflect the institutional mission and goals?

3.   How do we address freshmen academic and social adjustment to university life? How do we provide academic, social and personal support? How do we include parents, guardians, and significant others?

4.   How do student support services satisfy student needs and interests, in accordance with the institutional mission?

5.   What is the effectiveness of student support services in assisting in the creation of student learning communities? How are students encouraged in peer learning, having study groups and social activities?

6.   How do we provide support to students identified as being at risk? How effective are the students support services in student retention?

7.   How effective is the process to encourage students with special needs to actively participate in campus activities?

8.   How effective are student organizations in promoting leadership skills? To what extent has this impacted student retention?

9.   What policies and procedures protect student confidentiality and ensure accuracy of records?

10.   How do external community programs or activities promote our institutional mission and goals? To what extent have students been integrated into these programs and activities?

Working Group 5

Dr. Haydee Domínguez (P), College of Education

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

Standard 10 – Faculty

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

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

1.   How does the teacher student ratio facilitate the role and responsibilities of our faculty? How does it compare with other peer institutions? To what extent is the faculty numerous enough to meet the academic and service needs of the students?

2.   How does the faculty integrate academic activities to include: teaching, learning, research and academic services? How effectively do our tenure and promotion policies support this integration? To what extent have these policies been equitably and fairly implemented?

3.   To what extent have faculty been provided with sufficient time and resources to pursue professional development? How have these development efforts impacted the community?

4.   To what extent does the quality of the faculty meet the teaching and curricular needs of the University? How effective are the criteria used to determine qualification for a position? How effective are the policies and procedures related to recruitment, appointment, and retention of our faculty?

5.   What additional processes and criteria, if any, are used to recruit faculty in areas of difficult recruitment?

6.   To what extent are the procedures for hiring and evaluating temporary faculty consistent with those for regular faculty? When a college has a high percent of part time faculty, how do we ensure that the responsibilities in terms of teaching, advising, and other academic services are met?

7.   How effective are the strategies used to encourage faculty in the design, review and establishment of new academic programs and to participate in community service and other activities related to our institutional mission?

8.   How are priorities set in the professional development of faculty? How are these priorities reflected in the budget?

9.   To what extent have faculty development opportunities changed during the last five years? To what extent are these opportunities equitably distributed across the University? How do these opportunities reflect faculty needs?

10.   How do we guarantee the acquired rights and benefits of the faculty?

Working Group 6

Dr. Pura Echandi (P), Academic Dean

Standard 11 – Educational Offerings

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

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

1.   To what extent does the academic offering display the instructional content, rigor and coherence appropriate to the institution's mission and goals? How do the curricular revision process and the development of new academic offering integrate the institutions mission and goals?

2.   To what extent does the curriculum provide for the integration of disciplines and knowledge? How is technology, management information skills, communication skills, support services and research integrated into the curriculum of each academic program?

3.   How effective are the systematic curriculum review processes in determining the development of new academic programs and curriculum needs? How do the institutional curricula meet student needs and preferences, professional requirements and employment changing scenarios? How satisfied are the students, faculty, employers and professional organizations with the adequacy and relevance

of our curriculum?

4.   How do we evidence that our alumni possess the necessary skills for their discipline or profession?

5.   How is the assessment of student outcomes integrated into our curriculum revision, program development and course planning?

6.   How well are the Curricular Development Plan and the Strategic Plan aligned?

7.   How effective are academic support services at providing students and faculty with the necessary support to promote the academic and personal development of students?

Working Group 7

Dr. Juan Mejías (P), Curriculum Review Committee

Standard 12 – General Education

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

Standard 13 – Related Educational Activities

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

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

1.   What strategies do we use to ensure quality and comply with the contact hours required for the intellectual development of the student at associate, bachelor and master degree levels?

2.   How do we evidence the curriculum alignment between the General Education Program and the various areas of concentration?

3.   How are the goals and objectives of the Education Program aligned with our institutional mission and philosophy?

4.   How does the General Education Program help the students acquire competencies in their discipline or profession? How do we use the results of the student learning assessment to improve the curriculum of the General Education Program?

5.   How do we evidence the support given to the General Education Program in terms of administrative structure, budget and incentives for faculty? How do we divulge the General Education Program requirements?

6.   How do we identify under prepared students and what academic support programs and services are available for them?

7.   How do we evidence that the goals and objectives of the Certificate Program are aligned and consistent with our institutional mission and philosophy?

8.   How do we evidence the participation of faculty and other academic professionals in the design, operation and evaluation of the Certificate Program?

9.   To what extent do policies and procedures to grant credit for experiential learning align with the new regulation? How are they made known and publicized? How does faculty participate in this process?

10.   How effective are the strategies used to develop courses and distance learning programs? How does distance education strengthen our institutional vision, mission and goals?

Working Group 8

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

Dr. Pura Echandi (VP), Academic Dean

Standard 7 - Institutional Assessment

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

Standard 14 – Assessment of Student Learning

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

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

1.   How does the Institutional Assessment Plan support our institutional mission and goals?

2.   To what extent does the administration provide support creating the culture of assessment?

3.   How do we evidence that our academic programs help our students achieve their personal and professional goals?

4.   How do we incorporate the assessment outcomes in institutional renovation plans, the strategic plan, and in the prioritizing and resource allocation process? How are the outcomes used to improve academic programs?

5.   How do we evidence the use of our student learning assessment outcomes in the educational offering, the General Education Program, and related educational activities? To what extent do we document student success?

6.   How adequate are faculty efforts to assess student learning?

Self -Study Calendar

Activity	Date
1. Planning and Design of Self-Study	
1.1. Plan the Plan	Apr.-Jun. 2010
1.1.1. MSCHE reminds institution of the pending evaluation and invites it to the Self-Study Institute	
1.1.2. Steering Committee Chair(s) and members chosen	Aug.-Oct. 2010
1.1.3. Attend Self-study Institute for orientation of the self-study process	Nov. 2010
1.2. Preliminary self-study model	
1.2.1. Institution chooses its preliminary self-study model.	Dec. 2010
1.2.2. Institution determines types of working groups that will be needed	Jan. 2011
1.2.3. Draft Self-study Model and Design including research questions for working groups	Feb.-Mar. 2011
1.2.4. Self-study Model for approval	
1.2.5. MSCHE staff liaison schedules self-study preparation visit.	Jan.-Mar.-2011
1.2.6. Institution chooses its final self-study model	Jan.-2011
1.2.7. Institution determines the composition of working groups	Jan.-2011
1.2.8. Final draft of self-study Model and Design finalized, including research questions for working groups	Mar.-2011
1.2.9. Staff liaison approves institution's self-study design	Mar.-2011
1.2.10. MSCHE staff visits BCU	Mar.-Apr. 2011
1.2.11. Staff liaison approves BCU's self-study design	Mar.-Apr. 2011
2. Self-study process	
2.1. Steering Committee oversees research and reporting by working groups.	May 2011-Mar. 2012
2.2. Working groups involve university community	May 2011-Mar. 2012
2.3. Working groups submit reports	May 2011-Mar. 2012

Activity	Date
3. Self-Study Report	
3.1. MSCHE selects the evaluation team Chair, and the institution approves the selection.	Apr.-Jul. 2012
3.2. Chair and institution select dates for team visit and for the preliminary visit.	Apr.-Jul. 2012
3.3. UCB sends a copy of the self-study design to the team Chair.	Apr.-Jul. 2012
3.4. UCB develops self-study draft.	Aug.2012
4. Draft	
4.1. Campus community reviews draft of self-study report.	Sep.-Oct. 2012
4.2. UCB's governing board reviews draft of self-study report.	Nov.-2012
4.3. Evaluation team Chair reviews draft self-study report. Steering committee makes changes.	Nov.-Dec. 2012
4.4. Team Chair makes preliminary visit at least four months prior to team visit.	Dec.2012-Jan.2013
5. Final Version	
5.1. BCU prepares final version of the self-study report.	Dec.2012-Jan.2013
5.2. Institution sends final report to evaluation team and to MSCHE at least six weeks prior to team visit.	Feb.-2012
6. Peer Review	
6.1. Team visit	Mar. 2013
6.2. Team report	May. 2013
6.3. Institutional response (Two weeks after Peer Team Report)	May. 2013
7. Committee on Evaluation Report meets	Jun.2013
8. Commission action	Jun.2013
9. Follow-up, if any	

Organization of the Self-study Report

Bayamón Central University will conduct a comprehensive self-study and the organization of the resulting report will be based on the 14 standards of Middle States Commission on Higher Education as addressed by the eight working groups. Each of the working groups will draft its own chapter or chapters. Every chapter will include a summary of major findings from the research questions addressed and, where appropriate, will provide suggestions or action plans for improvement. The self-study report's conclusion will include a summary of all suggestions and plans for improvement. In brief, the report structure will be as follows:

Chapter I: Overview of the Institution

Chapter II: Executive Summary

Chapter III: Mission, Goals and Integrity (Standards 1 and 6)

Chapter IV: Planning, Resource Allocation and Institutional Renewal, Institutional Resources (Standards 2 and 3)

Chapter V: Leadership and Governance, Administration (Standard 4 and 5)

Chapter VI: Student Admission and Retention ant Student Support Services (Standard 8 and 9)

Chapter VII: Faculty (Standard 10)

Chapter VIII: Educational Offering (Standard 11)

Chapter IX: General Education and Related Educational Activities (Standard 12 and 13)

Chapter X: Institutional Assessment and Assessment of Student Learning (Standard 7 and 14)

Chapter XI: Conclusions and Summary of Recommendations

Appendix

Editorial Style

- Each working-group report should be completed in Word and submitted by e-mail to the Steering Committee.

- For the working-group reports, simple formatting should be used so that removing or changing formatting will not be difficult when the reports are compiled for the University's self-study document. For example, rather than using the space bar to indent several spaces, use the tab key or other Word tools for indenting and/or aligning text.

- Working-group reports should be carefully edited before they are submitted. The writers of individual reports will use the APA format with which we are most familiar.

Profile of the Visiting Team

BCU is a Dominican Order, Catholic private non-profit institution of higher education, located in Bayamon, Puerto Rico. Founded in 1961 as a two-year regional college, it has continued to grow, offering associate degrees, bachelors and masters. In the fall of 2010 BCU had an enrollment of 1,497 full-time students and 599 part-time students for a total enrollment of 2,096 students. 71% female, 92% are low income families and 89% percent are first generation students.

BCU offers undergraduate and graduate programs in Business Administration, Education, Science, and Psychology.

BCU's evaluation team should be composed of four to five members who are familiar with the challenges of a catholic university as a sponsoring governing group.   Members should be familiar with institutions that serve minority populations, First Generation College students, and that share our mission, vision, and philosophical principles.

We suggest that the evaluation team include evaluation expertise in:

•   Academic programs in Business Administration, Education, Arts and Science.

•   Information Literacy and Library Technology

•   Enrollment Management

•   Budgeting and Finance

•   Institutional Assessment

We also suggest that the following Institutions meet the before mentioned requirements:

•   St. Thomas Aquinas College (Sparkill, NY)

•   Caldwell College (Caldwell, NJ)

•   Loyola University (Baltimore, Maryland)

•   Canisius College (Buffalo, NY)

•   Marist College (Poughkeepsie, NY)

•   Cabrini College (Radnor, PA)

Conclusion

Bayamón Central University (BCU) prepared its Self-Study Design following the documents: Characteristics of Excellence in Higher Education (2006) and Self Study Creating a Useful Process and Report (2007).

Bayamón Central University enthusiastically embraces the opportunity that Middle States Commission on Higher Education self-study provides for fully understanding the effectiveness, challenges, and opportunities of all areas of the institution. The members of the Steering Committee and the working groups are eager and committed with the self-study. The self-study process will set a firm foundation from which we are going to develop our next strategic plan and move forward.

Appendix: Working Groups Guide

MIDDLE STATES COMMISSION ON HIGHER EDUCATION 2009-2013

Self-study Steering Committee (Comité Timón de Auto estudio)

Members (Miembros)	Position (Posición)
1. Dr. Lillian Negrón Colón	**President** (Presidenta)
2. Dr. Pura Echandi	**Academic Dean** (Decana de Asuntos Académicos)
3. Dr. Luz Valentín	Associate Dean of Licensing and Accreditation **Co-Chair**
4. Prof. Niza Zayas	**Student Dean** (Decana de Estudiantes)
5. Miss. Rosimar Ferrer	**Finance and Administration Dean** (Decana de Adm. y Finanzas)
6. Mr. Pedro Bermúdez	**Planning and Institucional Development Director** (Director de la Oficina de Planificación y Desarrollo Institucional) **Chair**
7. Dr. Haydeé Domínguez	**Faculty member of College of Education and Behaviour Professions** (Facultad del Colegio de Educación y Profesiones de la Conducta)
8. Dra. Caroline González	**College of Education and Behavior Professions Director** (Directora del Colegio de Educación y Profesiones de la Conducta)
9. Dr. Oscar Cruz Cuevas	**College of Liberal Arts, Science and Health Professions Director** (Director del Colegio de Artes Liberales, Ciencias y Profesiones de la Salud)
10. Prof. Nidia Colón	**College of Business Development and Technology Director** (Directora del Colegio de Desarrollo Empresarial y Tecnología)
11. Dr. Juan Mejías	Director del Proyecto de Revisión Curricular
12. Prof. Elba Rivera	**Faculty member of College of Education and Behaviour Professions**
13. Fray Yamil Samalot, OP., PHD	**Junta de Síndicos**

Chair: Sr. Pedro Bermúdez
Co-Chair: Dr. Luz Valentín

Leyenda: Presidente (P); Vice Presidente (VP)
*Estos comités serán validados posteriormente a la aprobación del modelo de autoestudio

Rev. 9/08/10; Corregida: 4/11/10; Rev: 22/11/10; Corregido: 7/12/10; Corregido: 11/01/11 – 21-EN-11

Institutional Context (Contexto Institucional)
Comité de Trabajo 1

GRUPO	MEMBERS (Miembros)	OFFICE/DEPARTMENT (Oficina/Departamento)	STANDARD (Estándar #)	MSCHE STANDARDS (Estándares de la MSCHE)	INDICATORS OF EFFECTIVENESS (Indicadores de efectividad)	EVIDENCIA QUE SUSTENTE EL CUMPLIMIENTO DE CADA ESTANDAR (¿Dónde se encuentra?)

1	Fray Yamil Samalot, OP., PHD (P)
	
	Sra. Elayne Núñez (VP)
	
	Prof. Awilda Padró
	
	Dra. Ilia Suárez
	
	Dra. Mayra Rosario
	
	Prof. Brenda López
	
	Dr. Daniel Torres
		Representante de la Consejo de Fundadores
		
		Directora Interina de la Oficina de Recursos Humanos
		
		Colegio de Artes Liberales y Ciencias
		
		Colegio de Educación
		
		Representante de la Junta Síndicos
		
		Colegio de Desarrollo Empresarial y Tecnología
		
		Colegio de Educación
			I	**Mission and Goals** (Misión y metas)	- Misión, metas, objetivos de la UCB
					- Políticas institucionales relacionadas
					- Perfil del egresado UCB y relación con metas y objetivos (Matriz que evidencie relación entre metas UCB y perfil del egresado)
					- Evidencia de divulgación de metas, objetivos institucionales
					- Política propiedad intelectual
						- Misión y metas de la institución en el :
						  • Catálogo institucional
						  • Plan estratégico institucional
						  • Informes anuales de cada Colegio, Oficina, Decanato, (Informes de Logros)

			VI	**Integrity** (Integridad) Comunicación y Transparencia	- Evidencia de que se atienden las quejas de los Estudiantes - Evidencia de actividades donde participa la comunidad universitaria - Evidencia de práctica justa e imparciales en: reclutamiento, evaluación del personal, despido o destitución de empleados - Evidencia de protección derechos de propiedad intelectual (política) - Evidencia de divulgación de información de la institución tales como informes requeridos por MSCHE, CESPR - Evidencia de disponibilidad de catálogos: impresos, en línea - Evidencia de actualización de catálogos - Evidencia de comunicación y transparencia de los procesos - Formulario para recoger quejas de estudiantes	- Descripciones en los catálogos y otros documentos públicos de los procedimientos de querellas, procedimientos disciplinarios, procedimientos para destacar a los estudiantes de altos honores (sistema) - Descripción del proceso de reclutamiento de empleados que utiliza la institución - Políticas o prácticas que evidencien la integridad de la institución en la contratación, ascenso en rango del personal - Políticas y procedimientos establecidos en la institución para evitar el plagio y uso de material fotocopiado (procedimiento fotocopias ej. libros) - Política de conflicto de intereses (¿Cómo se aplica?) - Política sobre libertad de cátedra (academic freedom) - Política de propiedad intelectual - Procedimientos institucionales para creación y revisión de políticas - Plan de acción afirmativa

Institutional Context (Contexto Institucional)
Comité de Trabajo 2

GRUPO	MEMBERS (Miembros)	OFFICE/DEPARTMENT (Oficina/Departamento)	STANDARD (Estándar #)	MSCHE STANDARDS (Estándares de la MSCHE)	INDICATORS OF EFFECTIVENESS (Indicadores de efectividad)	EVIDENCIA QUE SUSTENTE EL CUMPLIMIENTO DE CADA ESTANDAR (¿Dónde se encuentra?)
2	Sr. Pedro Bermúdez (P)	Chair	II	**Planning, Resource Allocation and Institutional Renewal** (Planificación, asignación de recursos y renovación institucional)	- Evidencia Plan Estratégico - Evidencia de participación en el Plan Estratégico - Evidencia de reuniones de planificación - Planes de trabajo de los decanatos, colegios y oficinas de servicio - Plan Maestro de Infraestructura - Plan de Adquisición y Reemplazo de equipo - Evidencia de acuerdos y consorcios	- Copia de los presupuesto de Oficina, Decanatos y Colegios a tres (3) años basado en el Plan estratégico - Presupuesto operacional de la institución - Plan de tecnología - Plan actividades pro-fondos (Junta Síndicos) - Plan de la Biblioteca y Descripción de Recursos de información disponible - Políticas y procedimientos para desarrollo y cierre de programas académicos
	Srta. Rosimar Ferrer (VP)	Decana de Administración				
	Prof. Lydia Rivera	Colegio de Artes Liberales y Ciencias				
	Prof. Carlos Rodríguez	Colegio de Desarrollo Empresarial y Tecnología				
	Prof. Elba Rivera	Colegio de Artes Liberales y Ciencias				
	Prof. Ángel Salgado	Colegio de Desarrollo Empresarial y Tecnología				
	Ing. Eliezer García	Director de Servicios Generales	III	**Institucional Resourses** (Recursos institucionales)	- Evidencia de política para asignación de recursos - Evidencia de reuniones para discutir presupuestos, asignación de recursos: a la facultad - Cantidad de actividades para obtención de fondos o donativos recibidos - Políticas y planes de fondos dótales - Revisión, evaluación y análisis de estados financieros - Política para controles de gastos, redirigir ingresos y recursos económicos - Controles de gastos y nuevas fuentes de ingresos - Presupuesto anual y proyecciones por tres años - Plan de adquisición y manejo de equipo - Plan maestro de infraestructura y manejo de instalaciones	- Estados financieros auditados de dos (2) años previos - Proyecciones presupuestarias y documentos relacionados - Facilidades, uso de terrenos y plan maestro de uso de facilidades - Planes de desarrollo de facultad con presupuesto - Plan estratégico institucional - Plan de recaudación de fondos
	Sra. Enid Rivera	Directora Presupuesto				
	Prof. Arzoris Múñoz	Colegio de Desarrollo Empresarial				
	Sr. José Torral	Junta de Síndicos				

Institutional Context (Contexto Institucional)
Comité de Trabajo 3

GRUPO	MEMBERS (Miembros)	OFFICE/DEPARTMENT (Oficina/Departamento)	STANDARD (Estándar #)	MSCHE STANDARDS (Estándares de la MSCHE)	INDICATORS OF EFFECTIVENESS (Indicadores de efectividad)	EVIDENCIA QUE SUSTENTE EL CUMPLIMIENTO DE CADA ESTANDAR (¿Dónde se encuentra?)
3	Sr. Pedro Bermúdez (P)	Chair	IV	**Leadership and Governance** (Liderazgo y gobierno)	- Evidencia estructura de gobierno	- Estatutos UCB: Documentos de Gobierno UCB
	Dra. Luz Valentín (VP)	Co-Chair			- Evidencia desarrollo de políticas institucionales	• Lista de Miembros Consejo de Fundadores y Junta de Síndicos con sus títulos académicos y posición
	Prof. Ángelo Sanfilippo	Representante del Consejo Académico			- Evidencia de participación de cuerpos en la toma de decisiones (agenda, minutas y hoja de asistencia)	- Minutas de la Junta de Síndicos
	Prof. Salvador Pérez	Colegio de Desarrollo Empresarial y Tecnología				- Material o folletos para orientar a la Junta sobre su labor
	Prof. María Laureano	Representante de la Junta Administrativa			- Política de conflicto de interés, manual de administración, facultad	- Política de conflicto de interés que firma la Junta y los empleados
	Ing. Juan José Sánchez	Representante de la Junta de Síndico			- Planes de trabajo de los administradores, Junta de Síndicos	- Descripción de tareas y cualificaciones del Presidente
	Sa. Lydia García	Estudiante Consejo Académico			- Evidencia de deliberaciones, Junta de Síndicos, Senado, Consejo Académico y Junta Administrativa	- Reglamento del Consejo de Estudiante
	Prof. Dinorah Jiménez	Colegio de Artes Liberales y Ciencias				- Lista de Miembros y Funciones del Consejo de Estudiantes - Senado, Consejo Académico Junta Administrativa (lista de miembros, tareas, miembros o reglamento y evidencias de reuniones).
	Prof. Ángel Salgado	Colegio de Desarrollo Empresarial y Tecnología	V	**Administration** (Administración) **Propósito:** - Uso eficaz y eficiente de los recursos humanos, financieros y técnicos	- Perfil de los administradores • Nombre, • Posición, • Experiencia, • Preparación académica	- Organigrama institucional (señale los miembros administración)
	Prof. Bessie Ann Martínez	Colegio de Educación				- Manuales de facultad - Manuales del personal administrativo
	Srta. Rosimar Ferrer	Decana de Administración			- Evidencia de Reuniones de Staff de Presidencia	- Descripciones de la posición administrativos y cualificaciones de los administradores
	Sra. Enid Rivera	Directora Presupuesto				- Material de orientación a los empleados y/o manuales de empleados.
	Ing. Eliezer García	Director Planta Física				

Institutional Context (Contexto Institucional)
Comité de Trabajo 4

GRUPO	MEMBERS (Miembros)	OFFICE/DEPARTMENT (Oficina/Departamento)	STANDARD (Estándar #)	MSCHE STANDARDS (Estándares de la MSCHE)	INDICATORS OF EFFECTIVENESS (Indicadores de efectividad)	EVIDENCIA QUE SUSTENTE EL CUMPLIMIENTO DE CADA ESTANDAR (¿Dónde se encuentra?)
4	Prof. Niza Zayas (P)	Decana de Asuntos Estudiantil	VIII	**Student Admissions and Retention** (Admisión de estudiantes y retención) - Coordina y evidencia los procesos de promoción Mercadeo y reclutamiento Retención y graduación (egresados)	- % de estudiantes atendidos - % matriculados - % estudiantes admitidos por año y por programa* - % estudiantes admitidos por promedio y resultados del College Board* - % estudiantes admitidos de escuelas públicas y privadas - Tasa anual de estudiantes que terminan su grado académico en tiempo y medio* - Tasa anual de graduación por cohorte* - Tasa anual de retención por programa académico - Nivel de percepción en el mercado - Cantidad de actividades de promoción y reclutamiento - Cantidad de anuncios pautados - Cantidad de estudiantes reclutados por actividad de mercadeo realizada - % de bajas por semestre y programas	- Copia del catálogo donde evidencie política de admisión y criterios utilizados - Hoja de cotejo de expediente de estudiante en admisión - Solicitud de admisión e información de promoción a los programas académicos - Información que se le provee al estudiante sobre su programa de estudio* (secuenciales) - Folletos y material de ayudas Económicas* - Plan de trabajo de Gerencia de Matrícula - Resultados de encuestas a los estudiantes - Informe sobre bajas
	Sra. Christine Hernández (VP)	Gerencia de Matrícula				
	Sra. Edna Ortiz, Directora	Asistencia Económica				
	Srta. Myrna Pérez, Directora	Servicios de Transición del Estudiante				
	Sra. Miriam Silva	Oficina de Ex-alumnos				
	Sr. Víctor Colón	Registrador				
	Srta. Raquel Rivera	Representante estudiantil				

	Sra. Milagros Rivera	Directora de Orientación y Consejería	IX	**Student Support Services** (Servicios de apoyo al estudiante)
				
				- Coordina y evidencia los servicios directos a los estudiantes
					- % de satisfacción con los servicios directos (estudio de satisfacción estudiantil)
					- Número de actividades sociales, culturales desarrollados
					- Tasa de participación estudiantil por actividad
					- Número de estudiantes atendidos en Consejería, Tutorías y Biblioteca
					- Nivel de participación de egresados
						- Reglamento de estudiante
						- Política y procedimiento que establece la institución para atender querellas de los estudiantes
						- Evidencias de formularios para atender querellas de estudiantes
						- Planes de trabajos de las áreas que ofrecen servicio a estudiantes tales como:
						  o Programa de Orientación y Consejería
						  o Calidad de Vida
						  o Asistencia Económica
						  o Decanato de Asuntos Estudiantiles
						  o Enfermería
						  o Biblioteca
						  o Registro
						  o Tesorería
						- Evidencia de actividades sociales, culturales, religiosas
						- Evidencia de actividades de servicio comunitario
						- Política sobre Publicación de Información del Estudiante (FERPA)
						- Formularios para evidenciar cumplimiento de esta política
						- Política para cumplir con estudiantes veteranos o servicios de fuerzas armadas
						- Estadísticas e informe sobre atletas
						- Evidencia de encuestas de satisfacción a los servicios de apoyo y resultados.

	Sra. Cristina Freytes, Directora	UpWard Bound				
	Sr. William Torres	Reclutador				
	Sr. Joel Vélez, Director	Calidad de Vida				
	Sr. Tavis Tony Santiago Torres	Representante estudiantil				
	Srta. Annette Valentín	Directora de la Biblioteca				

*(se incluyen además en el estándar 11)

Institutional Context (Contexto Institucional)
Comité de Trabajo 5

GRUPO	MEMBERS (Miembros)	OFFICE/DEPARTMENT (Oficina/Departamento)	STANDARD (Estándar #)	MSCHE STANDARDS (Estándares de la MSCHE)	INDICATORS OF EFFECTIVENESS (Indicadores de efectividad)	EVIDENCIA QUE SUSTENTE EL CUMPLIMIENTO DE CADA ESTANDAR (¿Dónde se encuentra?)
5	Dra. Haydee Domínguez (P)

Prof. Awilda Burgos (VP)

Prof. Nancy Rodríguez

Prof. Miguel Rivera Rivera

Sra. Elaine Núñez

Prof. Margarita Pruna | Colegio de Educación

Colegio de Desarrollo Empresarial y Tecnología

Colegio de Educación

Colegio de Artes Liberales y Ciencias

Oficina de Recursos Humanos (Administración)

Colegio de Desarrollo Empresarial y Tecnología | X | **Faculty** (Facultad) (Comité Avalúo Facultad)

- Asegurar una facultad cualificada

- Planificar actividades de desarrollo profesional | - %personal docente a tiempo completo

- %personal docente a tiempo parcial

- % facultad con grados doctorales

- Número de actividades desarrollo profesional que asistió la facultad

- % participación de facultad en actividades de investigación

- Revisar y validar el instrumento de evaluación de facultad | - Lista de facultad a tiempo completo y parcial con sus credenciales académicas (nombre facultad/full time, part time/preparación académica/experiencia/cursos que ofrecen)
- Reglamento de Facultad
- Lista de facultad que pertenece a el Consejo Académico, Senado Universitario y Junta Administrativa
- Evidencia de Reglamento del Consejo y Senado
- Evidencia de reuniones (agenda, minuta y hoja de asistencia)
- Política relacionada a libertad de cátedra
- Manual y procedimientos de: evaluación facultad, ascenso en rango, contratación,
- Evidencia de evaluación de facultad por los estudiantes
- Evidencia de orientación a facultad nueva
- Política de Desarrollo de Facultad
- Plan de Avalúo de Facultad
   o Lista de talleres y actividades profesionales que participa la facultad
- Expedientes de Facultad (cotejo de documentos que evidencie preparación académica)
- Política o procedimientos para integrar, orientar y desarrollar profesionalmente a facultad a tarea parcial. |

Institutional Context (Contexto Institucional)
Comité de Trabajo 6

GRUPO	MEMBERS (Miembros)	OFFICE/DEPARTMENT (Oficina/Departamento)	STANDARD (Estándar #)	MSCHE STANDARDS (Estándares de la MSCHE)	INDICATORS OF EFFECTIVENESS (Indicadores de efectividad)	EVIDENCIA QUE SUSTENTE EL CUMPLIMIENTO DE CADA ESTANDAR (¿Dónde se encuentra?)
6	Dra. Pura Echandi (P) Dra. Caroline González Prof. Nidia Colón Dr. Oscar Cruz Cuevas	Decana de Asuntos Académicos Directora del Colegio de Educación y Profesiones de la Conducta Directora del Colegio de Desarrollo Empresarial y Tecnología Director del Colegio de Artes Liberales, Ciencias y Profesiones de la Salud	XI	Educational Offerings (Ofrecimientos académicos) - Identificar fortalezas y oportunidades del programa - Garantizar la calidad de la oferta académica por programa - Comité Avalúo de Programas Académicos	- Número de cursos remédiales que se ofrecen por términos - Uso de los resultados del avalúo para mejorar los programas académicos - Políticas sobre revisión de currículo - Evidencia de revisión curricular por programas - Número de actividades que llevan a cabo los programa académicos	- Catálogo (descripción de cursos programas y requisitos para obtener el grado - Prontuarios de cursos y descripción del programa donde se evidencie los resultados del aprendizaje estudiantil esperado - Guías, procedimientos, políticas para el desarrollo de programas y cursos - Evaluaciones de los cursos y programas - Informe de Comité de Revisión Curricular - Evidencia de Revisión Curricular - Resultados de las evaluaciones de los cursos por los estudiantes - Resultados de las evaluaciones de los profesores por los estudiantes - Evaluaciones internas y externas de los programas académicos (CESPR, Agencias Acreditadora de Programas, Evaluaciones de Colegios) - Copia de informes enviados por agencias licenciadoras (CESPR) o acreditadoras del programa - Informe de Progreso del Programa - Planes de Trabajo de Biblioteca - Estadísticas de Biblioteca - Servicios que ofrece la Biblioteca - Política de transferencia de créditos en el catálogo(página internet) - Acuerdos de articulación con universidades - Lista de universidades que aceptamos transferencia de créditos - Tablas de equivalencias - Evidencia de licencias de CESPR de programas académicos

Institutional Context (Contexto Institucional)
Comité de Trabajo 7

GRUPO	MEMBERS (Miembros)	OFFICE/DEPARTMENT (Oficina/Departamento)	STANDARD (Estándar #)	MSCHE (Estándares de la MSCHE)	INDICATORS OF EFFECTIVENESS (Indicadores de efectividad)	EVIDENCIA QUE SUSTENTE EL CUMPLIMIENTO DE CADA ESTANDAR (¿Dónde se encuentra?)
7	Dr. Juan Mejías (P)	Comité Revisión Curricular	XII	**General Education** (Educación general)	- Evidencia de revisión curricular de Educación General	- Catálogos
	Prof. Carmen Núñez	Colegio de Artes Liberales y Ciencias			- Número de estudiantes que dominan las destrezas básicas de español, inglés, matemática y uso y manejo de la computadora	- Prontuarios de Educación General
	Prof. Awilda Burgos	Colegio de Desarrollo Empresarial y Tecnología		- Garantiza la calidad del Programa de Educación General		- Evidencia Revisión Curricular del componente de Educación General
	Prof. Brenda López					- Matriz componente de Educación General con resultados de aprendizaje esperado
	Dra. Caroline González	Directora del Colegio de Educación		- Comité Revisión Curricular General	- Número de estudiantes que toman cursos remediales	- Ejemplos de herramientas de avalúo utilizadas en los cursos de educación general
	Dra. Nitza Márquez	Colegio de Educación			- % de estudiantes que aprueban cursos remediales	- Evidencia del uso de avalúo de los cursos de educación general para mejorar el aprendizaje de los estudiantes (ej. Cursos de matemáticas para estudiantes de educación que toman PCMAS)
	Dr. Daniel Torres	Colegio de Educación				
	Prof. Milagros Rivera Watterson	Comité Revisión Curricular				- Informe de evaluación externa e interna del Programa de Educación General
	Prof. José Cruz Maura					
	Srta. Annette Valentín	Directora de la Biblioteca				
	Prof. Ana Sobrino	Colegio de Artes Liberales y Ciencias				
	Prof. Lilliana López	Colegio de Educación				
	Prof. Myrna Rodrigo	Colegio de Desarrollo Empresarial	XIII	**Related Educational Activities** (Actividades educativas relacionadas)	- Número de acuerdos de la UCB con otras instituciones	- Evidencia de acuerdos y convenios con universidades
	Dr. Oscar Cruz Cuevas	Director del Colegio de Artes Liberales y Ciencias			- Correlación entre resultados del College Board y cursos remédiales (Español, Inglés y Matemática)	- Documentos que evidencien actividades especificas tales como: resultados de avalúo de las destrezas básicas, certificados obtenidos por los estudiantes, requisitos para práctica tales como: CPR, experiencias de aprendizaje en los cursos, programas de educación a distancia, políticas sobre educación a distancia
					- Otras actividades educativas que desarrolla la institución	
					- PSAAE	
					- Tutorías	
					- Trabajo Social (Prácticas, Inserco)	- Evidencia de orientación a estudiantes nuevos (DEE 100)
					- Actividades educativas (Colegios de Educación, Desarrollo Empresarial y Ciencias)	

Institutional Context (Contexto Institucional)
Comité de Trabajo 8

GRUPO	MEMBERS (Miembros)	OFFICE/DEPARTMENT (Oficina/Departamento)	STANDARD (Estándar #)	MSCHE (Estándares de la MSCHE)	INDICATORS OF EFFECTIVENESS (Indicadores de efectividad)	EVIDENCIA QUE SUSTENTE EL CUMPLIMIENTO DE CADA ESTANDAR (¿Dónde se encuentra?)

8	Dra. Luz Valentín (P)
	
	Dra. Pura Echandi (VP)
	
	Prof. Floridalia Vidal
	
	Dra. Nitza Márquez
	Prof. Juan De Jesús
	
	Sr. Pedro Bermúdez
	
	Dr. Oscar Cruz Cuevas
	
	Prof. Carmen Núñez
	
	Prof. Lourdes Ríos
	
	Dr. Daniel Torres
		Co-Chair
		
		Decana Académica
		
		Colegio de Artes Liberales, Ciencias y Profesiones de la Salud (Coord. Enfermería)
		
		Colegio de Educación
		
		Chair
		
		Director del Colegio de Artes Liberales y Ciencias
		
		Colegio de Artes Liberales y Ciencias
		
		Colegio de Desarrollo Empresarial
		
		Colegio de Educación
			VII	**Institucional Assessment** (Avalúo Institucional)
				
				Propósito:
				-Evalúa la efectividad institucional
				-Incorpora los resultados del aprendizaje estudiantil.
				-Utiliza el resultado del assessment para mejorar programas y servicios
				Comité Avalúo Institucional
					- Evidencia de mejoras en el proceso de aprendizaje
					  (Plan de acción PCMAS)
					  (Creación de cursos de repasos PCMAS)
					
					- Evidencia uso sistemático de medidas cualitativas y cuantitativas
					  (estudios institucionales
						- Plan de Assessment Institucional escrito que identifique la relación con el plan estratégico
						- Planes estratégicos de cada una de las unidades que reflejen el uso del assessment de resultados
						- "Report Card" del Programa de Educación
						- Resultados de encuestas a estudiantes, administración, facultad, egresados
						- Autoestudio de Programa de Preparación de Maestros
						- Autoestudio de la Maestría en Consejería en Rehabilitación

	Prof. Jose Cruz Maura
	Dr. Juan Mejías
	
	Prof. Nidia Colón
	
	Dra. Caroline González
		Comité Revisión Curricular
		
		Colegio de Desarrollo Empresarial
		
		Directora Colegio de Educación y Profesiones de la Conducta
			XIV	**Assessment of Student Learning** (Avalúo de aprendizaje estudiantil)
				
				Propósito:
				-Ayuda al estudiante a mejorar su aprendizaje
					- Estudios de persistencia
					- Resultados de revalidas y certificaciones profesionales
					  (Enfermería)
					  (PCMAS)
					  (Consejería)
					- Logros obtenidos por los egresados
					- Resultados exámenes estandarizados
					- Evaluaciones de los cursos (% notas obtenidas por cursos)
					Assessment comunidad
					- Recomendaciones de Advisor Committee para mejorar el programa académico
					- Retrocomunicación de los miembros, industria, comercio, mercado sobre las competencia académicas del programa
					Assessment Patronos
					- % de patronos satisfechos con la preparación académica del egresado (encuesta a patronos)
						- Plan de Assessment del Aprendizaje Estudiantil
						- Políticas institucionales y guías para el avalúo del aprendizaje estudiantil
						- Políticas y prácticas para reconocer el esfuerzo académico del estudiante
						- Evidencias de actividades tales como cuadro de honor, noche de logros y otras que reconocen el esfuerzo académico
						- Perfil del estudiante por programas académicos
						- Expectativas de resultados académicos en el Programa de Educación General y Programas
						- Ejemplos de prontuarios de cursos medulares
						- Ejemplo de herramientas de avalúo utilizadas: rúbricas, encuestas, portafolios, módulos
						- Ejemplos del uso de los resultados del avalúo para mejorar el proceso de enseñanza y aprendizaje (curso de EDUC 413 y Repaso de PCMAS)
						- Resultados de evaluaciones de trabajo de estudiantes por cursos y evaluación del profesor del trabajo del estudiante

Rev. 9/08/10; Corregido: 4/11/10; Rev: 22/11/10; Corregido: 7/12/10; Corregido: 11/01/ 2011 – 21-EN-11

Middle States Commission on Higher Education

Self-Study Design
Bayamón Central University

Bayamón, Puerto Rico

May 2011

Table of Content

Bayamón Central University Overview

History

Bayamón Central University (BCU) was founded in 1961 by the Dominican Order, as an extension of the former Catholic University of Puerto Rico. In 1970 BCU became an independent and autonomous institution, while retaining its original accreditation status by the Middle States Association of Colleges and Schools (MSA) as a regional college. In December of 1971, BCU received for the first time its full accreditation as an independent, private non-for-profit university. BCU offers educational opportunities for all qualifying students without regard to age, gender, race, religious beliefs, political affiliations, or physical impairments.

Bayamón Central University is in the City of Bayamón located within the metropolitan area of San Juan, Puerto Rico. The campus is situated in 55 acres of land and comfortably distant from the noisy avenues of the City of Bayamón. There are 12 buildings which provide a total of 199,660 square feet of useful space to carry out its educational activities.

BCU offers academic courses and degrees at graduate and undergraduate levels in the areas of: liberal arts, sciences, health professions, education, and business. As a Puerto Rican university, it identifies with the cultural values and the social redemption of our nation, and at the same time it opens itself to brotherly and universal solidarity.

In the attainment of the university goals -research, teaching and service, among others- the University nurtures the holistic development of the human being in the spiritual, community and professional dimensions, as well as in the academic and cultural realms. This development is achieved within a Christian-humanistic perspective, organically integrating human knowledge, social commitment and the message of the Gospel. The harmonious communion among faith, life, culture, and service is nourished by an interdisciplinary dialogue, in accordance with the teachings of St. Thomas Aquinas and the traditions of the Dominican Order.

Accreditation Status

On July 1, 2003, the Middle States Commission on Higher Education (MSCHE) notified Bayamón Central University (BCU) some concerns regarding possible non-compliance with accreditation standards. The report requested documenting a more substantive, detailed response to the following concerns (1) development and implementation of a comprehensive written plan for the assessment of institutional effectiveness and student learning including the establishment of learning goals at the institutional, program and course level (2) steps taken to strengthen graduate education (3) development and implementation of a comprehensive enrollment management (4) steps taken to strengthen information literacy and library/learning resources (5) steps taken to strengthen shared governance.

BCU submitted its Monitoring Report (MR) on March 1, 2005 and received the visit from the monitoring team in October 2005. On November 16, 2005, the Middle States Commission on Higher Education accepted the monitoring report and awarded full accreditation. An additional Progress Letter was forwarded on December 1, 2006, documenting steps taken to strengthen shared governance. The Progress Letter was accepted by the commission.

The Monitoring Visiting Team commended BCU for the significant steps taken in addressing the issues raised by MSCHE and encouraged us to continue along the path. Some of the steps included changes in leadership, administration, and other key issues. A confident vision for BCU's future was achieved, and a team of professionals with a sound understanding of that vision was willing to move forward.

On June 1, 2008 Bayamon Central University (BCU) submitted to the Middle States Commission on Higher Education (MSCHE) its Periodic Review Report. On November 20, 2008 the Commission accepted the Periodic Review Report and reaffirmed BCU's accreditation; nevertheless a progress letter, due by October 1, 2010, was requested along with the following documentation: (1) steps taken to strengthen the institution's finances (Standard 3); and (2) steps taken to improve student enrollment and retention (Standard 8).

On November 18, 2010 the Middle States Commission on Higher Education (MSCHE) accepted the progress report and reaffirmed our accreditation. The next evaluation visit is scheduled for 2012-2013.

BCU Vision Statement

Following the spirit of Saint Thomas Aquinas, and inspired in the multi-secular charisma of the Order of Preachers, Bayamon Central University has the mission of promoting the integral development of its students by means of an education of academic excellence that will form professionals and leaders with high social commitment, capable of constructing a cultural, scientific-technological, and business world, based on the evangelical values of Christian Humanism.

BCU Mission Statement

Bayamon Central University will be recognized as a unique center of Christian humanist formation and social transformation, which its student-centered academic programs and quality of university life provide professional training responding to the most crucial needs in the social, cultural, economic, and ecclesiastic institutions, in accordance with the state of the knowledge, technological advancements, and the values of the Gospel.

BCU Values Statement

Bayamon Central University as a Catholic institution of higher education founded by the Friars of the Order of Preachers is committed to promoting in its students, faculty, and employees the following values:

CHARITY, as a supreme evangelical value, which moves and sustains all human deeds, consequently in the intellectual, cultural, social, economic, technological spheres, etc.

SPIRITUALITY, that integrates in depth the human being to serve society with conscience of itself in relation to others, with the environment, and with God.

STUDIOUSNESS, that seeks the attention of all human capacities to discover the truths that will lead the human being to live in state of internal and external freedom.

TRUTH, as a goal and result of the dedication to study, investigation and spirituality, always cherished and constantly sought in the most diverse fields of knowledge and realities of the human experience, according to what Saint Thomas Aquinas has witnessed.

CULTURAL PROMOTION, as an expression of all the capacities of the human being that inspire and give sense to human life in society, following and innovating the national and globalized tradition.

PROFESSIONALISM, which procures the optimum preparation and performance for the services to be offered to the ecclesiastic and civil society of today, from a high ethical, dynamic, and innovative sense.

INTEGRITY, which commits our institution with the compliance of all the laws, norms, and regulations of the State, of the licensing and accreditation agencies, as well as with internal policies.

COMMUNITY LIFE, as a goal and principle to build a just, fulfilled and peaceful society through respectful dialogue, open and clear communication, accepting diversity as richness, striving always to work together.

SOCIAL JUSTICE, as a concern and commitment to the construction and transformation of the most varied dimensions of the Puerto Rican and international society.

SOLIDARITY, that emanates from the drive for social justice and charity in the day to day actions of each member of the university community that puts to the service of others all that the Creator has offered as a gift.

2007 - 12 Strategic Plan

To deal with our main challenges (increase enrollment, improve retention and improve our fiscal situation) BCU set three (3) strategic directions in our 2005-12 five year Strategic Plan. Each of these strategic directions comprised a set of goals aiming to fulfill our Mission:

Strategic Direction 1 (SD1): Establish an academic offering that favors our development as an institution of higher education of excellence in all of its academic levels. An academic offering that responds to the academic standards and characteristics of excellence, established by our accrediting institutions and regulating agencies, according to the global and local demands of society.

Strategic Direction 2 (SD2): Create a new learning environment that develops the capacity, creativity, and sensibility of all its members (directors, faculty, students, administrative and managerial personnel) in order to develop the quality of the university, community, and social commitment.

Strategic Direction 3 (SD3): To fortify the physical and technological structures of BCU, so that it simultaneously allows the development of the learning environment and fortifies the management and decision making process.

Important Changes BCU in the past 5 years

BCU has addressed various situations as a result of the recommendations made by MSCHE in 2003. BCU presents itself before this accreditation as a higher education institution that has strengthened its governance, improved its physical facilities, technological infrastructure, and fiscal situation.

Curriculum review and academic offering

In 2007 BCU initiated a curriculum review process in order to be more competitive and achieve accreditation from different international professional organizations such as: Council on Social Work Education (CSWE), Collegiate Nursing Education (CCNE), Teachers Education Accreditation Council (TEAC) and the Council on Rehabilitation Education (CORE). This process includes updating and improving the Natural Sciences laboratories and the incorporation of technology in the teaching process.

Based in our five year Strategic Plan, BCU submitted and was awarded two Title V grant proposals by the U.S. Department of Education:

- In 2007, a Title 5 grant was awarded to Revitalize General Education and Critical Degree Programs with the following: (1) Revitalize the General Education Curriculum. (2) Revitalize the Nursing Program. (3) Revitalize the Social Work Program. (4) Improve the Information Technology (IT) Infrastructure; implement a student data tracking and analysis system, and an e-advising module.
- In 2010, a Title 5 PPOHA grant was awarded to strengthen our graduate

instructional resources and redesign curricula to support a higher quality, more accessible, and supportive graduate education. The overarching goals are to increase the quality of the graduate programs and increase the number of graduate degree awarded. Funds were awarded to (1) redesign in-demand graduate programs as research and thesis oriented, and to provide graduate faculty (Graduate Faculty Center) and students adequate resources (Graduate Student Support Center); (2) expand master's specialization and certificate offerings in targeted programs; (3) develop a Virtual Graduate Program (online graduate studies) to increase access to post-baccalaureate programs and, (4) provide graduate scholarship for low-income students.

- Also in the Title 5 PPOHA additional funding is assigned to expand the library holdings to support research and thesis oriented graduate studies.

In 2010 the governing bodies of the Institution approved a new General Education Program that responds to the needs of the students, the institutional philosophy, and the changes in the labor market. This process of curriculum revision will conclude in the summer 2012.

In December 2010, BCU initiated the process of curriculum revision of the Graduate Program. This initiative will impact the academic offerings of the Graduate Program and the development of various courses in the distance modality. Resources will also be acquired for the management of information, bibliographical references, the acquisition of books and others educational materials for the Library.

During 2008-2010, BCU designed and implemented a program for mentoring, tutoring and assisting students with academic deficiencies in the areas of science and math. The Institution realigned various courses of the School of Liberal Arts, Science and Health Professions and improved the infrastructure of the science Building San Alberto Magno. BCU plans to offer tutoring services in all of its colleges.

Strengthen the Institution's finances

BCU improved its budgetary and financial reporting system to assists management in assessing the financial stability of the Institution in support of its Mission, goals and objectives. Specifically, it has improved the accounting procedures in the Accounting and Finance area as follows:

- Implementing monthly closing procedures to ascertain that the financial statements are reliable and completed on time.

- Using Colleague Financials as the new program for financial reporting purposes. The Colleague program was implemented in July 1, 2009.

- Completing the Colleague General Ledger Course offered by the Datatel Company.

- Preparing financial statements in accordance with GAAP on a monthly basis for decision making as required.

- Including the students' accounts receivable in the Colleague program and monitoring the student deposits and accounts effectively. A similar process occurs with the payroll system.

- Other important measures were taken to strengthen our financial situation, such as:

- As of July 1, 2009, as a result of the All Year Round Pell concept implementation BCU allocated more resources to the support its Mission, goals and objectives. The All Year Round Pell implementation increased our income by approximately 29%.

- Budget and expenses control. During the fiscal year 2009-10, the University established an Annual Budget of $11,054,480, while the actual expense for June 30, 2010 was $10,996,392 (excluded of depreciation expense). The approved Budget for the period 2010-11 is $12,457,055 and this increase (12%) was possible as a result of the Year Round Pell implementation.

- Development of service agreements between BCU and governmental agencies and increase of Continuing Education Program (CAP) offerings by the Center of Professional and Technical Development (CEDEPT). This agreements and the CAP offering growth produced a 216%n increase in revenues, ($103,381 to $327,071) from 2008 to 2009.

It's important to state that even through turbulent financial times we are living, BCU's investment portfolio increased from $6,491,037 to $7,142,067 during the period of June 30, 2009 to June 30, 2010. But still, BCU's main source of revenues (approximately 76%) is Tuition and Fees whose principal funding comes from, Pell Grants and Loans.

Improve student enrollment and retention

BCU seeks to increase its enrollment and retention, and to fulfill this challenge BCU needs to have an effective recruitment process, excellent management and registration services, and an effective retention process.

BCU's first semester total enrollment has shown a downward trend over the last decade. From the academic year 2000-01 to the year 2009-10 the total enrollment has decreased by 30.0%.

The downward trend is also noted for twelve months unduplicated head count enrollment. During the first five years of the academic years 2000-01 to 2008-09, the unduplicated headcount was over 4,000 students, while in the last three years enrollment did not reach this figure.

The freshmen enrollment has also reflected a downward trend for the past seven years, bringing down the numbers from approximately 400 to 248 in 2006-07. Following that year the trend has been upward and stable until the 2010-11 academic year when 330 new students were enrolled.

To address the aforementioned situations and to comply with Standard 8, BCU developed a Strategic Enrollment Plan. In 2004, a Strategic Enrollment Plan was issued and updated in 2008. The plan proposes the following goals:

•   Establish a customer service culture where "Students are first".

•   Set up an easy flowing enrollment process.

•   Increase retention and student success (graduation rate).

•   Increase student enrollment.

•   Position BCU in social communication media and social networks.

To integrate the recruitment, admission, retention, and academic success, BCU strategically restructured the student service offices under a new functional area named Strategic Enrollment Management Area. This functional area consists of the following service offices:

•   Recruitment

•   Admissions

•   Guidance and Counseling

•   Bursar

•   Student Financial Aid

•   Registrar

•   Mentoring and Transfer Students Services

This measure resulted in the elimination of unnecessary steps to accelerate and improve the enrollment process.

In order to promote a customer service culture among the administrative personnel, especially among those working directly with students, the University established an action plan in January 2008 with Datatel's Professional Services to:

•   Audit the Colleague database and update the data for reliable results.

•   Train the administrative personnel to understand the functions and management of the Colleague Program in the following areas:

•   Admissions/Recruitment

•   Active Admissions

•   Curriculum Mgmt. & Faculty Info.

- Financial Aid

- Academic Records/Registration

- Accounts Receivable/Cash Receipts

Currently (Academic year 2010-11), as part of a Title 5 Project, Bayamon Central University is adding or adjusting the following modules:

1. Degree Audit: University has Degree Audit currently setup. Datatel's Consulting will support adjustments and modifications required to successfully roll out.

2. e-Advising: To provide tools that allow diverse advising needs and approaches, depending on programs and provide for the: (a) traditional one-on-one advising format, (b) impromptu advising sessions, (c) complete online self-advising, or a combination of all three techniques. This module will strengthen retention efforts through the use of advanced online services; also, allowing advisors to seamlessly exchange information regarding students, course offerings, and registration guidelines. This module will provide support to the development of strategic course planning based on student's academic path.

3. Retention Alert: To track and monitor at-risk students through Colleague triggering alerts based on predetermined scenarios, or manual triggers such as those from an instructor or advisor. This module will help us track the progress and overall results of the University's efforts. Retention Alert implementation services will be provided prior to June 30, 2011 as part of Year 4 of the Title 5 Grant. The remainder of the Retention Alert Services will be provided beginning July 1, 2011 as part of Year 5 of the Title 5 Grant.

Physical Facilities

The BCU Student Center building was completed in 2006 to relocate all the student services and the Graduate Program. This facility is a four floor 46,000 square feet concrete structure, with bathrooms on all floors, two elevators, and two fire escapes. It also has an emergency power generator that supplies 100% of the building's electricity. The first floor has a 326 seat theater, a chapel with 60 seat capacity, an office for the chaplain, and a cafeteria with its kitchen and dining area. On the second floor are offices of the College of Education, a student center, a first aid emergency area, Quality of Life Office, and the Office of the Dean of Students Affairs with its conference room. The third floor has the Office of Counseling with its conference rooms, computer room, tutoring offices and three classrooms (one with an observation laboratory area). The fourth floor has 8 classrooms, 7 faculty offices, and a teaching practicum laboratory.

Library

The Dr. Margot Arce de Vázquez library has been instrumental in enhancing the teaching and learning process. The students can find the necessary tools for research. They can log in from their homes into the library consortium known as the Metropolitan Library

Consortia (COBIMET) networks or to the interlibrary loans process. Funding resources allocations are assigned to periodically up-grade the collection and the COBIMET membership. The Library also has: (1) Bibliographical instrumental modules to strengthen data base and research skill. (2) Instrumental module such as: APA style writing, essays and outlines among others. (3) Technical assistance in searching and locating information. (4) Faculty digital resources in the reserve area.

The library operates from 8:00 a.m. to 10:00 p.m. Monday through Thursday and from 8 a.m. to 5 p.m. on Fridays and Saturdays. Access to our Catalog has been granted through the BCU Webpage.

Governance and leadership

In September 2006, the Board of Trustees and the Council of Founders conducted their election. Eng. Juan José Sánchez was elected President of the Board. The Council of founders appointed Father Angel Valentín, O.P. as head of the Council. The Board of Trustees has increased its members to sixteen and activated all of its Commissions. Almost every Board of Trustee's Commission includes a member of the Council of Founders. During the last year the Bylaws have been submitted to a thorough evaluation by the Board of Trustees.

In 2007 the Board of Trustees gave their support to the former president's proposal to reorganize the university. This proposal included an academic reorganization of the five (5) existing academic departments into three (3) colleges: 1) College of Arts Science and Health Professions, 2) the College of Management and Technology and 3) the College of Education and Behavioral Professions. In addition each college offers its own graduate program.

In the reorganization the Management Information System Office responds directly to the President. A Technology Infrastructure Committee was established to plan the institution's technology developments. Together with the reorganization BCU fortified and unified its management information system in a four phase action plan: (1) Strengthen the foundation of Colleague in the areas of WebAdvisor, records and registration usage, accounts receivable, financial aid and recruitment and admission. (2) Implementation of Colleague Finance module in the areas of general ledger, accounts payable/purchasing implementation and general financial consulting. (3) Implementation of Colleague human resources module (4) Implementation of the student retention and advising modules

After retiring from the University of Puerto Rico, Prof. Nilda Nadal accepted the position of president of BCU for a three year term which concluded in August 2010. In September 2010, BCU appointed Dr. Lillian Negrón-Colón president of the University.

All Year Round Pell

As of July 1st, 2009, BCU implemented the All Year-Round Pell concept by expanding the summer session of the academic calendar.   This new option offered the students the

possibility of an accelerated path. 88 students (22%) of a graduating class of 398 were able to accelerate and complete their academic goal though the All Year Round Pell.

New President Future Plans

Dr. Lillian Negrón-Colón as the new president instituted a set of priorities that BCU should work with while the Strategic Plan is under revision, these priorities are:

Academic Affairs

- Revise and diversify the academic offering so it can respond to actual labor demands.
- Revise and update undergraduate concentrations and graduate specializations.
- Support academic programs that require accreditation, professional certifications, and professional exams.
- Promote the development of programs offered in distance education modality.
- Develop a policy for additional concentrations and minors.
- Strengthen short term careers to meet the needs of new demand of the society.
- Strengthen academic programs with consortiums with other postsecondary institutions in Puerto Rico and abroad.
- Promote student and faculty exchange with other postsecondary education institutions.
- Update the Institutional Assessment Plan
- Revise salary scales, promotion norms by rank, and the contracting process.
- Increase enrollment in undergraduate and graduate programs.
- Support academic programs initiatives in recruiting and retention of students.
- Continue to identify financial aid assistance for graduate programs.

Human Resources

- Encourage professional development of faculty and administration.
- Explore alternatives for the personnel retirement plan.
- Activate the Health and Security Committee.

Investigation

- Develop an academic investigation policy.
- Revise procedures of Institutional Review Board (IRB) for research with human beings.

Student services

- Improve Enrollment Management

- Strengthen alumni association.

Finance

- Carry out negotiations with banks to continue improving institutional credit and cash flow.
- Improvement and maintenance of infrastructure and facilities.

Technological Infrastructure

- Develop a Disaster Recovery Plan

Public Relations and Communication

- Develop an aggressive public relation and communication plan.

- Appoint a coordinator for the public relation and communication office.

- Incorporate a marketing agency into the institutional efforts.

Institutional Planning and External Resources

- Continue the search for external funds through proposals.

- Continue support to physical and technological infrastructure by developing projects funded US Federal Government.

- Involve faculty in grant writing.

- Revise Strategic Plan 2007-2011 with the participation of the university community.

Library

- Increase Library Holdings
- Revise the Technological Support Center's business plan to promote the development of a small business.

Community

- Establish community service as a graduation requisite
- Encourage faculty to participate in community service
- Develop multidisciplinary community service office which will be used as practicum center for social work, counseling and psychology students

Evangelization: faith & life

- Consider attendance to spiritual retreats as part of professional development of the

employees.

- Develop academic and student activities that foster the Christian message.
- Strengthen the Catholic formation through all academic programs.

Self-study Process at Bayamón Central University

Intended Outcomes of the Self-study

Bayamón Central University has identified self-study outcomes that will serve to focus the self-study on key institutional questions and build a foundation for moving forward, including undertaking a new strategic planning process. This new planning process will begin during the self-study allowing us to conduct a comprehensive assessment of the current plan's implementation. It will establish an extensive knowledge base for developing the institution's new strategic plan.

Create a concise and constructive document that meets the needs of the Commission on Higher Education and serves as a valuable tool for institutional planning, change, and growth.

During the BCU Institutional Self Study, our institution will:

- Engage the campus community in a process of critical assessment of strengths and weaknesses that will provide the foundation for a new strategic planning process.

- Assess the institution's current Mission Statement to establish its sufficiency and accuracy as we move into the future.

- Examine the efficacy of the institution's structure for assessment (institutional, program, and course-level).

- Strengthen the institution's ability to respond to change, with particular attention to the current and projected budget challenges.

- Ensure that the institution's commitment to diversity, civility, and inclusiveness is integrated throughout the campus environment in all university processes. Assess the integration of technology and multimedia approaches in teaching and learning, and establish whether that teaching is flexible and responsive to the diverse learning styles of an ever-changing student population.

- Evaluate the system for enrollment management to maximize our ability, consistent with our mission, to recruit, retain, and graduate students.

- Identify best practices to improve advising at both the undergraduate and the graduate levels.

- Determine structures to support and reward faculty research.

- Continue the development of an assessment culture which begam after the last visit of the MSCHE.

- Demonstrate compliance of the 14 accreditation standards.

- Focus on the concerns of the academic, administrative and student services of our institution.

- Establish discussion of the strengths and weaknesses of BCU as we face the new decade.

- Use the results of the self study to improve the quality of education.

Self-Study Model Development

Usefulness of the Comprehensive Model

BCU selected a significant and useful Comprehensive Model for the educational community. This model provides a balance among the 14 standards and addresses the areas of priority identified by our university community. The Steering Committee and the working groups identified the evidence needed to support each standard and the areas that required greater attention. The Working Groups Guide appendix includes a matrix that identifies the documents that demonstrate the compliance of each standard.

The following areas were identified by the working group as requiring greater attention: Faculty, Institutional Assessment, Assessment of Student Learning, Resources Allocation and Institutional Renewal.

Some documents and policies were identified for immediate review. Among the documents requiring immediate attention is the Faculty Manual. This manual does not take into consideration the change of the academic semester (All Year Round Pell that was implemented by BCU in August 2009).

The Comprehensive Model proposed by the Steering Committee disclosed to all the University community addresses the 14 standards of accreditation that are required by MSCHE.

Comprehensive Model Description

The comprehensive model selected by the Steering Committee organizes the 14 accreditation standards into (8) related areas.

Group 1:   Mission, Goals, and Integrity

Standard 1 – Mission and Goals

Standard 6 – Integrity

Group 2:   Planning, Resource Allocation, Institutional Renovation, and Institutional Resources

Standard 2 - Planning, Resources, Allocations and, Institutional Renewal

Standard 3 – Institutional Resources

Group 3:   Leadership, Governance, and Administration

Standard 4 – Leadership and Governance

Standard 5 – Administration

Group 4:   Student Admission, Retention and Student Support Services

Standard 8 – Student Admission and Retention

Standard 9 – Student Support Services

Group 5:   Faculty

Standard 10 – Faculty

Group 6:   Educational Offerings

Standard 11 – Educational Offerings

Group 7:   General Education and Related Educational Activities

Standard 12 – General Education

Standard 13 – Related Educational Activities

Group 8:   Institutional Assessment and Assessment Student Learning

Standard 7 - Institutional Assessment

Standard 14 – Assessment of Student Learning

As part of the selection process of the Comprehensive Model, several meetings and workshops were conducted with members of the Steering Committee. Consequently, each member of the Steering Committee later conducted several meetings with each working group.   The standards assigned to each group were discussed and the fundamental elements that demonstrate compliance with those standards. A faculty meeting was conducted on February 11, 2011 to discuss the comprehensive model. The model was also included on the university homepage.

In the development of the investigation questions each working group identified the fundamental elements of each standard and their relevance to the mission, goals, and objectives of BCU. Each working group determined common areas with other standards. As part of the development of the investigation questions, areas of assessment were identified, areas of improvement to be considered, and evidences or documents needed to prove compliance of the standard.

Self-study Steering Committee

The Institutional Steering Committee appointed by the President is composed of 13 members representing the different institutional levels. These organizational levels include: Board of Trustees, President, Dean of Academic Affairs, Dean of Administration and Finances, Dean of Student Affairs, Development and Institutional Planning, Directors of Academic Colleges, Project Manager of Curriculum Review, and Faculty.

The Steering Committee included among its members the Chair, who is the Director of the Office of Planning and Institutional Development and a Co-chair, who is the Associate

Dean of Licenses and Accreditations. Each member of the Steering Committee is head of a working group consequently facilitating coordination, flexibility, and communication.

Functions of the Steering Committee

- Head the institutional self- study

- Determine areas of importance

- Communicate to the University community the design of the self-study model

- Conduct orientation meetings with faculty, students, and administration

- Conduct meetings and workshops with working groups

- Conduct follow up meetings with the working groups

- Edit and submit the self-study comprehensive model

- Coordinate the MSCHE Vice-president visits to BCU.

Self-study Steering Committee Composition (13 members)

Members	Position
1. Dr. Lillian Negrón Colón	President
2. Dr. Pura Echandi	Academic Dean
3. Dr. Luz Valentín	Associate Dean of Licensing and Accreditation, Co-Chair
4. Prof. Niza Zayas	Dean of Student Affairs
5. Miss. Rosimar Ferrer	Finance and Administration Dean
6. Mr. Pedro Bermúdez	Planning and Institutional Development Director, Chair
7. Dr. Haydeé Domínguez	Faculty of College of Education and Behavioral Professions
8. Dr. Caroline González	College of Education and Behavioral Professions Director
9. Dr. Oscar Cruz Cuevas	College of Liberal Arts, Science and Health Professions Director
10. Prof. Nidia Colón	College of Business Development and Technology Director
11. Dr. Juan Mejías	Curriculum Review Project Director
12. Prof. Elba Rivera	Faculty of College of Liberal Arts, Science and Health Professions
13. Fray Yamil Samalot, OP., PHD	Board of Trustees

Self-study Working Group

Functions of Working Groups

The eight groups were appointed by the President based on recommendations made by the Steering Committee. The functions of each Working Groups are:

- Study the accreditation standards

- Identify the fundamental elements of each standard and their relevance to the institutional mission and goals.

- Identify areas of high priority within each standard.

- Identify evidence that demonstrates compliance with each standard

- Identify strengths and weaknesses in our compliance of standards

- Submit a rough copy of research questions identifying documents to evidence the compliance of a standard

Working Groups Composition

Working Group 1

> *Standard 1 – Mission and Goals*
>
> *Standard 6 - Integrity*

1. Fray Yamil Samalot, OP., PHD (P[1]), Member of the Board of Founders
2. Ms. Elayne Núñez (VP[2]), Acting Director of the Office of Human Resources
3. Prof. Awilda Padró, Faculty of College of Liberal Arts and Sciences
4. Dr. Ilia Suárez, Faculty of College of Education and Behavioral Professions
5. Dr. Mayra Rosario, Member of Board of Trustees
6. Prof. Brenda López, Faculty of College of Business and Technology
7. Dr. Daniel Torres, Faculty of College of Education and Behavioral Professions

Working Group 2

> *Standard 2 - Planning, Resource Allocation and Institutional Renewal*
>
> *Standard 3 - Institutional Resources*

1. Mr. Pedro Bermúdez (P), Chair, Planning and Institutional Development Director
2. Miss. Rosimar Ferrer (VP), Administrative and Finance Dean
3. Prof. Lydia Rivera, Faculty of College of Liberal Arts and Sciences
4. Prof. Carlos Rodríguez, Faculty of College of Business and Technology

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[1] President of the Working Group
[2] Vice-president of the Working Group

5. Prof. Elba Rivera, Faculty of College of Liberal Arts and Sciences

6. Prof. Ángel Salgado, Faculty of College of Business and Technology

7. Mr. Eliezer García, General Services Director

8. Ms. Enid Rivera, Budget Director

9. Prof. Arzoris Múñoz, Faculty of College of Business and Technology

10. Mr. José Torral, Board of Trustees Member

Working Group 3

Standard 4 – Leadership and Governance

Standard 5 – Administration

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

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

3. Prof. Ángelo Sanfilippo, Faculty of Academic Council

4. Miss. Rosimar Ferrer, Administration and Finance Dean

5. Ms. Enid Rivera, Budget Director

6. Mr. Eliezer García, General Services Director

7. Prof. Salvador Pérez, Faculty of College of Business and Technology

8. Prof. María Laureano, Faculty of College of Education and Behavioral Professions

9. Mr. Juan José Sánchez Member of Board of Trustee

10. Ms. Lydia García, Student Academic Council

11. Prof. Dinorah Jiménez, Faculty of College of Liberal Arts and Science

12. Prof. Ángel Salgado, College of Business and Technology

13. Prof. Bessie Ann Martínez, Faculty of College Education and Behavioral Professions

Working Group 4

Standard 8 – Student Admissions and Retention

Standard 9 – Student Support Services

1. Prof. Niza Zayas (P), Dean of Student Affairs

2. Ms. Christine Hernández (VP), Enrollment Management Director

3. Ms. Edna Ortiz, Financial Aid Director

4. Miss. Myrna Pérez, Student Transition Services Director

5. Ms. Miriam Silva, Alumni Office Director

6. Mr. Víctor Colón, Registrar

7. Miss. Raquel Rivera, Student Representative

8. Ms. Milagros Rivera, Counseling office Director

9. Ms. Cristina Freytes, Upward Bound Director

10. Mr. William Torres, Recruiter

11. Mr. Joel Vélez, Quality of Life Office Director

12. Mr. Tavis Tony Santiago Torres, Student Representative

13.Miss. Annette Valentín, Library Director

Working Group 5

   Standard 10 – Faculty

1. Dr. Haydee Domínguez (P), Faculty of College Education and Behavioral Professions

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

3. Prof. Nancy Rodríguez, Faculty of College Education and Behavioral Professions

4. Prof. Miguel Rivera Rivera, Faculty of College of Liberal Arts and Sciences

5. Ms. Elaine Núñez, Acting Director of Human Resources Office

6. Prof. Margarita Pruna, Faculty of College of Business and Technology

Working Group 6

   Standard 11 – Educational Offerings

1. Dr. Pura Echandi (P), Dean of Academic Affairs

2. Dr. Caroline González, Director of College of Education and Behavioral Professions

3. Prof. Nidia Colón, Director of College of Business and Technology

4. Dr. Oscar Cruz Cuevas, Director of College of Liberal Arts, Sciences and Health Professions

Working Group 7

   Standard 12 – General Education

   Standard 13 – Related Educational Activities

1. Dr. Juan Mejías (P), Curriculum Review Committee

2. Prof. Carmen Núñez, Faculty of College of Liberal Arts and Sciences

3. Prof. Awilda Burgos, Faculty of College of Business and Technology

4. Prof. Brenda López, Faculty of College of Business and Technology

5. Dr. Caroline González, Director College of Education and Behavioral Professions

6.   Dr. Nitza Márquez, Faculty of College of Education and Behavioral Professions

7.   Dr. Daniel Torres, Faculty of College of Education and Behavioral Professions

8.   Prof. Milagros Rivera Watterson, Member of Curriculum Review Committee

9.   Prof. José Cruz Maura, Member of Curriculum Review Committee

10. Miss. Annette Valentín, Library Director

11. Prof. Ana Sobrino, Faculty of College of Liberal Arts and Sciences

12. Prof. Lilliana López, Faculty of College of Education and Behavioral Professions

13. Prof. Myrna Rodrigo, Faculty of College of Business and Technology

14. Dr. Oscar Cruz Cuevas, Director of College of Liberal Arts and Sciences

Working Group 8

> *Standard 7 – Institucional Assessment*
>
> *Standard 14 – Assessment of Student Learning*

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

2.   Dr. Pura Echandi (VP), Academic Dean

3.   Mr. Pedro Bermúdez, Chair, Director of Planning and Institutional Development

4.   Dr. Caroline González, Director of College of Education and Behavioral Professions

5.   Dr. Oscar Cruz Cuevas, Director of College of Liberal Arts and Sciences

6.   Prof. Nidia Colón, Director of College of Business and Technology

7.   Prof. Floridalia Vidal, Faculty of College of Liberal Arts, Sciences and Health Professions

8.   Dr. Nitza Márquez, Faculty of College of Education and Behavioral Professions

9.   Prof. Juan R. De Jesús, Faculty of College of Education and Behavioral Professions

10. Prof. Lourdes Ríos, Faculty of College of Business and Technology

11. Dr. Daniel Torres, Faculty of College of Education and Behavioral Professions

12. Prof. Jose Cruz Maura, Curriculum Review Committee

13. Dr. Juan Mejías, Curriculum Review Committee

Inventory of documents for the Self-Study

- Bayamon Central University Self Study, March 2003.

- Report to the Faculty, Administration Trustees, and Students of Bayamon Central University by an Evaluation Team representing the Middle States Commission on Higher Education prepared after study of the institution's self- study report and a visit to the campus on April 27-30, 2003.

- Pre-Monitoring Report to MSCHE submitted by BCU in October, 2004

- Follow UP Report Up Date submitted by BCU in September, 2005

- Report to the Faculty, Administration, Trustees, and Students by a Team Representing the MSCHE prepared after a visit to the Campus on October 11-12, 2005

- Follow-up Report to MSCHE submitted by BCU: Steps Taken to Strengthen Shared Governance, submitted on December 1, 2006.

- Periodic Review Report presented by BCU, June 2008

- Progress letter submitted by BCU in October, 2010. Steps Taken to Strengthen the Institution's Finance and Steps Taken to Improve Enrollment and Retention

- BCU Strategic Plan 2007-2012

- BCU Faculty Handbook

- BCU Statutes and by-laws

Working Group Standards, Charges, and Research Questions

Working Group 1

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

VP - Ms. Elaine Núñez

Standard 1 – Mission and Goals

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

Standard 6 – Integrity

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

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

1.   How effective is the University at accomplishing its mission? What established protocols and processes have been conducted to disseminate the mission, goals and

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objectives of our University among all the constituents? How effective have these processes been? How can we improve them?

2. To what extent are the goals and objectives aligned with the institutional mission? How well are the goals reflected in institutional documents and practices?

3. How has the mission, goals and objectives impacted the decision-making environment? How well do the University's mission, goals, and objectives guide the institution to provide an adequate environment for research, teaching and services?

4. How do we nurture the holistic development of the human being in the spiritual, communal and professional dimensions, as well as in the academic and cultural realms? How are these components assessed, revised and renewed in order to achieve desired outcomes? How is such assessment used to inform planning and resource allocation?

5. How are our institutional mission, goals, and objectives put into operation through institutional activities?

6. How do we evidence our community's participation in activities that facilitate or are responsible for institutional improvement and development? How are these groups selected?

7. How do we establish and evaluate the protocols to resolve student appeals and concerns? How do we determine the adequacy of the protocols?

8. How do our institutional policies and procedures secure and respect the general conditions conducive to academic freedom? How do we evidence the principle of academic freedom in the classroom?

9. To what extent is the right of freedom of expression and the respect to diversity of ideas incorporated into academics?

10. How do we promote our ethical principles among the university community? To what extent do policies provide specific rules and regulations to govern the conduct of our university community?

11. How does the process regarding intellectual property rights facilitate the identification, protection and promotion of intellectual property at our university?

12. How do we promote, defend and respect human rights?

13. How we ensure the integrity and veracity of the information disseminated to our community? How effective is this process.

Working Group 2

P Mr. Pedro Bermúdez

VP - Miss Rosimar Ferrer

Standard 2:   Planning, Resource Allocation, and Institutional Renewal

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

Standard 3: Institutional Resources

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

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

1.   How effective have our institutional efforts been in involving our constituents in the institutional planning process?

2.   To what extent has the strategic plan guided initiatives and projects developed in the last 5 years?

3.   How effective has the strategic plan been? What issues should be refocused in the next 5 years? What other non-contemplated issues must be dealt with?

4.   How is the budget (operating and capital) linked with the strategic plan? How do we evidence that the distribution of resources responds to the goals and objectives of the strategic plan?

5.   How does the budget (operating and capital) support our institutional vision and mission?

6.   How have we responded to the institutional financial constraints during the last 5 years? To what extent is our institution in a viable financial condition? What are our major financial challenges? How are we responding to these challenges?

7.   How do we evidence our commitment and institutional capacity for the development and maintenance of physical facilities?

8. To what extent does our income depend on enrollment? What is the level of dependence of our students on Pell grants? How have our enrollment costs and dependence on Pell grants compared with similar universities over the past 5 years? What are the income diversifying strategies and their goals and objectives?

9. What evidence assures that our technological developments supports our strategic plan? How successfully have these developments been implemented?

10. How does the University ensure that resources are used effectively and efficiently, including appropriate cost containment and reallocation of resources? To what extent these resources are used effectively and efficiently?

Working Group 3

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

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

Standard 4 – Leadership, Governance

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

Standard 5 – Administration

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

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

1. How does the shared governance demonstrate the effectiveness of the procedures used to update, write, edit, divulge and publish institutional policies and regulations? How do these procedures evidence the shared governance effectiveness?

2. How do the components of our governing body know their duties and responsibilities? To what extent does our community relate with the representatives of our governing body?

3. How effective are the strategies used by the Board of Trustees to get external fundraising? What are the new strategies and their goals and objectives?

4. How does the assessment of the president's performance support our institutional mission and goals?

5.   Over the last five (5) years, how have changes in the administrative structure responded to our needs? What has been the impact of the recent administrative reorganization?

6.   How effectively does the administrative body coordinate and communicate its efforts to improve efficiency in procedures and decision making? How are subsequent changes in policies or procedures communicated to our community?

7.   How adequately is the administrative structure staffed? Which services need to be reinforced?

Working Group 4

Prof. Niza Zayas (P), Student Dean Affairs

Ms. Christine Hernández (VP), Enrollment Management

Standard 8 – Student Admissions and Retention

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

Standard 9 – Student Support Services

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

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

1.   How effective has the implementation of the enrollment management plan been? How effective has student recruitment been at all academic levels?

2.   To what extent does our admission policy reflect the institutional mission and goals?

3.   How do we address freshmen academic and social adjustment to university life? How do we provide academic, social and personal support? How do we include parents, guardians, and significant others?

4.   How do student support services satisfy student needs and interests, in accordance with the institutional mission?

5.   What is the effectiveness of student support services in assisting in the creation of student learning communities? How are students encouraged in peer learning, having study groups and social activities?

6.   How do we provide support to students identified as being at risk? How effective are the students support services in student retention?

7.   How effective is the process to encourage students with special needs to actively participate in campus activities?

8.   How effective are student organizations in promoting leadership skills? To what extent has this impacted student retention?

9.   What policies and procedures protect student confidentiality and ensure accuracy of records?

10.   How do external community programs or activities promote our institutional mission and goals? To what extent have students been integrated into these programs and activities?

Working Group 5

Dr. Haydee Domínguez (P), College of Education

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

Standard 10 – Faculty

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

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

1.   How does the teacher student ratio facilitate the role and responsibilities of our faculty? How does it compare with other peer institutions? To what extent is the faculty numerous enough to meet the academic and service needs of the students?

2.   How does the faculty integrate academic activities to include: teaching, learning, research and academic services? How effectively do our tenure and promotion policies support this integration? To what extent have these policies been equitably and fairly implemented?

3.   To what extent have faculty been provided with sufficient time and resources to pursue professional development? How have these development efforts impacted the community?

4.   To what extent does the quality of the faculty meet the teaching and curricular needs of the University? How effective are the criteria used to determine qualification for a position? How effective are the policies and procedures related to recruitment, appointment, and retention of our faculty?

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5.   What additional processes and criteria, if any, are used to recruit faculty in areas of difficult recruitment?

6.   To what extent are the procedures for hiring and evaluating temporary faculty consistent with those for regular faculty? When a college has a high percent of part time faculty, how do we ensure that the responsibilities in terms of teaching, advising, and other academic services are met?

7.   How effective are the strategies used to encourage faculty in the design, review and establishment of new academic programs and to participate in community service and other activities related to our institutional mission?

8.   How are priorities set in the professional development of faculty? How are these priorities reflected in the budget?

9.   To what extent have faculty development opportunities changed during the last five years? To what extent are these opportunities equitably distributed across the University? How do these opportunities reflect faculty needs?

10.   How do we guarantee the acquired rights and benefits of the faculty?

Working Group 6

Dr. Pura Echandi (P), Academic Dean

Standard 11 – Educational Offerings

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

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

1.   To what extent does the academic offering display the instructional content, rigor and coherence appropriate to the institution's mission and goals? How do the curricular revision process and the development of new academic offering integrate the institutions mission and goals?

2.   To what extent does the curriculum provide for the integration of disciplines and knowledge? How is technology, management information skills, communication skills, support services and research integrated into the curriculum of each academic program?

3.   How effective are the systematic curriculum review processes in determining the development of new academic programs and curriculum needs? How do the institutional curricula meet student needs and preferences, professional requirements and employment changing scenarios? How satisfied are the students, faculty, employers and professional organizations with the adequacy and relevance

of our curriculum?

4.   How do we evidence that our alumni possess the necessary skills for their discipline or profession?

5.   How is the assessment of student outcomes integrated into our curriculum revision, program development and course planning?

6.   How well are the Curricular Development Plan and the Strategic Plan aligned?

7.   How effective are academic support services at providing students and faculty with the necessary support to promote the academic and personal development of students?

Working Group 7

Dr. Juan Mejías (P), Curriculum Review Committee

Standard 12 – General Education

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

Standard 13 – Related Educational Activities

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

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

1.   What strategies do we use to ensure quality and comply with the contact hours required for the intellectual development of the student at associate, bachelor and master degree levels?

2.   How do we evidence the curriculum alignment between the General Education Program and the various areas of concentration?

3.   How are the goals and objectives of the Education Program aligned with our institutional mission and philosophy?

4.   How does the General Education Program help the students acquire competencies in their discipline or profession? How do we use the results of the student learning assessment to improve the curriculum of the General Education Program?

5.   How do we evidence the support given to the General Education Program in terms of administrative structure, budget and incentives for faculty? How do we divulge the General Education Program requirements?

6.   How do we identify under prepared students and what academic support programs and services are available for them?

7.   How do we evidence that the goals and objectives of the Certificate Program are aligned and consistent with our institutional mission and philosophy?

8.   How do we evidence the participation of faculty and other academic professionals in the design, operation and evaluation of the Certificate Program?

9.   To what extent do policies and procedures to grant credit for experiential learning align with the new regulation? How are they made known and publicized? How does faculty participate in this process?

10.   How effective are the strategies used to develop courses and distance learning programs? How does distance education strengthen our institutional vision, mission and goals?

Working Group 8

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

Dr. Pura Echandi (VP), Academic Dean

Standard 7 -   Institutional Assessment

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

Standard 14 – Assessment of Student Learning

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

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

1.   How does the Institutional Assessment Plan support our institutional mission and goals?

2.   To what extent does the administration provide support creating the culture of assessment?

3.   How do we evidence that our academic programs help our students achieve their personal and professional goals?

4.   How do we incorporate the assessment outcomes in institutional renovation plans, the strategic plan, and in the prioritizing and resource allocation process? How are the outcomes used to improve academic programs?

5.   How do we evidence the use of our student learning assessment outcomes in the educational offering, the General Education Program, and related educational activities? To what extent do we document student success?

6.   How adequate are faculty efforts to assess student learning?

Self -Study Calendar

Activity	Date
1. Planning and Design of Self-Study	
1.1. Plan the Plan	Apr.-Jun. 2010
1.1.1. MSCHE reminds institution of the pending evaluation and invites it to the Self-Study Institute	
1.1.2. Steering Committee Chair(s) and members chosen	Aug.-Oct. 2010
1.1.3. Attend Self-study Institute for orientation of the self-study process	Nov. 2010
1.2. Preliminary self-study model	
1.2.1. Institution chooses its preliminary self-study model.	Dec. 2010
1.2.2. Institution determines types of working groups that will be needed	Jan. 2011
1.2.3. Draft Self-study Model and Design including research questions for working groups	Feb.-Mar. 2011
1.2.4. Self-study Model for approval	
1.2.5. MSCHE staff liaison schedules self-study preparation visit.	Jan.-Mar.-2011
1.2.6. Institution chooses its final self-study model	Jan.-2011
1.2.7. Institution determines the composition of working groups	Jan.-2011
1.2.8. Final draft of self-study Model and Design finalized, including research questions for working groups	Mar.-2011
1.2.9. Staff liaison approves institution's self-study design	Mar.-2011
1.2.10. MSCHE staff visits BCU	Mar.-Apr. 2011
1.2.11. Staff liaison approves BCU's self-study design	Mar.-Apr. 2011
2. Self-study process	
2.1. Steering Committee oversees research and reporting by working groups.	May 2011-Mar. 2012
2.2. Working groups involve university community	May 2011-Mar. 2012
2.3. Working groups submit reports	May 2011-Mar. 2012

Activity	Date
3. Self-Study Report	
3.1. MSCHE selects the evaluation team Chair, and the institution approves the selection.	Apr.-Jul. 2012
3.2. Chair and institution select dates for team visit and for the preliminary visit.	Apr.-Jul. 2012
3.3. UCB sends a copy of the self-study design to the team Chair.	Apr.-Jul. 2012
3.4. UCB develops self-study draft.	Aug.2012
4. Draft	
4.1. Campus community reviews draft of self-study report.	Sep.-Oct. 2012
4.2. UCB's governing board reviews draft of self-study report.	Nov.-2012
4.3. Evaluation team Chair reviews draft self-study report. Steering committee makes changes.	Nov.-Dec. 2012
4.4. Team Chair makes preliminary visit at least four months prior to team visit.	Dec.2012-Jan.2013
5. Final Version	
5.1. BCU prepares final version of the self-study report.	Dec.2012-Jan.2013
5.2. Institution sends final report to evaluation team and to MSCHE at least six weeks prior to team visit.	Feb.-2012
6. Peer Review	
6.1. Team visit	Mar. 2013
6.2. Team report	May. 2013
6.3. Institutional response (Two weeks after Peer Team Report)	May. 2013
7. Committee on Evaluation Report meets	Jun.2013
8. Commission action	Jun.2013
9. Follow-up, if any	

Organization of the Self-study Report

Bayamón Central University will conduct a comprehensive self-study and the organization of the resulting report will be based on the 14 standards of Middle States Commission on Higher Education as addressed by the eight working groups. Each of the working groups will draft its own chapter or chapters. Every chapter will include a summary of major findings from the research questions addressed and, where appropriate, will provide suggestions or action plans for improvement. The self-study report's conclusion will include a summary of all suggestions and plans for improvement. In brief, the report structure will be as follows:

Chapter I: Overview of the Institution

Chapter II: Executive Summary

Chapter III: Mission, Goals and Integrity (Standards 1 and 6)

Chapter IV: Planning, Resource Allocation and Institutional Renewal, Institutional Resources (Standards 2 and 3)

Chapter V: Leadership and Governance, Administration (Standard 4 and 5)

Chapter VI: Student Admission and Retention ant Student Support Services (Standard 8 and 9)

Chapter VII: Faculty (Standard 10)

Chapter VIII: Educational Offering (Standard 11)

Chapter IX: General Education and Related Educational Activities (Standard 12 and 13)

Chapter X: Institutional Assessment and Assessment of Student Learning (Standard 7 and 14)

Chapter XI: Conclusions and Summary of Recommendations

Appendix

Editorial Style

- Each working-group report should be completed in Word and submitted by e-mail to the Steering Committee.

- For the working-group reports, simple formatting should be used so that removing or changing formatting will not be difficult when the reports are compiled for the University's self-study document. For example, rather than using the space bar to indent several spaces, use the tab key or other Word tools for indenting and/or aligning text.

- Working-group reports should be carefully edited before they are submitted. The writers of individual reports will use the APA format with which we are most familiar.

Profile of the Visiting Team

BCU is a Dominican Order, Catholic private non-profit institution of higher education, located in Bayamon, Puerto Rico. Founded in 1961 as a two-year regional college, it has continued to grow, offering associate degrees, bachelors and masters. In the fall of 2010 BCU had an enrollment of 1,497 full-time students and 599 part-time students for a total enrollment of 2,096 students. 71% female, 92% are low income families and 89% percent are first generation students.

BCU offers undergraduate and graduate programs in Business Administration, Education, Science, and Psychology.

BCU's evaluation team should be composed of four to five members who are familiar with the challenges of a catholic university as a sponsoring governing group. Members should be familiar with institutions that serve minority populations, First Generation College students, and that share our mission, vision, and philosophical principles.

We suggest that the evaluation team include evaluation expertise in:

• Academic programs in Business Administration, Education, Arts and Science.

• Information Literacy and Library Technology

• Enrollment Management

• Budgeting and Finance

• Institutional Assessment

We also suggest that the following Institutions meet the before mentioned requirements:

• St. Thomas Aquinas College (Sparkill, NY)

• Caldwell College (Caldwell, NJ)

• Loyola University (Baltimore, Maryland)

• Canisius College (Buffalo, NY)

• Marist College (Poughkeepsie, NY)

• Cabrini College (Radnor, PA)

Conclusion

Bayamón Central University (BCU) prepared its Self-Study Design following the documents: Characteristics of Excellence in Higher Education (2006) and Self Study Creating a Useful Process and Report (2007).

Bayamón Central University enthusiastically embraces the opportunity that Middle States Commission on Higher Education self-study provides for fully understanding the effectiveness, challenges, and opportunities of all areas of the institution. The members of the Steering Committee and the working groups are eager and committed with the self-study. The self-study process will set a firm foundation from which we are going to develop our next strategic plan and move forward.

Appendix: Working Groups Guide

MIDDLE STATES COMMISSION ON HIGHER EDUCATION 2009-2013

Self-study Steering Committee (Comité Timón de Auto estudio)

Members (Miembros)	Position (Posición)
1. Dr. Lillian Negrón Colón	**President** (Presidenta)
2. Dr. Pura Echandi	**Academic Dean** (Decana de Asuntos Académicos)
3. Dr. Luz Valentín	Associate Dean of Licensing and Accreditation **Co-Chair**
4. Prof. Niza Zayas	**Student Dean** (Decana de Estudiantes)
5. Miss. Rosimar Ferrer	**Finance and Administration Dean** (Decana de Adm. y Finanzas)
6. Mr. Pedro Bermúdez	**Planning and Institucional Development Director** (Director de la Oficina de Planificación y Desarrollo Institucional) **Chair**
7. Dr. Haydeé Domínguez	**Faculty member of College of Education and Behaviour Professions** (Facultad del Colegio de Educación y Profesiones de la Conducta)
8. Dra. Caroline González	**College of Education and Behavior Professions Director** (Directora del Colegio de Educación y Profesiones de la Conducta)
9. Dr. Oscar Cruz Cuevas	**College of Liberal Arts, Science and Health Professions Director** (Director del Colegio de Artes Liberales, Ciencias y Profesiones de la Salud)
10. Prof. Nidia Colón	**College of Business Development and Technology Director** (Directora del Colegio de Desarrollo Empresarial y Tecnología)
11. Dr. Juan Mejías	Director del Proyecto de Revisión Curricular
12. Prof. Elba Rivera	**Faculty member of College of Education and Behaviour Professions**
13. Fray Yamil Samalot, OP., PHD	**Junta de Síndicos**

Chair: Sr. Pedro Bermúdez
Co-Chair: Dr. Luz Valentín

Leyenda: Presidente (P); Vice Presidente (VP)
*Estos comités serán validados posteriormente a la aprobación del modelo de autoestudio

Rev. 9/08/10; Corregida: 4/11/10; Rev: 22/11/10; Corregido: 7/12/10; Corregido: 11/01/11 – 21-EN-11

Institutional Context (Contexto Institucional)
Comité de Trabajo 1

GRUPO	MEMBERS (Miembros)	OFFICE/DEPARTMENT (Oficina/Departamento)	STANDARD (Estándar #)	MSCHE STANDARDS (Estándares de la MSCHE)	INDICATORS OF EFFECTIVENESS (Indicadores de efectividad)	EVIDENCIA QUE SUSTENTE EL CUMPLIMIENTO DE CADA ESTANDAR (¿Dónde se encuentra?)

1	Fray Yamil Samalot, OP., PHD (P)
	
	Sra. Elayne Núñez (VP)
	
	Prof. Awilda Padró
	
	Dra. Ilia Suárez
	
	Dra. Mayra Rosario
	
	Prof. Brenda López
	
	Dr. Daniel Torres
		Representante de la Consejo de Fundadores
		
		Directora Interina de la Oficina de Recursos Humanos
		
		Colegio de Artes Liberales y Ciencias
		
		Colegio de Educación
		
		Representante de la Junta Síndicos
		
		Colegio de Desarrollo Empresarial y Tecnología
		
		Colegio de Educación
			I	**Mission and Goals** (Misión y metas)	- Misión, metas, objetivos de la UCB
					- Políticas institucionales relacionadas
					- Perfil del egresado UCB y relación con metas y objetivos (Matriz que evidencie relación entre metas UCB y perfil del egresado)
					- Evidencia de divulgación de metas, objetivos institucionales
					- Política propiedad intelectual
						- Misión y metas de la institución en el :
						  • Catálogo institucional
						  • Plan estratégico institucional
						  • Informes anuales de cada Colegio, Oficina, Decanato, (Informes de Logros)

			VI	**Integrity** (Integridad) Comunicación y Transparencia	- Evidencia de que se atienden las quejas de los Estudiantes - Evidencia de actividades donde participa la comunidad universitaria - Evidencia de práctica justa e imparciales en: reclutamiento, evaluación del personal, despido o destitución de empleados - Evidencia de protección derechos de propiedad intelectual (política) - Evidencia de divulgación de información de la institución tales como informes requeridos por MSCHE, CESPR - Evidencia de disponibilidad de catálogos: impresos, en línea - Evidencia de actualización de catálogos - Evidencia de comunicación y transparencia de los procesos - Formulario para recoger quejas de estudiantes	- Descripciones en los catálogos y otros documentos públicos de los procedimientos de querellas, procedimientos disciplinarios, procedimientos para destacar a los estudiantes de altos honores (sistema) - Descripción del proceso de reclutamiento de empleados que utiliza la institución - Políticas o prácticas que evidencien la integridad de la institución en la contratación, ascenso en rango del personal - Políticas y procedimientos establecidos en la institución para evitar el plagio y uso de material fotocopiado (procedimiento fotocopias ej. libros) - Política de conflicto de intereses (¿Cómo se aplica?) - Política sobre libertad de cátedra (academic freedom) - Política de propiedad intelectual - Procedimientos institucionales para creación y revisión de políticas - Plan de acción afirmativa

Institutional Context (Contexto Institucional)
Comité de Trabajo 2

GRUPO	MEMBERS (Miembros)	OFFICE/DEPARTMENT (Oficina/Departamento)	STANDARD (Estándar #)	MSCHE STANDARDS (Estándares de la MSCHE)	INDICATORS OF EFFECTIVENESS (Indicadores de efectividad)	EVIDENCIA QUE SUSTENTE EL CUMPLIMIENTO DE CADA ESTANDAR (¿Dónde se encuentra?)
2	Sr. Pedro Bermúdez (P)	Chair	II	**Planning, Resource Allocation and Institutional Renewal** (Planificación, asignación de recursos y renovación institucional)	- Evidencia Plan Estratégico	- Copia de los presupuesto de Oficina, Decanatos y Colegios a tres (3) años basado en el Plan estratégico
	Srta. Rosimar Ferrer (VP)	Decana de Administración			- Evidencia de participación en el Plan Estratégico	
	Prof. Lydia Rivera	Colegio de Artes Liberales y Ciencias			- Evidencia de reuniones de planificación	- Presupuesto operacional de la institución
	Prof. Carlos Rodríguez	Colegio de Desarrollo Empresarial y Tecnología			- Planes de trabajo de los decanatos, colegios y oficinas de servicio	- Plan de tecnología
	Prof. Elba Rivera	Colegio de Artes Liberales y Ciencias			- Plan Maestro de Infraestructura	- Plan actividades pro-fondos (Junta Síndicos)
	Prof. Ángel Salgado	Colegio de Desarrollo Empresarial y Tecnología			- Plan de Adquisición y Reemplazo de equipo	- Plan de la Biblioteca y Descripción de Recursos de información disponible
	Ing. Eliezer García	Director de Servicios Generales			- Evidencia de acuerdos y consorcios	- Políticas y procedimientos para desarrollo y cierre de programas académicos
	Sra. Enid Rivera	Directora Presupuesto	III	**Institucional Resourses** (Recursos institucionales)	- Evidencia de política para asignación de recursos	- Estados financieros auditados de dos (2) años previos
					- Evidencia de reuniones para discutir presupuestos, asignación de recursos: a la facultad	- Proyecciones presupuestarias y documentos relacionados
	Prof. Arzoris Múñoz	Colegio de Desarrollo Empresarial			- Cantidad de actividades para obtención de fondos o donativos recibidos	
	Sr. José Torral	Junta de Síndicos			- Políticas y planes de fondos dótales - Revisión, evaluación y análisis de estados financieros	- Facilidades, uso de terrenos y plan maestro de uso de facilidades
					- Política para controles de gastos, redirigir ingresos y recursos económicos	- Planes de desarrollo de facultad con presupuesto
					- Controles de gastos y nuevas fuentes de ingresos	- Plan estratégico institucional
					- Presupuesto anual y proyecciones por tres años	
					- Plan de adquisición y manejo de equipo	- Plan de recaudación de fondos
					- Plan maestro de infraestructura y manejo de instalaciones	

Institutional Context (Contexto Institucional)
Comité de Trabajo 3

GRUPO	MEMBERS (Miembros)	OFFICE/DEPARTMENT (Oficina/Departamento)	STANDARD (Estándar #)	MSCHE STANDARDS (Estándares de la MSCHE)	INDICATORS OF EFFECTIVENESS (Indicadores de efectividad)	EVIDENCIA QUE SUSTENTE EL CUMPLIMIENTO DE CADA ESTANDAR (¿Dónde se encuentra?)
3	Sr. Pedro Bermúdez (P)	Chair	IV	**Leadership and Governance** (Liderazgo y gobierno)	- Evidencia estructura de gobierno - Evidencia desarrollo de políticas institucionales - Evidencia de participación de cuerpos en la toma de decisiones (agenda, minutas y hoja de asistencia) - Política de conflicto de interés, manual de administración, facultad - Planes de trabajo de los administradores, Junta de Síndicos - Evidencia de deliberaciones, Junta de Síndicos, Senado, Consejo Académico y Junta Administrativa	- Estatutos UCB: Documentos de Gobierno UCB • Lista de Miembros Consejo de Fundadores y Junta de Síndicos con sus títulos académicos y posición - Minutas de la Junta de Síndicos - Material o folletos para orientar a la Junta sobre su labor - Política de conflicto de interés que firma la Junta y los empleados - Descripción de tareas y cualificaciones del Presidente - Reglamento del Consejo de Estudiante - Lista de Miembros y Funciones del Consejo de Estudiantes - Senado, Consejo Académico Junta Administrativa (lista de miembros, tareas, miembros o reglamento y evidencias de reuniones).
	Dra. Luz Valentín (VP)	Co-Chair				
	Prof. Ángelo Sanfilippo	Representante del Consejo Académico				
	Prof. Salvador Pérez	Colegio de Desarrollo Empresarial y Tecnología				
	Prof. María Laureano	Representante de la Junta Administrativa				
	Ing. Juan José Sánchez	Representante de la Junta de Síndico				
	Sa. Lydia García	Estudiante Consejo Académico				
	Prof. Dinorah Jiménez	Colegio de Artes Liberales y Ciencias				
	Prof. Ángel Salgado	Colegio de Desarrollo Empresarial y Tecnología	V	**Administration** (Administración) **Propósito:** - Uso eficaz y eficiente de los recursos humanos, financieros y técnicos	- Perfil de los administradores • Nombre, • Posición, • Experiencia, • Preparación académica - Evidencia de Reuniones de Staff de Presidencia	- Organigrama institucional (señale los miembros administración) - Manuales de facultad - Manuales del personal administrativo - Descripciones de la posición administrativos y cualificaciones de los administradores - Material de orientación a los empleados y/o manuales de empleados.
	Prof. Bessie Ann Martínez	Colegio de Educación				
	Srta. Rosimar Ferrer	Decana de Administración				
	Sra. Enid Rivera	Directora Presupuesto				
	Ing. Eliezer García	Director Planta Física				

Institutional Context (Contexto Institucional)
Comité de Trabajo 4

GRUPO	MEMBERS (Miembros)	OFFICE/DEPARTMENT (Oficina/Departamento)	STANDARD (Estándar #)	MSCHE STANDARDS (Estándares de la MSCHE)	INDICATORS OF EFFECTIVENESS (Indicadores de efectividad)	EVIDENCIA QUE SUSTENTE EL CUMPLIMIENTO DE CADA ESTANDAR (¿Dónde se encuentra?)
4	Prof. Niza Zayas (P)	Decana de Asuntos Estudiantil	VIII	**Student Admissions and Retention** (Admisión de estudiantes y retención) - Coordina y evidencia los procesos de promoción Mercadeo y reclutamiento Retención y graduación (egresados)	- % de estudiantes atendidos - % matriculados - % estudiantes admitidos por año y por programa* - % estudiantes admitidos por promedio y resultados del College Board* - % estudiantes admitidos de escuelas públicas y privadas - Tasa anual de estudiantes que terminan su grado académico en tiempo y medio* - Tasa anual de graduación por cohorte* - Tasa anual de retención por programa académico - Nivel de percepción en el mercado - Cantidad de actividades de promoción y reclutamiento - Cantidad de anuncios pautados - Cantidad de estudiantes reclutados por actividad de mercadeo realizada - % de bajas por semestre y programas	- Copia del catálogo donde evidencie política de admisión y criterios utilizados - Hoja de cotejo de expediente de estudiante en admisión - Solicitud de admisión e información de promoción a los programas académicos - Información que se le provee al estudiante sobre su programa de estudio* (secuenciales) - Folletos y material de ayudas Económicas* - Plan de trabajo de Gerencia de Matrícula - Resultados de encuestas a los estudiantes - Informe sobre bajas
	Sra. Christine Hernández (VP)	Gerencia de Matrícula				
	Sra. Edna Ortiz, Directora	Asistencia Económica				
	Srta. Myrna Pérez, Directora	Servicios de Transición del Estudiante				
	Sra. Miriam Silva	Oficina de Ex-alumnos				
	Sr. Víctor Colón	Registrador				
	Srta. Raquel Rivera	Representante estudiantil				

	Sra. Milagros Rivera	Directora de Orientación y Consejería	IX	**Student Support Services** (Servicios de apoyo al estudiante)
				
				- Coordina y evidencia los servicios directos a los estudiantes
					- % de satisfacción con los servicios directos (estudio de satisfacción estudiantil)
					- Número de actividades sociales, culturales desarrollados
					- Tasa de participación estudiantil por actividad
					- Número de estudiantes atendidos en Consejería, Tutorías y Biblioteca
					- Nivel de participación de egresados
						- Reglamento de estudiante
						- Política y procedimiento que establece la institución para atender querellas de los estudiantes
						- Evidencias de formularios para atender querellas de estudiantes
						- Planes de trabajos de las áreas que ofrecen servicio a estudiantes tales como:
						  o Programa de Orientación y Consejería
						  o Calidad de Vida
						  o Asistencia Económica
						  o Decanato de Asuntos Estudiantiles
						  o Enfermería
						  o Biblioteca
						  o Registro
						  o Tesorería
						- Evidencia de actividades sociales, culturales, religiosas
						- Evidencia de actividades de servicio comunitario
						- Política sobre Publicación de Información del Estudiante (FERPA)
						- Formularios para evidenciar cumplimiento de esta política
						- Política para cumplir con estudiantes veteranos o servicios de fuerzas armadas
						- Estadísticas e informe sobre atletas
						- Evidencia de encuestas de satisfacción a los servicios de apoyo y resultados.

	Sra. Cristina Freytes, Directora	UpWard Bound				
	Sr. William Torres	Reclutador				
	Sr. Joel Vélez, Director	Calidad de Vida				
	Sr. Tavis Tony Santiago Torres	Representante estudiantil				
	Srta. Annette Valentín	Directora de la Biblioteca				

*(se incluyen además en el estándar 11)

Institutional Context (Contexto Institucional)
Comité de Trabajo 5

GRUPO	MEMBERS (Miembros)	OFFICE/DEPARTMENT (Oficina/Departamento)	STANDARD (Estándar #)	MSCHE STANDARDS (Estándares de la MSCHE)	INDICATORS OF EFFECTIVENESS (Indicadores de efectividad)	EVIDENCIA QUE SUSTENTE EL CUMPLIMIENTO DE CADA ESTANDAR (¿Dónde se encuentra?)
5	Dra. Haydee Domínguez (P) Prof. Awilda Burgos (VP) Prof. Nancy Rodríguez Prof. Miguel Rivera Rivera Sra. Elaine Núñez Prof. Margarita Pruna	Colegio de Educación Colegio de Desarrollo Empresarial y Tecnología Colegio de Educación Colegio de Artes Liberales y Ciencias Oficina de Recursos Humanos (Administración) Colegio de Desarrollo Empresarial y Tecnología	X	**Faculty** (Facultad) (Comité Avalúo Facultad) - Asegurar una facultad cualificada - Planificar actividades de desarrollo profesional	- %personal docente a tiempo completo - %personal docente a tiempo parcial - % facultad con grados doctorales - Número de actividades desarrollo profesional que asistió la facultad - % participación de facultad en actividades de investigación - Revisar y validar el instrumento de evaluación de facultad	- Lista de facultad a tiempo completo y parcial con sus credenciales académicas (nombre facultad/full time, part time/preparación académica/experiencia/cursos que ofrecen) - Reglamento de Facultad - Lista de facultad que pertenece a el Consejo Académico, Senado Universitario y Junta Administrativa - Evidencia de Reglamento del Consejo y Senado - Evidencia de reuniones (agenda, minuta y hoja de asistencia) - Política relacionada a libertad de cátedra - Manual y procedimientos de: evaluación facultad, ascenso en rango, contratación, - Evidencia de evaluación de facultad por los estudiantes - Evidencia de orientación a facultad nueva - Política de Desarrollo de Facultad - Plan de Avalúo de Facultad o Lista de talleres y actividades profesionales que participa la facultad - Expedientes de Facultad (cotejo de documentos que evidencie preparación académica) - Política o procedimientos para integrar, orientar y desarrollar profesionalmente a facultad a tarea parcial.

Institutional Context (Contexto Institucional)
Comité de Trabajo 6

GRUPO	MEMBERS (Miembros)	OFFICE/DEPARTMENT (Oficina/Departamento)	STANDARD (Estándar #)	MSCHE STANDARDS (Estándares de la MSCHE)	INDICATORS OF EFFECTIVENESS (Indicadores de efectividad)	EVIDENCIA QUE SUSTENTE EL CUMPLIMIENTO DE CADA ESTANDAR (¿Dónde se encuentra?)
6	Dra. Pura Echandi (P) Dra. Caroline González Prof. Nidia Colón Dr. Oscar Cruz Cuevas	Decana de Asuntos Académicos Directora del Colegio de Educación y Profesiones de la Conducta Directora del Colegio de Desarrollo Empresarial y Tecnología Director del Colegio de Artes Liberales, Ciencias y Profesiones de la Salud	XI	Educational Offerings (Ofrecimientos académicos) - Identificar fortalezas y oportunidades del programa - Garantizar la calidad de la oferta académica por programa - Comité Avalúo de Programas Académicos	- Número de cursos remédiales que se ofrecen por términos - Uso de los resultados del avalúo para mejorar los programas académicos - Políticas sobre revisión de currículo - Evidencia de revisión curricular por programas - Número de actividades que llevan a cabo los programa académicos	- Catálogo (descripción de cursos programas y requisitos para obtener el grado - Prontuarios de cursos y descripción del programa donde se evidencie los resultados del aprendizaje estudiantil esperado - Guías, procedimientos, políticas para el desarrollo de programas y cursos - Evaluaciones de los cursos y programas - Informe de Comité de Revisión Curricular - Evidencia de Revisión Curricular - Resultados de las evaluaciones de los cursos por los estudiantes - Resultados de las evaluaciones de los profesores por los estudiantes - Evaluaciones internas y externas de los programas académicos (CESPR, Agencias Acreditadora de Programas, Evaluaciones de Colegios) - Copia de informes enviados por agencias licenciadoras (CESPR) o acreditadoras del programa - Informe de Progreso del Programa - Planes de Trabajo de Biblioteca - Estadísticas de Biblioteca - Servicios que ofrece la Biblioteca - Política de transferencia de créditos en el catálogo(página internet) - Acuerdos de articulación con universidades - Lista de universidades que aceptamos transferencia de créditos - Tablas de equivalencias - Evidencia de licencias de CESPR de programas académicos

Institutional Context (Contexto Institucional)
Comité de Trabajo 7

GRUPO	MEMBERS (Miembros)	OFFICE/DEPARTMENT (Oficina/Departamento)	STANDARD (Estándar #)	MSCHE (Estándares de la MSCHE)	INDICATORS OF EFFECTIVENESS (Indicadores de efectividad)	EVIDENCIA QUE SUSTENTE EL CUMPLIMIENTO DE CADA ESTANDAR (¿Dónde se encuentra?)
7	Dr. Juan Mejías (P) Prof. Carmen Núñez Prof. Awilda Burgos Prof. Brenda López Dra. Caroline González Dra. Nitza Márquez Dr. Daniel Torres Prof. Milagros Rivera Watterson Prof. José Cruz Maura Srta. Annette Valentín Prof. Ana Sobrino Prof. Lilliana López Prof. Myrna Rodrigo Dr. Oscar Cruz Cuevas	Comité Revisión Curricular Colegio de Artes Liberales y Ciencias Colegio de Desarrollo Empresarial y Tecnología Directora del Colegio de Educación Colegio de Educación Colegio de Educación Comité Revisión Curricular Directora de la Biblioteca Colegio de Artes Liberales y Ciencias Colegio de Educación Colegio de Desarrollo Empresarial Director del Colegio de Artes Liberales y Ciencias	XII	**General Education** (Educación general) - Garantiza la calidad del Programa de Educación General - Comité Revisión Curricular General	- Evidencia de revisión curricular de Educación General - Número de estudiantes que dominan las destrezas básicas de español, inglés, matemática y uso y manejo de la computadora - Número de estudiantes que toman cursos remediales - % de estudiantes que aprueban cursos remediales	- Catálogos - Prontuarios de Educación General - Evidencia Revisión Curricular del componente de Educación General - Matriz componente de Educación General con resultados de aprendizaje esperado - Ejemplos de herramientas de avalúo utilizadas en los cursos de educación general - Evidencia del uso de avalúo de los cursos de educación general para mejorar el aprendizaje de los estudiantes (ej. Cursos de matemáticas para estudiantes de educación que toman PCMAS) - Informe de evaluación externa e interna del Programa de Educación General
			XIII	**Related Educational Activities** (Actividades educativas relacionadas)	- Número de acuerdos de la UCB con otras instituciones - Correlación entre resultados del College Board y cursos remédiales (Español, Inglés y Matemática) - Otras actividades educativas que desarrolla la institución - PSAAE - Tutorías - Trabajo Social (Prácticas, Inserco) - Actividades educativas (Colegios de Educación, Desarrollo Empresarial y Ciencias	- Evidencia de acuerdos y convenios con universidades - Documentos que evidencien actividades específicas tales como: resultados de avalúo de las destrezas básicas, certificados obtenidos por los estudiantes, requisitos para práctica tales como: CPR, experiencias de aprendizaje en los cursos, programas de educación a distancia, políticas sobre educación a distancia - Evidencia de orientación a estudiantes nuevos (DEE 100)

Institutional Context (Contexto Institucional)
Comité de Trabajo 8

GRUPO	MEMBERS (Miembros)	OFFICE/DEPARTMENT (Oficina/Departamento)	STANDARD (Estándar #)	MSCHE (Estándares de la MSCHE)	INDICATORS OF EFFECTIVENESS (Indicadores de efectividad)	EVIDENCIA QUE SUSTENTE EL CUMPLIMIENTO DE CADA ESTANDAR (¿Dónde se encuentra?)
8	Dra. Luz Valentín (P)	Co-Chair	VII	**Institucional Assessment** (Avalúo Institucional)	- Evidencia de mejoras en el proceso de aprendizaje (Plan de acción PCMAS) (Creación de cursos de repasos PCMAS)	- Plan de Assessment Institucional escrito que identifique la relación con el plan estratégico
	Dra. Pura Echandi (VP)	Decana Académica				- Planes estratégicos de cada una de las unidades que reflejen el uso del assessment de resultados
	Prof. Floridalia Vidal	Colegio de Artes Liberales, Ciencias y Profesiones de la Salud (Coord. Enfermería)		**Propósito:** -Evalúa la efectividad institucional	- Evidencia uso sistemático de medidas cualitativas y cuantitativas (estudios institucionales	- "Report Card" del Programa de Educación - Resultados de encuestas a estudiantes, administración, facultad, egresados
	Dra. Nitza Márquez Prof. Juan De Jesús	Colegio de Educación		-Incorpora los resultados del aprendizaje estudiantil.		- Autoestudio de Programa de Preparación de Maestros
	Sr. Pedro Bermúdez	Chair		-Utiliza el resultado del assessment para mejorar programas y servicios Comité Avalúo Institucional		- Autoestudio de la Maestría en Consejería en Rehabilitación
	Dr. Oscar Cruz Cuevas	Director del Colegio de Artes Liberales y Ciencias				
	Prof. Carmen Núñez	Colegio de Artes Liberales y Ciencias				
	Prof. Lourdes Ríos	Colegio de Desarrollo Empresarial				
	Dr. Daniel Torres	Colegio de Educación				
	Prof. Jose Cruz Maura Dr. Juan Mejías	Comité Revisión Curricular	XIV	**Assessment of Student Learning** (Avalúo de aprendizaje estudiantil)	- Estudios de persistencia - Resultados de revalidas y certificaciones profesionales (Enfermería) (PCMAS) (Consejería) - Logros obtenidos por los egresados - Resultados exámenes estandarizados - Evaluaciones de los cursos (% notas obtenidas por cursos) **Assessment comunidad** - Recomendaciones de Advisor Committee para mejorar el programa académico - Retrocomunicación de los miembros, industria, comercio, mercado sobre las competencia académicas del programa **Assessment Patronos** - % de patronos satisfechos con la preparación académica del egresado (encuesta a patronos)	- Plan de Assessment del Aprendizaje Estudiantil - Políticas institucionales y guías para el avalúo del aprendizaje estudiantil - Políticas y prácticas para reconocer el esfuerzo académico del estudiante - Evidencias de actividades tales como cuadro de honor, noche de logros y otras que reconocen el esfuerzo académico - Perfil del estudiante por programas académicos - Expectativas de resultados académicos en el Programa de Educación General y Programas - Ejemplos de prontuarios de cursos medulares - Ejemplo de herramientas de avalúo utilizadas: rúbricas, encuestas, portafolios, módulos - Ejemplos del uso de los resultados del avalúo para mejorar el proceso de enseñanza y aprendizaje (curso de EDUC 413 y Repaso de PCMAS) - Resultados de evaluaciones de trabajo de estudiantes por cursos y evaluación del profesor del trabajo del estudiante
	Prof. Nidia Colón	Colegio de Desarrollo Empresarial		**Propósito:** -Ayuda al estudiante a mejorar su aprendizaje		
	Dra. Caroline González	Directora Colegio de Educación y Profesiones de la Conducta				

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